AHC Agriculture, Horticulture and Conservation and Land Management Training Package

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AHCSS0061 Prepare For and Manage Organic Farm Certification Skill Set ..........................6969
AHCSS0062 Pressurised Irrigation System Operator Skill Set ......................................................6971
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</thead>
<tbody>
<tr>
<td>AHCSS00065 Production Horticulture Machinery Skill Set</td>
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<td>AHCSS00066 Production Horticulture Manager Skill Set</td>
<td>6979</td>
</tr>
<tr>
<td>AHCSS00067 Production Horticulture Supervisor Skill Set</td>
<td>6981</td>
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<tr>
<td>AHCSS00068 Production Horticulture Technology Skill Set</td>
<td>6983</td>
</tr>
<tr>
<td>AHCSS00069 Recognise Aboriginal Cultural Sites Skill Set</td>
<td>6985</td>
</tr>
<tr>
<td>AHCSS00070 Recognise Native and Feral Fauna Skill Set</td>
<td>6987</td>
</tr>
<tr>
<td>AHCSS00071 Recognise Native Fauna in Indigenous Land Management Skill Set</td>
<td>6989</td>
</tr>
<tr>
<td>AHCSS00072 Pest Management Planning Skill Set</td>
<td>6991</td>
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<tr>
<td>AHCSS00073 Advanced Chemical Spray Application Skill Set</td>
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<tr>
<td>AHCSS00074 Agricultural Chemical Skill Set</td>
<td>6995</td>
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<tr>
<td>AHCSS00075 Basic Beekeeping Skill Set</td>
<td>6997</td>
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<td>AHCSS00076 Australian Native Stingless Bees Skill Set</td>
<td>6999</td>
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<tr>
<td>AHCSS00077 Pollination Services Skill Set</td>
<td>7000</td>
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<tr>
<td>AHCSS00078 Queen Bee Breeding Skill Set</td>
<td>7002</td>
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<td>© 2016 Commonwealth of Australia.</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

AHC10116 Certificate I in Conservation and Land Management

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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<tr>
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Qualification Description

This qualification is an entry-level qualification aimed at individuals entering conservation and land management industry. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.
**Packaging Rules**

Total number of units = 6
- Core Units = 2
- Elective Units = 4

### Core Units

**Work health and safety**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS101</td>
<td>Work safely</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK101</td>
<td>Maintain the workplace</td>
</tr>
</tbody>
</table>

**Elective Units**

Select 4 units from the elective list or from the elective lists of Certificates I or II of this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in conservation and land management and must be chosen to ensure the integrity of the qualification outcome at AQF level 1.

**Chemicals**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM101</td>
<td>Follow basic chemical safety rules</td>
</tr>
</tbody>
</table>

**Machinery operation and maintenance**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC MOM101</td>
<td>Assist with routine maintenance of machinery</td>
</tr>
</tbody>
</table>

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Natural area restoration

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR101</td>
<td>Support natural area conservation</td>
</tr>
<tr>
<td>AHCNAR102</td>
<td>Support native seed collection</td>
</tr>
</tbody>
</table>

Nursery

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNSY101</td>
<td>Support nursery work</td>
</tr>
</tbody>
</table>

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

This qualification is equivalent to AHC10110 Certificate I in Conservation and Land Management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC10216 Certificate I in AgriFood Operations

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Qualification Description

This qualification is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

The qualification is suited to VET in Schools programs or learners with no previous connection to the agriculture, horticulture or conservation and land management industries or relevant employment history.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 6

- Core Units = 2
- Elective Units = 4

Core Units

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK101</td>
<td>Maintain the workplace</td>
</tr>
</tbody>
</table>
Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS101</td>
<td>Work safely</td>
</tr>
</tbody>
</table>

Elective Units

- Select at least 2 units from the elective list
- 2 units may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course. The 2 units selected can be at AQF level 1 or AQF level 2. Selected units must be relevant to job outcomes in AgriFood industries and must be chosen to ensure the integrity of the qualification outcome at AQF level 1.

Broadacre cropping

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBAC101</td>
<td>Support agricultural crop work</td>
</tr>
</tbody>
</table>

Chemicals

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM101</td>
<td>Follow basic chemical safety rules</td>
</tr>
</tbody>
</table>

Irrigation

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG101</td>
<td>Support irrigation work</td>
</tr>
</tbody>
</table>

Landscape

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSC101</td>
<td>Support landscape work</td>
</tr>
</tbody>
</table>

Livestock
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK101</td>
<td>Support extensive livestock work</td>
</tr>
<tr>
<td>AHCLSK102</td>
<td>Support intensive livestock work</td>
</tr>
</tbody>
</table>

Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM101</td>
<td>Assist with routine maintenance of machinery and equipment</td>
</tr>
</tbody>
</table>

Nursery

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNSY101</td>
<td>Support nursery work</td>
</tr>
</tbody>
</table>

Organic production

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCORG101</td>
<td>Support organic production</td>
</tr>
</tbody>
</table>

Parks and gardens

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPGD101</td>
<td>Support gardening work</td>
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</table>

Production horticulture

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPHT101</td>
<td>Support horticultural production</td>
</tr>
</tbody>
</table>

Tools and equipment

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
</tbody>
</table>
MEM18002B | Use power tools/hand held operations

**Turf**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCTRF101</td>
<td>Support turf work</td>
</tr>
</tbody>
</table>

**Wool**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCWOL101</td>
<td>Support woolshed activities</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is not equivalent to AHC10210 Certificate I in Agrifood Operations.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC10316 Certificate I in Horticulture

Modification History

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<td>Initial release</td>
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Qualification Description

This qualification is an entry-level qualification aimed at individuals entering the horticulture industry. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

The qualification is suited to VET in Schools programs or learners with no previous connection to the horticulture industry or relevant employment history.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 6

- Core Units = 1
- Elective Units = 5

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCWHS101</td>
<td>AHCWHS101 Work safely</td>
</tr>
</tbody>
</table>
Elective Units

- Select 3 units from list below
- 2 units may be selected from units aligned to Certificates I or II in the AHC Training Package or from any other currently endorsed training package or accredited course
  Selected units must be relevant to job outcomes in horticulture

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCCHM101</td>
<td>Follow basic chemical safety rules</td>
</tr>
<tr>
<td>AHCIRG101</td>
<td>Support irrigation work</td>
</tr>
<tr>
<td>AHCLSC101</td>
<td>Support landscape work</td>
</tr>
<tr>
<td>AHCNAR101</td>
<td>Support natural area conservation</td>
</tr>
<tr>
<td>AHCNSY101</td>
<td>Support nursery work</td>
</tr>
<tr>
<td>AHCPGD101</td>
<td>Support gardening work</td>
</tr>
<tr>
<td>AHCNAR101</td>
<td>Support horticultural production</td>
</tr>
<tr>
<td>AHCTRF101</td>
<td>Support turf work</td>
</tr>
<tr>
<td>AHCWRK101</td>
<td>Maintain the workplace</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC10416 Certificate I in Permaculture

Modification History

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Qualification Description

This qualification is an entry-level qualification aimed at individuals entering the permaculture industry. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

The qualification is suited to VET in Schools programs or learners with no previous connection to permaculture or relevant employment history.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 7
- Core Units = 4
- Elective Units = 3

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCPER101</td>
<td>Observe permaculture principles and practices</td>
</tr>
<tr>
<td>AHCPER102</td>
<td>Support resource conservation practices</td>
</tr>
<tr>
<td>AHCPER103</td>
<td>Support plant care in a permaculture system</td>
</tr>
</tbody>
</table>
Elective Units

- Select at least 2 units from the elective list
- 1 unit may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course

Selected unit must be relevant to job outcomes in Permaculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 1

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER104</td>
<td>Support animal care in a permaculture system</td>
</tr>
<tr>
<td>AHCPER105</td>
<td>Assist with maintaining structures in a permaculture system</td>
</tr>
<tr>
<td>AHCPER212</td>
<td>Use and maintain garden hand tools and equipment</td>
</tr>
<tr>
<td>AHCNAR101</td>
<td>Support natural area conservation</td>
</tr>
<tr>
<td>AHCORG101</td>
<td>Support organic production</td>
</tr>
<tr>
<td>AHCWRK101</td>
<td>Maintain the workplace</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC20116 Certificate II in Agriculture

Modification History

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<td>Release 3</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
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<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Qualification Description

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock.

Individuals with this qualification carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work. Job roles vary across different industry sectors and may include:

- Assistant animal attendant/stockperson
- Assistant farm or station hand
- Assistant farm or station worker
- Assistant farm or station labourer.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:
• 18 units of competency:
  • 3 core units plus
  • 15 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

• 7 units from Group A
• 5 units from the remaining units in Group A, or from Group B
• up to 3 may be selected from the remaining units listed in this qualification or from any currently endorsed Training Package or Accredited Course.

**Core Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Elective Units**

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

**Group A**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBAB201</td>
<td>Assist agricultural crop establishment</td>
</tr>
<tr>
<td>AHCBAB202</td>
<td>Assist agricultural crop maintenance</td>
</tr>
<tr>
<td>AHCBAB203</td>
<td>Assist agricultural crop harvesting</td>
</tr>
<tr>
<td>AHCBBIO201</td>
<td>Inspect and clean machinery for plant, animal and soil material</td>
</tr>
<tr>
<td>AHCBBIO202</td>
<td>Follow site quarantine procedures</td>
</tr>
<tr>
<td>AHCCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCINF201</td>
<td>Carry out basic electric fencing operations</td>
</tr>
<tr>
<td>AHCINF202</td>
<td>Install, maintain and repair farm fencing</td>
</tr>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td>Code</td>
<td>Task Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>AHCINF204</td>
<td>Fabricate and repair metal or plastic structures</td>
</tr>
<tr>
<td>AHCIRG216</td>
<td>Assist with surface irrigation operations</td>
</tr>
<tr>
<td>AHCIRG217</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCLSK202</td>
<td>Care for health and welfare of livestock</td>
</tr>
<tr>
<td>AHCLSK203</td>
<td>Carry out birthing duties</td>
</tr>
<tr>
<td>AHCLSK204</td>
<td>Carry out regular livestock observation</td>
</tr>
<tr>
<td>AHCLSK205</td>
<td>Handle livestock using basic techniques</td>
</tr>
<tr>
<td>AHCLSK206</td>
<td>Identify and mark livestock</td>
</tr>
<tr>
<td>AHCLSK207</td>
<td>Load and unload livestock</td>
</tr>
<tr>
<td>AHCLSK208</td>
<td>Monitor livestock to parturition</td>
</tr>
<tr>
<td>AHCLSK209</td>
<td>Monitor water supplies</td>
</tr>
<tr>
<td>AHCLSK210</td>
<td>Muster and move livestock</td>
</tr>
<tr>
<td>AHCLSK211</td>
<td>Provide feed for livestock</td>
</tr>
<tr>
<td>AHCMOM201</td>
<td>Operate two wheel motorbikes</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM204</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td>AHCMOM205</td>
<td>Operate vehicles</td>
</tr>
<tr>
<td>AHCPMG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>AHCPMG202</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCWRK201</td>
<td>Observe and report on weather</td>
</tr>
<tr>
<td>AHCWRK205</td>
<td>Participate in workplace communications</td>
</tr>
<tr>
<td>AHCWRK206</td>
<td>Observe enterprise quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK207</td>
<td>Collect and record production data</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>AHCWRK312</td>
<td>Operate in isolated and remote situations</td>
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<tr>
<td>FWPCOT3259</td>
<td>Operate a four wheel drive on unsealed roads</td>
</tr>
<tr>
<td>HLTAID002</td>
<td>Provide basic emergency life support</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>TLID1001</td>
<td>Shift materials safely using manual handling methods</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202</td>
<td>Handle horses safely</td>
</tr>
<tr>
<td>ACMEQU205</td>
<td>Apply knowledge of horse behaviour</td>
</tr>
<tr>
<td>ACMEQU206</td>
<td>Perform horse riding skills at walk, trot and canter</td>
</tr>
<tr>
<td>ACMHBR201</td>
<td>Check and treat horses</td>
</tr>
<tr>
<td>ACMHBR203</td>
<td>Provide daily care for horses</td>
</tr>
<tr>
<td>ACMHBR304</td>
<td>Assist with artificial insemination of mares</td>
</tr>
<tr>
<td>ACMHBR307</td>
<td>Handle young horses</td>
</tr>
<tr>
<td>AHCAIS201</td>
<td>Assist with artificial insemination procedures</td>
</tr>
<tr>
<td>AHCBAC204</td>
<td>Prepare grain storages</td>
</tr>
<tr>
<td>AHCBEK203</td>
<td>Open and reassemble a beehive</td>
</tr>
<tr>
<td>AHCBEK205</td>
<td>Prepare and use a bee smoker</td>
</tr>
<tr>
<td>AHCBEK206</td>
<td>Assemble and maintain beekeeping components</td>
</tr>
<tr>
<td>AHCDRG201</td>
<td>Maintain drainage systems</td>
</tr>
<tr>
<td>AHCDRY201</td>
<td>Milk livestock</td>
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<tr>
<td>Code</td>
<td>Description</td>
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</tr>
<tr>
<td>AHCIRG215</td>
<td>Assist with low volume irrigation operations</td>
</tr>
<tr>
<td>AHCLSK201</td>
<td>Assist with feeding in a production system</td>
</tr>
<tr>
<td>AHCLSK213</td>
<td>Clean out production sheds</td>
</tr>
<tr>
<td>AHCLSK214</td>
<td>Maintain production growing environments</td>
</tr>
<tr>
<td>AHCLSK215</td>
<td>Carry out alpaca handling and husbandry operations</td>
</tr>
<tr>
<td>AHCLSK218*</td>
<td>Ride educated horses to carry out basic stock work</td>
</tr>
<tr>
<td>AHCMOM206</td>
<td>Conduct grader operations</td>
</tr>
<tr>
<td>AHCMOM207</td>
<td>Conduct front-end loader operations</td>
</tr>
<tr>
<td>AHCMOM208</td>
<td>Conduct excavator operations</td>
</tr>
<tr>
<td>AHCMOM209</td>
<td>Conduct dozer operations</td>
</tr>
<tr>
<td>AHCMOM210</td>
<td>Conduct scraper operations</td>
</tr>
<tr>
<td>AHCMOM214</td>
<td>Operate cane haulage vehicle</td>
</tr>
<tr>
<td>AHCPTH201</td>
<td>Plant horticultural crops</td>
</tr>
<tr>
<td>AHCPTH202</td>
<td>Carry out canopy maintenance</td>
</tr>
<tr>
<td>AHCPTH203</td>
<td>Support horticultural crop harvesting</td>
</tr>
<tr>
<td>AHCPTH205</td>
<td>Carry out postharvest operations</td>
</tr>
<tr>
<td>AHCPLY201</td>
<td>Collect store and handle eggs from breeder flocks</td>
</tr>
<tr>
<td>AHCPLY202</td>
<td>Maintain health and welfare of poultry</td>
</tr>
<tr>
<td>AHCPLY203</td>
<td>Set up shed for placement of day-old chickens</td>
</tr>
<tr>
<td>AHCPLY204</td>
<td>Collect and pack eggs for human consumption</td>
</tr>
<tr>
<td>AHCPLY205</td>
<td>Grade and pack eggs for human consumption</td>
</tr>
<tr>
<td>AHCPRK201</td>
<td>Care for health and welfare of pigs</td>
</tr>
<tr>
<td>AHCPRK203</td>
<td>Move and handle pigs</td>
</tr>
<tr>
<td>AHCPRK204</td>
<td>Care for weaner pigs</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>AHCPRK305</td>
<td>Care for grower and finisher pigs</td>
</tr>
<tr>
<td>AHCSAW201</td>
<td>Conduct erosion and sediment control activities</td>
</tr>
<tr>
<td>AHCSHG201</td>
<td>Crutch sheep</td>
</tr>
<tr>
<td>AHCSHG202</td>
<td>Assist in preparing for shearing and crutching</td>
</tr>
<tr>
<td>AHCSHG203</td>
<td>Shear sheep to novice level</td>
</tr>
<tr>
<td>AHCSHG204</td>
<td>Shear sheep to improver level</td>
</tr>
<tr>
<td>AHCSHG205</td>
<td>Grind combs and cutters for machine shearing</td>
</tr>
<tr>
<td>AHCSHG206</td>
<td>Prepare handpiece and downtube for machine shearing</td>
</tr>
<tr>
<td>AHCSHG207</td>
<td>Shear goats</td>
</tr>
<tr>
<td>AHCSHG208</td>
<td>Shear alpacas</td>
</tr>
<tr>
<td>AHCSHG209</td>
<td>Support alpaca shearing operations</td>
</tr>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCWAT201</td>
<td>Set up, operate and maintain water delivery systems for compost</td>
</tr>
<tr>
<td>AHCWOL201</td>
<td>Pen sheep</td>
</tr>
<tr>
<td>AHCWOL202</td>
<td>Perform board duties</td>
</tr>
<tr>
<td>AHCWOL203</td>
<td>Carry out wool pressing</td>
</tr>
<tr>
<td>AHCWOL204</td>
<td>Undertake basic skirting of alpaca fleece</td>
</tr>
<tr>
<td>RIIWHS202D</td>
<td>Enter and work in confined spaces</td>
</tr>
<tr>
<td>RIIWHS204D</td>
<td>Work safely at heights</td>
</tr>
<tr>
<td>TLID2022</td>
<td>Conduct weighbridge operations</td>
</tr>
<tr>
<td>TLILIC0003</td>
<td>Licence to operate a forklift truck</td>
</tr>
</tbody>
</table>

**Prerequisite requirements**

Note: Units listed in the *Prerequisite requirement* column that have their own prerequisite requirements are shown with an asterisk (*)
<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
<tr>
<td>ACMEQU206 Perform horse riding skills at walk, trot and canter</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>ACMHBR201 Check and treat horses</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>ACMHBR203 Provide daily care of horses</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
<tr>
<td>ACMHBR303 Carry out natural mare mating procedures</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>ACMHBR304 Assist with artificial insemination of mares</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>ACMHBR307 Handle young horses</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
</tbody>
</table>
| AHCLSK218 Ride educated horses to carry out basic stock work | ACMEQU202 Handle horses safely*  
ACMEQU206 Perform horse riding skills at walk, trot and canter* |

## Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
<td>AHC20116 Certificate II in Agriculture Release 4</td>
<td>AHC20116 Certificate II in Agriculture Release 3</td>
<td>Updated elective bank with current units</td>
<td>Equivalent qualification</td>
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</table>
Links

Companion Volumes, including Implementation Guides, are available at VETNet:
AHC20316 Certificate II in Production Horticulture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Qualification Description

The qualification enables individuals to select a tree cropping, vegetable or berry production, grape growing or mushroom production context as a job focus, or a mixture in the case of mixed enterprises.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15
- Core Units = 1
- Elective Units = 14

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
</tbody>
</table>

Elective Units

- Select 4 units from Group A
- Select 7 units from Group A or B
- 3 units may be selected from Group B or this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in production horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

**Group A**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBI0202</td>
<td>Follow site quarantine procedures</td>
</tr>
<tr>
<td>AHCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCPT201</td>
<td>Plant horticultural crops</td>
</tr>
<tr>
<td>AHCPT203</td>
<td>Support horticultural crop harvesting</td>
</tr>
<tr>
<td>AHCPT205</td>
<td>Carry out post-harvest operations</td>
</tr>
<tr>
<td>AHCPMG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>AHCPMG202</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCMSL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td>AHCIRG215</td>
<td>Assist with low volume irrigation operations</td>
</tr>
<tr>
<td>AHCIRG216</td>
<td>Assist with surface irrigation operations</td>
</tr>
<tr>
<td>AHCIRG217</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCIRG218</td>
<td>Assist with pump and flow control device operations</td>
</tr>
<tr>
<td>AHCIRG326</td>
<td>Operate irrigation injection equipment</td>
</tr>
<tr>
<td>AHCMOM201</td>
<td>Operate two wheel motorbikes</td>
</tr>
<tr>
<td>Code</td>
<td>Skill Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>AHCNOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCNOM204</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td>AHCNOM205</td>
<td>Operate vehicles</td>
</tr>
<tr>
<td>AHCNOM212</td>
<td>Operate quad bikes</td>
</tr>
<tr>
<td>AHCNSY202</td>
<td>Care for nursery plants</td>
</tr>
<tr>
<td>AHCNSY203</td>
<td>Undertake propagation activities</td>
</tr>
<tr>
<td>AHCNHT202</td>
<td>Carry out canopy maintenance</td>
</tr>
<tr>
<td>AHCNHT204</td>
<td>Undertake field budding and grafting</td>
</tr>
<tr>
<td>AHCNHT206</td>
<td>Handle and move mushroom boxes</td>
</tr>
<tr>
<td>AHCNHT207</td>
<td>Perform mushroom substrate process tasks</td>
</tr>
<tr>
<td>AHCNHT208</td>
<td>Water mushroom crops</td>
</tr>
<tr>
<td>AHCNHT209</td>
<td>Produce trellis dried grapes</td>
</tr>
<tr>
<td>AHCWRK201</td>
<td>Observe and report on weather</td>
</tr>
<tr>
<td>AHCWRK203</td>
<td>Operate in isolated and remote situations</td>
</tr>
<tr>
<td>AHCWRK206</td>
<td>Observe enterprise quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK207</td>
<td>Collect and record production data</td>
</tr>
<tr>
<td>AHCWRK208</td>
<td>Provide information on products and services</td>
</tr>
<tr>
<td>FDFOP2012A</td>
<td>Maintain food safety when loading, unloading and transporting food</td>
</tr>
<tr>
<td>FDFOP2016A</td>
<td>Work in a food handling area for non-food handlers</td>
</tr>
<tr>
<td>FDFWG2001A</td>
<td>Bench graft vines</td>
</tr>
<tr>
<td>FDFWG2002A</td>
<td>Carry out potting operations</td>
</tr>
<tr>
<td>FDFWG2003A</td>
<td>Hand prune vines</td>
</tr>
<tr>
<td>FDFWG2005A</td>
<td>Maintain callusing environment</td>
</tr>
<tr>
<td>FDFWG2006A</td>
<td>Obtain and process rootlings</td>
</tr>
<tr>
<td>FDFWG2008A</td>
<td>Train vines</td>
</tr>
<tr>
<td>Code</td>
<td>Skill Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>FDFWGG2009A</td>
<td>Operate specialised canopy management equipment</td>
</tr>
<tr>
<td>FDFWGG2010A</td>
<td>Field graft vines</td>
</tr>
<tr>
<td>FDFWGG2015A</td>
<td>Support mechanical harvesting operations</td>
</tr>
<tr>
<td>FDFWGG2016A</td>
<td>Install and maintain vine trellis</td>
</tr>
<tr>
<td>FDFWGG2018A</td>
<td>Operate vineyard equipment</td>
</tr>
<tr>
<td>FDFWGG2020A</td>
<td>Carry out hot water treatment</td>
</tr>
<tr>
<td>FDFWGG2021A</td>
<td>Operate nursery cold storage facilities</td>
</tr>
<tr>
<td>FDFWGG2022A</td>
<td>Take and process vine cuttings</td>
</tr>
<tr>
<td>FWPCOT3259</td>
<td>Operate a four wheel drive on unsealed roads</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>TLID1001</td>
<td>Shift materials safely using manual handling methods</td>
</tr>
<tr>
<td>TLID2022</td>
<td>Conduct weighbridge operations</td>
</tr>
<tr>
<td>TLILIC2001</td>
<td>Licence to operate a forklift truck</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC20310 Certificate II in Production Horticulture.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC20416 Certificate II in Horticulture

Modification History

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<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification underpins a range of work functions and job roles that can lead to a horticultural trade qualification.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 5 core units plus
  - 10 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 8 units from the electives listed below
- 2 units may be selected from the remaining electives list below and/or from this or any other currently endorsed Training Package or Accredited Course.
## Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM201</td>
<td>Recognise plants</td>
</tr>
<tr>
<td>AHCPMG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>AHCPMG202</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
</tbody>
</table>

## Elective Units

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB201</td>
<td>Apply a range of treatments to trees</td>
</tr>
<tr>
<td>AHCARB206</td>
<td>Operate and maintain stump grinding machines</td>
</tr>
<tr>
<td>AHCARB303*</td>
<td>Perform pruning operations</td>
</tr>
<tr>
<td>AHCARB311</td>
<td>Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>AHCARB312*</td>
<td>Use standard climbing techniques to access trees</td>
</tr>
<tr>
<td>AHCCHHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td>AHCINF204</td>
<td>Fabricate and repair metal or plastic structures</td>
</tr>
<tr>
<td>AHCIRG215</td>
<td>Assist with low volume irrigation operations</td>
</tr>
<tr>
<td>AHCIRG217</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCLSC201</td>
<td>Assist with landscape construction work</td>
</tr>
<tr>
<td>AHCLSC202</td>
<td>Construct low-profile timber or modular retaining walls</td>
</tr>
<tr>
<td>AHCLSC203</td>
<td>Install aggregate paths</td>
</tr>
<tr>
<td>AHCLSC204</td>
<td>Lay paving</td>
</tr>
<tr>
<td>AHCLSC205</td>
<td>Install tree protection devices</td>
</tr>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>AHCMMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCMMOM204</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td>AHCMMOM205</td>
<td>Operate vehicles</td>
</tr>
<tr>
<td>AHCMMOM211</td>
<td>Operate side by side utility vehicles</td>
</tr>
<tr>
<td>AHCMMOM212</td>
<td>Operate quad bikes</td>
</tr>
<tr>
<td>AHCMMOM213</td>
<td>Operate and maintain chainsaws</td>
</tr>
<tr>
<td>AHCNSY201</td>
<td>Pot up plants</td>
</tr>
<tr>
<td>AHCNSY202</td>
<td>Care for nursery plants</td>
</tr>
<tr>
<td>AHCNSY203</td>
<td>Undertake propagation activities</td>
</tr>
<tr>
<td>AHCNSY204</td>
<td>Maintain indoor plants</td>
</tr>
<tr>
<td>AHCPCM202</td>
<td>Collect, prepare and preserve plant specimens</td>
</tr>
<tr>
<td>AHCPCM203*</td>
<td>Fell small trees</td>
</tr>
<tr>
<td>AHCPGD201</td>
<td>Plant trees and shrubs</td>
</tr>
<tr>
<td>AHCPGD202</td>
<td>Prepare and maintain plant displays</td>
</tr>
<tr>
<td>AHCPGD203</td>
<td>Prune shrubs and small trees</td>
</tr>
<tr>
<td>AHCPGD204</td>
<td>Transplant small trees</td>
</tr>
<tr>
<td>AHCPGD205</td>
<td>Prepare a grave site</td>
</tr>
<tr>
<td>AHCPGD206</td>
<td>Conduct visual inspection of park facilities</td>
</tr>
<tr>
<td>AHCTRF201</td>
<td>Assist with turf construction</td>
</tr>
<tr>
<td>AHCTRF202</td>
<td>Prepare turf surfaces for play</td>
</tr>
<tr>
<td>AHCTRF203</td>
<td>Renovate grassed areas</td>
</tr>
<tr>
<td>AHCTRF204</td>
<td>Support turf establishment</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWRK205</td>
<td>Participate in workplace communications</td>
</tr>
<tr>
<td>AHCWRK206</td>
<td>Observe enterprise quality assurance procedures</td>
</tr>
<tr>
<td>Unit of competency</td>
<td>Prerequisite requirement</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>AHCWRK207 Collect and record production data</td>
<td></td>
</tr>
<tr>
<td>AHCWRK208 Provide information on products and services</td>
<td></td>
</tr>
<tr>
<td>AHCWRK209 Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>BSBINM201 Process and maintain workplace information</td>
<td></td>
</tr>
<tr>
<td>BSBWOR204 Use business technology</td>
<td></td>
</tr>
<tr>
<td>FWPCOT2236 Fall trees manually (basic)</td>
<td></td>
</tr>
<tr>
<td>FWPCOT2239 Trim and cut felled trees</td>
<td></td>
</tr>
<tr>
<td>FWPFGM2207 Undertake brushcutting operations</td>
<td></td>
</tr>
<tr>
<td>FWPFGM3212 Fall trees manually (intermediate)</td>
<td></td>
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<tr>
<td>FWPHER2206 Operate a mobile chipper/mulcher</td>
<td></td>
</tr>
<tr>
<td>MEM18001C Use hand tools</td>
<td></td>
</tr>
<tr>
<td>MEM18002B Use power tools/hand held operations</td>
<td></td>
</tr>
<tr>
<td>SIRRINV002 Control stock</td>
<td></td>
</tr>
<tr>
<td>SIRRNR001 Produce visual merchandise displays</td>
<td></td>
</tr>
<tr>
<td>SIRRRTF001 Balance and secure point-of-sale terminal</td>
<td></td>
</tr>
<tr>
<td>SIRXCEG001 Engage the customer</td>
<td></td>
</tr>
<tr>
<td>SIRXIND002 Organise and maintain the store environment</td>
<td></td>
</tr>
<tr>
<td>SIRXPDK001 Advise on products and services</td>
<td></td>
</tr>
<tr>
<td>SIRXSL001 Sell to the retail customer</td>
<td></td>
</tr>
<tr>
<td>SIRXSL002 Follow point-of-sale handling procedures</td>
<td></td>
</tr>
<tr>
<td>TLID1001 Shift materials safely using manual handling methods</td>
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</table>

**Prerequisite requirements**

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB303 Perform pruning operations</td>
<td>FWPCOT2237 Maintain chainsaws</td>
</tr>
<tr>
<td></td>
<td>FWPCOT2239 Trim and cut felled trees</td>
</tr>
<tr>
<td>Code and title</td>
<td>Code and title</td>
</tr>
<tr>
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<tr>
<td>AHC20416 Certificate II in Horticulture Release 3</td>
<td>AHC20416 Certificate II in Horticulture Release 2</td>
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**Qualification Mapping Information**

- OR
  - FWPCOT3238 Operate a pole saw

- AHCARB312 Use standard climbing techniques to access trees
  - AHCARB311 Tie, dress, set and finish arborist knots

- AHCPCM203 Fell small trees
  - AHCMMOM213 Operate and maintain chainsaws

**Links**

AHC20516 Certificate II in Arboriculture

Modification History

<table>
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<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Qualification Description

This qualification provides occupation outcomes with knowledge and skills to undertake a range of ground-based tree work activities and as a pathway for further learning required for tree workers in the arboriculture industry.

This qualification is suitable for an Australian Apprenticeship.

Occupational Licensing, legislative or certification requirements may apply to this qualification in some jurisdictions. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 20

- Core Units = 14
- Elective Units = 6

Core Units

<table>
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<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>CPCCOHS1001A</td>
<td>Work safely in the construction industry</td>
</tr>
<tr>
<td>AHCARB207</td>
<td>Perform ground based rigging*</td>
</tr>
<tr>
<td></td>
<td><em>AHCARB311 Tie, dress, set and finish arborist knots</em></td>
</tr>
<tr>
<td>AHCARB208</td>
<td>Recognise trees</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
</tr>
<tr>
<td>AHCARB209</td>
<td>Assist with aerial rescue from the ground*</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>AHCARB207</td>
<td>Perform ground based rigging*</td>
</tr>
<tr>
<td>AHCARB311</td>
<td>Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>AHCARB210</td>
<td>Work effectively in the arboriculture industry</td>
</tr>
<tr>
<td>AHCARB303</td>
<td>Perform pruning operations*</td>
</tr>
<tr>
<td>FWPCOT2237</td>
<td>Maintain chainsaws</td>
</tr>
<tr>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>FWPCOT2239</td>
<td>Trim and cut felled trees</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>FWPCOT3238</td>
<td>Operate a pole saw</td>
</tr>
<tr>
<td>AHCARB311</td>
<td>Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>FWPCOT2236</td>
<td>Fall trees manually (basic)</td>
</tr>
<tr>
<td>FWPCOT2237</td>
<td>Maintain chainsaws</td>
</tr>
<tr>
<td>FWPCOT2239</td>
<td>Trim and cut felled trees</td>
</tr>
<tr>
<td>FWPHAR2206</td>
<td>Operate a mobile chipper/mulcher</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>TLID1001</td>
<td>Shift materials safely using manual handling methods</td>
</tr>
<tr>
<td>UETTDREL14A</td>
<td>Working safely near live electrical apparatus as a non-electrical worker</td>
</tr>
</tbody>
</table>

### Elective Units

- Select at least 4 units from the elective list
- An additional 2 units may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course
- Selected units must be relevant to job outcomes in Arboriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

**NOTE:** Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB201</td>
<td>Apply a range of treatments to trees*</td>
</tr>
<tr>
<td>AHCARB206</td>
<td>Operate and maintain stump grinding machines*</td>
</tr>
<tr>
<td>AHCBI201</td>
<td>Inspect and clean machinery for plant, animal and soil material</td>
</tr>
<tr>
<td>AHCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCLSC205</td>
<td>Install tree protection devices</td>
</tr>
<tr>
<td>AHCMOM204</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td>AHCMOM207</td>
<td>Conduct front-end loader operations</td>
</tr>
<tr>
<td>AHCPGD201</td>
<td>Plant trees and shrubs</td>
</tr>
<tr>
<td>AHCPMG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>FWPCOT3238</td>
<td>Operate a pole saw</td>
</tr>
<tr>
<td>FPIFGM3212</td>
<td>Fall trees manually (intermediate)</td>
</tr>
<tr>
<td>FWPFGM3213</td>
<td>Fall trees manually (advanced)</td>
</tr>
<tr>
<td>RIWH205D</td>
<td>Control traffic with stop-slow bat</td>
</tr>
<tr>
<td>TLILIC2005</td>
<td>Licence to operate a boom-type elevating work platform (boom length 11 metres or more)</td>
</tr>
<tr>
<td>CPCCCM2010B</td>
<td>Work safely at heights</td>
</tr>
<tr>
<td>CPCCCM3001C</td>
<td>Operate elevated work platforms up to 11 metres</td>
</tr>
<tr>
<td>UETTDRRF03B</td>
<td>Perform EWP rescue</td>
</tr>
<tr>
<td>UETTDRRF08B</td>
<td>Perform EWP controlled descent escape</td>
</tr>
<tr>
<td>HLTAID001</td>
<td>Provide cardiopulmonary resuscitation</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is not equivalent to AHC20513 Certificate II in Arboriculture.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC20616 Certificate II in Parks and Gardens

Modification History

<table>
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<tr>
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<td>Initial release</td>
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Qualification Description
This qualification provides an occupational outcome in parks and gardens. The parks and gardens industry expects this qualification to be achieved to meet job outcomes at this level. No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements
There are no entry requirements for this qualification.

Packaging Rules
Total number of units = 15
- Core Units = 9
- Elective Units = 6

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCIRG217</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCPCGD201</td>
<td>Plant trees and shrubs</td>
</tr>
<tr>
<td>AHCPCMG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>AHCPCM201</td>
<td>Recognise plants</td>
</tr>
</tbody>
</table>
AHCSOL202  Assist with soil or growing media sampling and testing
AHCTRF204  Support turf establishment
AHCWHS201  Participate in work health and safety processes

Elective Units

- Select 3 units from elective list below
- 3 units may be selected from this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in parks and gardens and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB201</td>
<td>Apply a range of treatments to trees</td>
</tr>
<tr>
<td>AHCIRG215</td>
<td>Assist with low volume irrigation operations</td>
</tr>
<tr>
<td>AHCLSC201</td>
<td>Assist with landscape construction work</td>
</tr>
<tr>
<td>AHCMOM204</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td>AHCMOM211</td>
<td>Operate side by side utility vehicles</td>
</tr>
<tr>
<td>AHCNSY203</td>
<td>Undertake propagation activities</td>
</tr>
<tr>
<td>AHCPTGD202</td>
<td>Prepare and maintain plant displays</td>
</tr>
<tr>
<td>AHCPTGD203</td>
<td>Prune shrubs and small trees</td>
</tr>
<tr>
<td>AHCPTGD205</td>
<td>Prepare a grave site</td>
</tr>
<tr>
<td>AHCPTGD206</td>
<td>Conduct visual inspection of park facilities</td>
</tr>
<tr>
<td>AHCPTMG202</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCTRF202</td>
<td>Prepare turf surfaces for play</td>
</tr>
<tr>
<td>AHCTRF203</td>
<td>Renovate grassed areas</td>
</tr>
<tr>
<td>AHCWRK207</td>
<td>Collect and record production data</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is equivalent to AHC20610 Certificate II in Parks and Gardens.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC20716 Certificate II in Production Nursery

Modification History

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Qualification Description

This qualification provides an occupational outcome in production nursery industry. The nursery industry expects this qualification to be achieved to meet job outcomes at this level.

Job roles and titles covered by this qualification may include:

- production nursery assistant

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 16

- Core Units = 9
- Elective Units = 7

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCIRG217</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCNSY201</td>
<td>Pot up plants</td>
</tr>
<tr>
<td>AHCNSY202</td>
<td>Care for nursery plants</td>
</tr>
</tbody>
</table>
**AHCNSY203**  
Undertake propagation activities

**AHCPCM201**  
Recognise plants

**AHCPMG201**  
Treat weeds

**AHCPMG202**  
Treat plant pests, diseases and disorders

**AHCWHS201**  
Participate in work health and safety processes

### Elective Units

- Select 5 units from list below
- 2 units may be selected from units listed in Certificates II or III of this or any other endorsed Training Package or Accredited Course
  
  Selected units must be relevant to job outcomes in nursery production and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCBI0201</td>
<td>Inspect and clean machinery for plant, animal and soil material</td>
</tr>
<tr>
<td>AHCBI0202</td>
<td>Follow site quarantine procedures</td>
</tr>
<tr>
<td>AHCDRG201</td>
<td>Maintain drainage systems</td>
</tr>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM211</td>
<td>Operate side by side utility vehicles</td>
</tr>
<tr>
<td>AHCNSY204</td>
<td>Maintain indoor plants</td>
</tr>
<tr>
<td>AHCPGD203</td>
<td>Prune shrubs and small trees</td>
</tr>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>HLTAID002</td>
<td>Provide basic emergency life support</td>
</tr>
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</table>
Qualification Mapping Information

This qualification is equivalent to AHC20710 Certificate II in Production Nursery.

Links

Companion Volume implementation guides are found in VETNet -
AHC20816 Certificate II in Retail Nursery

Modification History

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Qualification Description

This qualification provides an occupational outcome in retail nursery industry. The nursery industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 7 core units plus
  - 8 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 5 units from list below
- 3 units may be selected from this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in retail nursery work and must be chosen to ensure the integrity of the qualification outcome at AQF level 2.

Core Units
AHCNSY202 | Care for nursery plants  
AHCNSY204 | Maintain indoor plants  
AHCPCM201 | Recognise plants  
AHCSOL202 | Assist with soil or growing media sampling and testing  
AHCWHS201 | Participate in work health and safety processes  
SIRXSL002 | Follow point-of-sale handling procedures  
SIRXSL001 | Sell to the retail customer  

**Elective Units**

AHCBO202 | Follow site quarantine procedures  
AHCHM201 | Apply chemicals under supervision  
AHCDRG201 | Maintain drainage systems  
AHCIROG217 | Assist with pressurised irrigation operations  
AHCMOM203 | Operate basic machinery and equipment  
AHCNSY201 | Pot up plants  
AHCNSY203 | Undertake propagation activities  
AHCMPMG202 | Treat plant pests, diseases and disorders  
AHCWRK204 | Work effectively in the industry  
AHCWRK209 | Participate in environmentally sustainable work practices  
BSBINM201 | Process and maintain workplace information  
BSBWOR204 | Use business technology  
HLTAID002 | Provide basic emergency life support
## Qualification Mapping Information

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<th>Comments</th>
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<td>AHC20816 Certificate II in Retail Nursery Release 1</td>
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<td>Equivalent qualification</td>
</tr>
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</table>

## Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC20916 Certificate II in Sports Turf Management

Modification History

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<tbody>
<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Qualification Description

This qualification provides an occupational outcome in green-keeping. The sports turf industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15
- Core Units = 10
- Elective Units = 5

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCIRQ217</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCMMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCPGD201</td>
<td>Plant trees and shrubs</td>
</tr>
<tr>
<td>AHCMPG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>AHCMPG202</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
</tbody>
</table>
AHCSOL202  Assist with soil or growing media sampling and testing
AHCTRF202  Prepare turf surfaces for play
AHCTRF204  Support turf establishment
AHCWHS201  Participate in work health and safety processes

**Elective Units**

- 5 units may be selected from the list below or from units aligned to AQF levels 2 or 3 from this or any other endorsed Training Package or Accredited Course. Selected units must be relevant to job outcomes in sports turf management and must be chosen to ensure the integrity of the qualification outcome at AQF level 2.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td>AHCLSC201</td>
<td>Assist with landscape construction work</td>
</tr>
<tr>
<td>AHCIRG215</td>
<td>Assist with low volume irrigation operations</td>
</tr>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM213</td>
<td>Operate and maintain chainsaws</td>
</tr>
<tr>
<td>AHCMOM204</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td>AHCPGD202</td>
<td>Prepare and maintain plant displays</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC20910 Certificate II in Sports Turf Management.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC21016 Certificate II in Conservation and Land Management

Modification History

<table>
<thead>
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<th>Release</th>
<th>Comments</th>
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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides an occupational outcome in conservation and land management. Work would be carried out under general guidance and supervision.

The qualification enables individuals to select an Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management context as a job focus or a mix of these.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 2 core units plus
  - 13 elective units.
Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 4 must be selected from Group A
- at least 6 must be selected from the remaining units in Group A or Group B, or from the Prerequisite Requirements list if a unit is a required for packaging the qualification
- a maximum of 3 units may be selected from qualifications packaged at Certificate II or III levels in this Training Package or any other currently endorsed Training Package or Accredited Course.

### Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

### Elective Units

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

#### Group A

##### Fauna

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCFAU201</td>
<td>Recognise fauna</td>
</tr>
</tbody>
</table>

##### Fire

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCFIR201</td>
<td>Assist with prescribed burning</td>
</tr>
<tr>
<td>PUAFIR204B</td>
<td>Respond to wildfire</td>
</tr>
<tr>
<td>PUAFIR215</td>
<td>Prevent injury</td>
</tr>
</tbody>
</table>

#### Indigenous land management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCILM201</td>
<td>Maintain cultural places</td>
</tr>
<tr>
<td>AHCILM202</td>
<td>Observe and report plants or animals</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>AHCILM203</td>
<td>Record information about Country</td>
</tr>
<tr>
<td>AHCILM203</td>
<td></td>
</tr>
</tbody>
</table>

**Natural area restoration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR201</td>
<td>Carry out natural area restoration works</td>
</tr>
<tr>
<td>AHCNAR202</td>
<td>Maintain wildlife habitat refuges</td>
</tr>
<tr>
<td>AHCNAR305</td>
<td>Collect native seed</td>
</tr>
<tr>
<td>AHCNAR201</td>
<td></td>
</tr>
</tbody>
</table>

**Lands, parks and wildlife**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUALAW001B</td>
<td>Protect and preserve incident scene</td>
</tr>
</tbody>
</table>

**Parks and gardens**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPGD201</td>
<td>Plant trees and shrubs</td>
</tr>
<tr>
<td>AHCPGD206</td>
<td>Conduct visual inspection of park facilities</td>
</tr>
</tbody>
</table>

**Pest management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>AHCPMG202</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCPMG304</td>
<td>Use firearms to humanely destroy animals</td>
</tr>
<tr>
<td>AHCPMG307</td>
<td>Apply animal trapping techniques</td>
</tr>
</tbody>
</table>

**Plants**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM201</td>
<td>Recognise plants</td>
</tr>
<tr>
<td>AHCPCM202</td>
<td>Collect, prepare and preserve plant specimens</td>
</tr>
</tbody>
</table>

**Soil and water conservation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSAW201</td>
<td>Conduct erosion and sediment control activities</td>
</tr>
</tbody>
</table>
### Work

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK202</td>
<td>Observe environmental work practices</td>
</tr>
<tr>
<td>AHCWRK203</td>
<td>Operate in isolated and remote situations</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWRK205</td>
<td>Participate in workplace communications</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
</tr>
</tbody>
</table>

### Group B

**Biosecurity**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBIO201</td>
<td>Inspect and clean machinery for plant, animal and soil material</td>
</tr>
</tbody>
</table>

### Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
</tr>
</tbody>
</table>

### Chemicals

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
</tbody>
</table>

### First aid

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAID002</td>
<td>Provide basic emergency life support</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTAID005</td>
<td>Provide first aid in remote situation</td>
</tr>
</tbody>
</table>

### Infrastructure

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCINF201</td>
<td>Carry out basic electric fencing operations</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>AHCINF202</td>
<td>Install, maintain and repair farm fencing</td>
</tr>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td></td>
<td><strong>Landscape</strong></td>
</tr>
<tr>
<td>AHCLSC201</td>
<td>Assist with landscape construction work</td>
</tr>
<tr>
<td>AHCLSC203</td>
<td>Install aggregate paths</td>
</tr>
<tr>
<td>AHCLSC205</td>
<td>Install tree protection devices</td>
</tr>
<tr>
<td></td>
<td><strong>Machinery operation and maintenance</strong></td>
</tr>
<tr>
<td>AHCMOM201</td>
<td>Operate two wheel motorbikes</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM204</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td>AHCMOM205</td>
<td>Operate vehicles</td>
</tr>
<tr>
<td>AHCMOM206</td>
<td>Conduct grader operations</td>
</tr>
<tr>
<td>AHCMOM207</td>
<td>Conduct front-end loader operations</td>
</tr>
<tr>
<td>AHCMOM208</td>
<td>Conduct excavator operations</td>
</tr>
<tr>
<td>AHCMOM209</td>
<td>Conduct dozer operations</td>
</tr>
<tr>
<td>AHCMOM210</td>
<td>Conduct scraper operations</td>
</tr>
<tr>
<td>AHCMOM213</td>
<td>Operate and maintain chainsaws</td>
</tr>
<tr>
<td>FWPCOT3259</td>
<td>Operate a four wheel drive on unsealed roads</td>
</tr>
<tr>
<td>TLILIC2001</td>
<td>Licence to operate a forklift truck</td>
</tr>
<tr>
<td></td>
<td><strong>Nursery</strong></td>
</tr>
<tr>
<td>AHCNSY202</td>
<td>Care for nursery plants</td>
</tr>
<tr>
<td>AHCNSY203</td>
<td>Undertake propagation activities</td>
</tr>
</tbody>
</table>
Plants

| AHCPCM203 | Fell small trees |

Soils and media

| AHCSOL202 | Assist with soil or growing media sampling and testing |

Work

| AHCWRK201 | Observe and report on weather |
| AHCWRK206 | Observe enterprise quality assurance procedures |
| AHCWRK207 | Collect and record production data |
| AHCWRK208 | Provide information on products and services |
| TLID1001 | Shift materials safely using manual handling methods |

Prerequisite requirements

| Unit of competency | Prerequisite requirement |
| PUAFIR204B Respond to wildfire | PUAFIR215 Prevent injury |

Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>AHC21016 Certificate II in Conservation and Land Management Release 3</td>
<td>AHC21016 Certificate II in Conservation and Land Management Release 2</td>
<td>Error in unit title for HLTAID003 corrected Updated imported units and prerequisite requirements</td>
<td>Equivalent qualification</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC21116 Certificate II in Irrigation

Modification History

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<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Qualification Description

This qualification describes the job roles of supervised entry-level workers in the irrigation industry. It covers the employment areas of irrigation installation and irrigation operations and is suitable for VET in schools programs.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication. However, an individual Unit of Competency may specify relevant licensing, legislative or regulatory requirements. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 16
- Core Units = 1
- Elective Units = 15

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
</tbody>
</table>

Elective Units

- Select 6 units from Group A
- Select 7 units from Group A or B
- 2 units may be selected from this or any other endorsed Training Package or Accredited Course
  
  Selected units must be relevant to job outcomes in irrigation and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

**Group A**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG215</td>
<td>Assist with low volume irrigation operations</td>
</tr>
<tr>
<td>AHCIRG216</td>
<td>Assist with surface irrigation operations</td>
</tr>
<tr>
<td>AHCIRG217</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCIRG218</td>
<td>Assist with pump and flow control device operations</td>
</tr>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>NWP210B</td>
<td>Perform basic water quality tests</td>
</tr>
<tr>
<td>NWPIRR002</td>
<td>Operate basic flow control and regulating devices in irrigation systems</td>
</tr>
<tr>
<td>NWPIRR012</td>
<td>Construct open earthen channels or drains</td>
</tr>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCDRG201</td>
<td>Maintain drainage systems</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWRK205</td>
<td>Participate in workplace communications</td>
</tr>
<tr>
<td>AHCWRK208</td>
<td>Provide information on products and services</td>
</tr>
<tr>
<td>CPCPCM2047A</td>
<td>Carry out levelling</td>
</tr>
<tr>
<td>CPCPCM2043A</td>
<td>Carry out OHS requirements</td>
</tr>
<tr>
<td>CPCPCM2040A</td>
<td>Read plans and calculate plumbing quantities</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>NWP203B</td>
<td>Plan and organise personal work activities</td>
</tr>
<tr>
<td>NWP209B</td>
<td>Use maps, plans, drawings and specifications</td>
</tr>
<tr>
<td>NWP215B</td>
<td>Install and replace basic volumetric metering equipment</td>
</tr>
<tr>
<td>NWPNET002</td>
<td>Prepare and restore work site</td>
</tr>
<tr>
<td>NWPIRR013</td>
<td>Construct and install irrigation delivery and stormwater drainage assets</td>
</tr>
<tr>
<td>TLID1001</td>
<td>Shift materials safely using manual handling methods</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC21112 Certificate II in Irrigation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC21216 Certificate II in Rural Operations

Modification History

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<th>Comment</th>
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<tbody>
<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Qualification Description

This qualification provides an occupational outcome for industries and agencies in rural and regional Australia.

Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This qualification is suitable for an Australian Apprenticeship.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15

- Core Units = 3
- Elective Units = 12

Core Units

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
</tbody>
</table>
AHCWRK209 | Participate in environmentally sustainable work practices

**Work health and safety**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
</tbody>
</table>

**Elective Units**

- Select at least 7 units from Certificate II in this Training Package
- 5 units aligned to AQF levels 1, 2, or 3 may be selected from up to 3 other endorsed Training Packages or Accredited Courses
  
  Selected units must be relevant to job outcomes in AgriFood industries and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

**Qualification Mapping Information**

This qualification is not equivalent to AHC21210 Certificate II in Rural Operations.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC21316 Certificate II in Shearing

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides an entry level occupational outcome in shearing. It recognises the work of a novice shearer who is able to shear a minimum of 40 adult merino sheep or 50 adult crossbred sheep per day to an acceptable industry standard. The shearing industry expects this qualification to be achieved to meet job outcomes at this level.

This qualification is suitable for an Australian Apprenticeship.

Possible job titles relevant to this qualification include:
- Shearer - novice level

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 9
- Core Units = 9
- Elective Units = 0

Core Units

Livestock

| AHCLSK217 | Apply animal welfare principles to handling and husbandry of livestock |

Shearing
### Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWSH204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWSH209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

### Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWSH201</td>
<td>Participate in work health and safety processes</td>
</tr>
</tbody>
</table>

### Qualification Mapping Information

This qualification is not equivalent to AHC21310 Certificate II in Shearing.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC21416 Certificate II in Wool Handling

Modification History

<table>
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<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides an entry level occupational outcome in wool handling. The wool industry expects individuals with this qualification to carry out routine wool handling tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This qualification is suitable for an Australian Apprenticeship.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 8

- Core Units = 8
- Elective Units = 0

Core Units

Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK217</td>
<td>Apply animal welfare principles to handling and husbandry of livestock</td>
</tr>
</tbody>
</table>

Shearing
### Wool

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWOL201</td>
<td>Pen sheep</td>
</tr>
<tr>
<td>AHCWOL202</td>
<td>Perform board duties</td>
</tr>
<tr>
<td>AHCWOL203</td>
<td>Carry out wool pressing</td>
</tr>
</tbody>
</table>

### Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK202</td>
<td>Observe environmental work practices</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
</tbody>
</table>

### Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
</tbody>
</table>

### Qualification Mapping Information

This qualification is not equivalent to AHC21410 Certificate II in Wool Handling.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC21516 Certificate II in Floriculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides an occupational outcome in floriculture. The floriculture industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15

- Core Units = 1
- Elective Units = 14

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
</tbody>
</table>

Elective Units

- Select 3 units from Group A
- Select 8 units from Group A or B
• 3 units may be selected from Group B or this or any other endorsed Training Package or Accredited Course
Selected units must be relevant to job outcomes in floriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

Group A

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM201</td>
<td>Recognise plants</td>
</tr>
<tr>
<td>AHCNSY201</td>
<td>Pot up plants</td>
</tr>
<tr>
<td>AHCNSY202</td>
<td>Care for nursery plants</td>
</tr>
<tr>
<td>AHCNSY203</td>
<td>Undertake propagation activities</td>
</tr>
<tr>
<td>AHCPHT201</td>
<td>Plant horticultural crops</td>
</tr>
<tr>
<td>AHCPHT203</td>
<td>Support horticultural crop harvesting</td>
</tr>
<tr>
<td>AHCPHT204</td>
<td>Undertake field budding and grafting</td>
</tr>
<tr>
<td>AHCPHT205</td>
<td>Carry out postharvest operations</td>
</tr>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
</tbody>
</table>

Group B

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBIO202</td>
<td>Follow site quarantine procedures</td>
</tr>
<tr>
<td>AHCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCDRG201</td>
<td>Maintain drainage systems</td>
</tr>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td>AHCIRG233</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCMOM201</td>
<td>Operate two wheel motorbikes</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is equivalent to AHC21510 Certificate II in Floriculture.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC21616 Certificate II in Landscaping

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides an occupational outcome in landscaping. The landscaping industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15
- Core Units = 8
- Elective Units = 7

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSC201</td>
<td>Assist with landscape construction work</td>
</tr>
<tr>
<td>AHCLSC202</td>
<td>Construct low-profile timber or modular retaining walls</td>
</tr>
<tr>
<td>AHCLSC203</td>
<td>Install aggregate paths</td>
</tr>
<tr>
<td>AHCLSC204</td>
<td>Lay paving</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
</tbody>
</table>
AHCPGD201  Plant trees and shrubs
AHCPGM201  Recognise plants
AHCWHS201  Participate in work health and safety processes

**Elective Units**

- Select 4 units from list below
- 3 units may be selected from this or any other endorsed Training Package or Accredited Course
Selected units must be relevant to job outcomes in landscaping and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB201</td>
<td>Apply a range of treatments to trees</td>
</tr>
<tr>
<td>AHCCCHM201</td>
<td>Apply chemicals under supervision</td>
</tr>
<tr>
<td>AHCINF203</td>
<td>Maintain properties and structures</td>
</tr>
<tr>
<td>AHCINF204</td>
<td>Fabricate and repair metal or plastic structures</td>
</tr>
<tr>
<td>AHCIRG215</td>
<td>Assist with low volume irrigation operations</td>
</tr>
<tr>
<td>AHCIRG217</td>
<td>Assist with pressurised irrigation operations</td>
</tr>
<tr>
<td>AHCLSC205</td>
<td>Install tree protection devices</td>
</tr>
<tr>
<td>AHCMMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMMOM203</td>
<td>Operate and maintain chainsaws</td>
</tr>
<tr>
<td>AHCMMOM204</td>
<td>Undertake operational maintenance of machinery</td>
</tr>
<tr>
<td>AHCMMOM205</td>
<td>Operate vehicles</td>
</tr>
<tr>
<td>AHCPGD202</td>
<td>Prepare and maintain plant displays</td>
</tr>
<tr>
<td>AHCPGD203</td>
<td>Prune shrubs and small trees</td>
</tr>
<tr>
<td>AHCPGD204</td>
<td>Transplant small trees</td>
</tr>
<tr>
<td>AHCPMG201</td>
<td>Treat weeds</td>
</tr>
<tr>
<td>Code</td>
<td>Task</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCPMG202</td>
<td>Treat plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCTRF201</td>
<td>Assist with turf construction</td>
</tr>
<tr>
<td>AHCTRF202</td>
<td>Prepare turf surfaces for play</td>
</tr>
<tr>
<td>AHCTRF203</td>
<td>Renovate grassed areas</td>
</tr>
<tr>
<td>AHCTRF204</td>
<td>Support turf establishment</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWRK205</td>
<td>Participate in workplace communications</td>
</tr>
<tr>
<td>AHCWRK206</td>
<td>Observe enterprise quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK208</td>
<td>Provide information on products and services</td>
</tr>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCMOM213</td>
<td>Operate and maintain chainsaws</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC21610 Certificate II in Landscaping.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC21716 Certificate II in Permaculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<th>Comment</th>
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<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides an occupational outcome in permaculture. Work would be carried out under general guidance and supervision.

The qualification is suited to VET in Schools, labour market and environmental skills programs. It provides a range of technical skills and knowledge in supporting food growing programs and community programs and is suited to learners with an interest in permaculture as a practical solution for sustainable living.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15
- Core Units = 6
- Elective Units = 9

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER201</td>
<td>Work effectively in permaculture</td>
</tr>
<tr>
<td>AHCPER203</td>
<td>Record information about the local bioregion</td>
</tr>
<tr>
<td>AHCPER206</td>
<td>Plant and maintain permaculture crops</td>
</tr>
</tbody>
</table>
AHCPER209  Recognise characteristics of plants and animals in a permaculture system
AHCPER212  Use and maintain garden hand tools and equipment
HLTWHS001  Participate in workplace health and safety

Elective Units

- Select 5 units from Group A
- Select 3 units from Group A or B
- 1 unit may be selected from Group B or this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in Permaculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 2

Group A

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER202</td>
<td>Harvest, treat and store seed</td>
</tr>
<tr>
<td>AHCPER204</td>
<td>Check and operate permaculture water systems</td>
</tr>
<tr>
<td>AHCPER205</td>
<td>Prepare and store permaculture products</td>
</tr>
<tr>
<td>AHCPER207</td>
<td>Care for animals in a permaculture system</td>
</tr>
<tr>
<td>AHCPER208</td>
<td>Harvest permaculture crops</td>
</tr>
<tr>
<td>AHCPER210</td>
<td>Operate within community projects</td>
</tr>
<tr>
<td>AHCPER211</td>
<td>Recognise threats and create opportunities in a permaculture system</td>
</tr>
<tr>
<td>AHCPER213</td>
<td>Assist with basic earth shaping for nutrient capture and storage</td>
</tr>
<tr>
<td>AHCPER214</td>
<td>Propagate plants for a permaculture garden system</td>
</tr>
<tr>
<td>AHCPER215</td>
<td>Assist with garden soil health and plant nutrition</td>
</tr>
</tbody>
</table>

Group B

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCILM203</td>
<td>Record information about country</td>
</tr>
</tbody>
</table>
## Qualification Mapping Information

No equivalent qualification.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30116 Certificate III in Agriculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 3.0.</td>
</tr>
<tr>
<td>Release 3</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
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<tr>
<td>Release 2</td>
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</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock.

Individuals with this qualification perform tasks in a variety of contexts, which involve some judgement in selecting equipment and services. Job roles vary across different industry sectors and may include:

- Farm or station hand
- Farm or station worker
- Livestock transport driver.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 2 core units plus
• 14 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.

To provide the Certificate III in Agriculture, the electives are to be chosen as follows:

• 5 must be selected from the electives listed in Group A
• 5 must be selected from remaining electives in Group A, or from electives listed in Group B, or from the Prerequisite Requirements list if a unit is a required for packaging the qualification
• 4 may be selected from the remaining electives listed in Groups A or B, or from the Prerequisite Requirements list if a unit is a required for packaging the qualification, or from any currently endorsed Training Package or Accredited Course packaged at Certificate II, III or IV levels.

Where appropriate, electives may be packaged to provide a qualification with a specialisation area as follows:

• 10 electives must be selected from Group A, including at least 5 units beginning with the code AHCLSK and at least 5 units beginning with the code TLI for the award of the Certificate III in Agriculture (Livestock Transport).

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

Elective Units

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

Group A

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB301</td>
<td>Keep production records for a primary production business</td>
</tr>
<tr>
<td>AHCBCAC301</td>
<td>Conserve forage</td>
</tr>
<tr>
<td>AHCBCAC302</td>
<td>Establish pastures and crops for livestock production</td>
</tr>
<tr>
<td>AHCBCAC303</td>
<td>Prepare to receive grains and seeds</td>
</tr>
<tr>
<td>AHCBCAC304</td>
<td>Test grains and seeds on receipt</td>
</tr>
<tr>
<td>AHCBCAC305</td>
<td>Undertake preparation of land for agricultural crop production</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCBA306</td>
<td>Establish agricultural crops</td>
</tr>
<tr>
<td>AHCBA307</td>
<td>Maintain agricultural crops</td>
</tr>
<tr>
<td>AHCBA308</td>
<td>Undertake agricultural crop harvesting activities</td>
</tr>
<tr>
<td>AHCBA310</td>
<td>Maintain pastures and crops for livestock production</td>
</tr>
<tr>
<td>AHCBER301</td>
<td>Work effectively in an emergency disease or plant pest response</td>
</tr>
<tr>
<td>AHCBER303</td>
<td>Carry out emergency disease or plant pest control procedures at infected premises</td>
</tr>
<tr>
<td>AHCBER304</td>
<td>Carry out movement and security procedures</td>
</tr>
<tr>
<td>AHCBI302</td>
<td>Identify and report unusual disease or plant pest signs</td>
</tr>
<tr>
<td>AHCBI305</td>
<td>Apply biosecurity measures</td>
</tr>
<tr>
<td>AHCBUS301</td>
<td>Use hand held e-business tools</td>
</tr>
<tr>
<td>AHCC304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCC307</td>
<td>Prepare and apply chemicals to control pest, weeds and diseases</td>
</tr>
<tr>
<td>AHCC308</td>
<td>Use application equipment to apply fumigant to confined spaces</td>
</tr>
<tr>
<td>AHCC309</td>
<td>Fumigate soil</td>
</tr>
<tr>
<td>AHCC310</td>
<td>Conduct manual fumigation of vertebrate and invertebrate pests</td>
</tr>
<tr>
<td>AHCI7301</td>
<td>Implement property improvement, construction and repair</td>
</tr>
<tr>
<td>AHCI302</td>
<td>Plan and construct an electric fence</td>
</tr>
<tr>
<td>AHCI303</td>
<td>Plan and construct conventional fencing</td>
</tr>
<tr>
<td>AHCI306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCI332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCI334</td>
<td>Operate and maintain gravity fed irrigation systems</td>
</tr>
<tr>
<td>AHCL301</td>
<td>Administer medication to livestock</td>
</tr>
<tr>
<td>AHCL305</td>
<td>Maintain livestock water supplies</td>
</tr>
<tr>
<td>AHCL308</td>
<td>Identify and draft livestock</td>
</tr>
<tr>
<td>Code</td>
<td>Skill Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>AHCLSK309</td>
<td>Implement animal health control programs</td>
</tr>
<tr>
<td>AHCLSK311</td>
<td>Implement feeding plans for livestock</td>
</tr>
<tr>
<td>AHCLSK314</td>
<td>Prepare animals for parturition</td>
</tr>
<tr>
<td>AHCLSK318</td>
<td>Rear newborn and young livestock</td>
</tr>
<tr>
<td>AHCLSK320</td>
<td>Coordinate and monitor livestock transport</td>
</tr>
<tr>
<td>AHCLSK323</td>
<td>Maintain and monitor feed stocks</td>
</tr>
<tr>
<td>AHCLSK324</td>
<td>Care for and train working dogs</td>
</tr>
<tr>
<td>AHCLSK325</td>
<td>Castrate livestock</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
<tr>
<td>AHCNRM301</td>
<td>Coordinate machinery and equipment maintenance and repair</td>
</tr>
<tr>
<td>AHCNRM302</td>
<td>Perform machinery maintenance</td>
</tr>
<tr>
<td>AHCNRM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCNRM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>AHCNRM306</td>
<td>Ground spread fertiliser and soil ameliorant</td>
</tr>
<tr>
<td>AHCNRM308</td>
<td>Operate broadacre and row crop harvest machinery and equipment</td>
</tr>
<tr>
<td>AHCNRM309</td>
<td>Operate broadacre sowing machinery and equipment</td>
</tr>
<tr>
<td>AHCNRM312</td>
<td>Operate row crop planting and seeding machinery and equipment</td>
</tr>
<tr>
<td>AHCNRM301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCNRM302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCNRM204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCNRM301</td>
<td>Collect samples for a rural production or horticulture monitoring program</td>
</tr>
<tr>
<td>AHCNRM302</td>
<td>Monitor weather conditions</td>
</tr>
<tr>
<td>AHCNRM303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCNRM305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
<tr>
<td>AHCWRK308</td>
<td>Handle bulk materials in storage area</td>
</tr>
<tr>
<td>AHCWRK311</td>
<td>Conduct site inspections</td>
</tr>
<tr>
<td>BSBFIA301</td>
<td>Maintain financial records</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>BSBITU213</td>
<td>Use digital technologies to communicate remotely</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTAID005</td>
<td>Provide first aid in remote situations</td>
</tr>
<tr>
<td>TLID0001</td>
<td>Load and unload vehicles carrying special loads</td>
</tr>
<tr>
<td>TLID0002</td>
<td>Care for livestock in transit</td>
</tr>
<tr>
<td>TLIE002</td>
<td>Process workplace documentation</td>
</tr>
<tr>
<td>TLIE3002</td>
<td>Estimate/calculate mass, area and quantify dimensions</td>
</tr>
<tr>
<td>TLIE3004</td>
<td>Prepare workplace documents</td>
</tr>
<tr>
<td>TLIF2010</td>
<td>Apply fatigue management strategies</td>
</tr>
<tr>
<td>TLIH2001</td>
<td>Interpret road maps and navigate pre-determined routes</td>
</tr>
<tr>
<td>TLIH3002</td>
<td>Plan and navigate routes</td>
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</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>ACMGAS301</td>
<td>Maintain and monitor animal health and wellbeing</td>
</tr>
<tr>
<td>ACMGAS303</td>
<td>Plan for and provide nutritional requirements for animals</td>
</tr>
<tr>
<td>ACMHBR302 *</td>
<td>Carry out basic hoof care procedures</td>
</tr>
<tr>
<td>ACMHBR303 *</td>
<td>Carry out natural mare mating procedures</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ACMHBR304</td>
<td>Assist with artificial insemination of mares</td>
</tr>
<tr>
<td>ACMHBR305</td>
<td>Assess suitability of horses for specific uses</td>
</tr>
<tr>
<td>ACMHBR310</td>
<td>Prevent and treat equine injury and disease</td>
</tr>
<tr>
<td>ACMHBR312</td>
<td>Carry out procedures for foaling down mares</td>
</tr>
<tr>
<td>ACMHBR403</td>
<td>Handle and care for stallions</td>
</tr>
<tr>
<td>AHCAIS302</td>
<td>Process and store semen</td>
</tr>
<tr>
<td>AHCAIS303</td>
<td>Artificially inseminate livestock</td>
</tr>
<tr>
<td>AHCDRG301</td>
<td>Install drainage systems</td>
</tr>
<tr>
<td>AHCHYD301</td>
<td>Implement a maintenance program for hydroponic systems</td>
</tr>
<tr>
<td>AHCHYD302</td>
<td>Install hydroponic systems</td>
</tr>
<tr>
<td>AHCINF304</td>
<td>Install and terminate extra low voltage wiring systems</td>
</tr>
<tr>
<td>AHCLSK302</td>
<td>Mate and monitor reproduction of alpacas</td>
</tr>
<tr>
<td>AHCLSK303</td>
<td>Carry out feedlot operations</td>
</tr>
<tr>
<td>AHCLSK304</td>
<td>Carry out post-mortem examination of livestock</td>
</tr>
<tr>
<td>AHCLSK306</td>
<td>Coordinate and monitor production performance</td>
</tr>
<tr>
<td>AHCLSK307</td>
<td>Euthanase livestock</td>
</tr>
<tr>
<td>AHCLSK310</td>
<td>Implement feeding plans for intensive production</td>
</tr>
<tr>
<td>AHCLSK312</td>
<td>Coordinate artificial insemination and fertility management of livestock</td>
</tr>
<tr>
<td>AHCLSK313</td>
<td>Monitor livestock production growing environments</td>
</tr>
<tr>
<td>AHCLSK315</td>
<td>Prepare for and implement natural mating of livestock</td>
</tr>
<tr>
<td>AHCLSK316</td>
<td>Prepare livestock for competition</td>
</tr>
<tr>
<td>AHCLSK317</td>
<td>Plan to exhibit livestock</td>
</tr>
<tr>
<td>AHCLSK319</td>
<td>Slaughter livestock</td>
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<tr>
<td>AHCLSK321</td>
<td>Service and repair bores and windmills</td>
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<tr>
<td>AHCLSK322</td>
<td>Transport farm produce or bulk materials</td>
</tr>
<tr>
<td>AHCLSK326</td>
<td>Mix and mill standard stockfeed</td>
</tr>
<tr>
<td>AHCLSK327</td>
<td>Collect, store and administer colostrum</td>
</tr>
<tr>
<td>AHCLSK328</td>
<td>Remove and facilitate reuse of effluent and manure from an intensive production system</td>
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<tr>
<td>AHCLSK329</td>
<td>Implement procedures for calving</td>
</tr>
<tr>
<td>AHCLSK332</td>
<td>Monitor animals in intensive production systems</td>
</tr>
<tr>
<td>AHCLSK333</td>
<td>Monitor pen condition and ration suitability</td>
</tr>
<tr>
<td>AHCLSK334</td>
<td>Plan, prepare and conduct mulesing procedures</td>
</tr>
<tr>
<td>AHCLSK335</td>
<td>Conduct dropped ovary technique procedures for spaying cattle</td>
</tr>
<tr>
<td>AHCLSK337*</td>
<td>Train, care for and ride horses for stock work</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM206</td>
<td>Conduct grader operations</td>
</tr>
<tr>
<td>AHCMOM207</td>
<td>Conduct front-end loader operations</td>
</tr>
<tr>
<td>AHCMOM216</td>
<td>Operate side by side utility vehicles</td>
</tr>
<tr>
<td>AHCMOM217</td>
<td>Operate quad bikes</td>
</tr>
<tr>
<td>AHCMOM307</td>
<td>Operate a cane harvester</td>
</tr>
<tr>
<td>AHCMOM310</td>
<td>Operate land-forming machinery and equipment</td>
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<tr>
<td>AHCMOM311</td>
<td>Operate precision control technology</td>
</tr>
<tr>
<td>AHCMOM313</td>
<td>Operate mobile irrigation machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM314</td>
<td>Transport machinery</td>
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<tr>
<td>AHCMOM315</td>
<td>Operate chemical application machinery and equipment</td>
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<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Provide information on plants and their culture</td>
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<tr>
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<td>Course Description</td>
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<td>--------------</td>
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<tr>
<td>AHCPGM303</td>
<td>Identify plant specimens</td>
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<tr>
<td>AHCPGD402</td>
<td>Plan a plant establishment program</td>
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<tr>
<td>AHCPHT303</td>
<td>Implement a post-harvest program</td>
</tr>
<tr>
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<td>Harvest horticultural crops mechanically</td>
</tr>
<tr>
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<td>Regulate crops</td>
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<tr>
<td>AHCPHT306</td>
<td>Establish horticultural crops</td>
</tr>
<tr>
<td>AHCPHT310</td>
<td>Coordinate horticultural crop harvesting</td>
</tr>
<tr>
<td>AHCPGMG308</td>
<td>Implement pest management strategies</td>
</tr>
<tr>
<td>AHCSHG301</td>
<td>Prepare livestock for shearing</td>
</tr>
<tr>
<td>AHCSHG302</td>
<td>Prepare combs and cutters for machine shearing</td>
</tr>
<tr>
<td>AHCSHG306</td>
<td>Carry out post-shearing procedures</td>
</tr>
<tr>
<td>AHCSHG307</td>
<td>Plan and prepare for alpaca shearing</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCWOL304</td>
<td>Prepare fleece wool for classing</td>
</tr>
<tr>
<td>AHCWOL308</td>
<td>Prepare facilities for shearing and crutching</td>
</tr>
<tr>
<td>AHCWOL310</td>
<td>Press wool for a clip</td>
</tr>
<tr>
<td>AHCWOL311</td>
<td>Perform shed duties</td>
</tr>
<tr>
<td>AHCWOL312</td>
<td>Class goat fibre</td>
</tr>
<tr>
<td>AHCWOL313</td>
<td>Class alpaca fleece</td>
</tr>
<tr>
<td>CPPFES2005A</td>
<td>Demonstrate first attack firefighting equipment</td>
</tr>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal arc welding</td>
</tr>
<tr>
<td>MEM05015D*</td>
<td>Weld using manual metal arc welding process</td>
</tr>
</tbody>
</table>
### MEM05017D*<br>Weld using gas metal arc welding process

### MEM05019D*<br>Weld using gas tungsten arc welding process

### MEM05049B<br>Perform routine gas tungsten arc welding

### MEM05050B<br>Perform routine gas metal arc welding

### PUAFIR204B *<br>Respond to wildfire

### PUAFIR215<br>Prevent injury

### PUATEA001B<br>Work in a team

### RIIMPO318F<br>Conduct civil construction skid steer loader operations

### RIIMPO319E<br>Conduct backhoe/loader operations

### RIIMPO324F<br>Conduct civil construction grader operations

### RIIWHS202D<br>Enter and work in confined spaces

### RIIWHS204D<br>Work safely at heights

### TLILIC0003<br>Licence to operate a forklift truck

## Prerequisite requirements

Note: Units listed in the *Prerequisite requirement* column that have their own prerequisite requirements are shown with an asterisk (*)

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
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</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
<tr>
<td>ACMEQU206 Perform horse riding skills at walk, trot and canter</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>ACMHBR302 Carry out basic hoof care procedures</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>ACMHBR303 Carry out natural mare mating procedures</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>ACMHBR304 Assist with artificial insemination of mares</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
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</tr>
<tr>
<td>ACMHBR305 Assess suitability of horses for specific uses</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>ACMHBR403 Handle and care for stallions</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>AHCLSK218 Ride educated horses to carry out basic stock work</td>
<td>ACMEQU202 Handle horses safely* ACMEQU206 Perform horse riding skills at walk, trot and canter*</td>
</tr>
<tr>
<td>AHCLSK337 Train, care for and ride horses for stock work</td>
<td>AHCLSK218 Ride educated horses to carry out basic stock work*</td>
</tr>
<tr>
<td>MEM05015D Weld using manual metal arc welding process</td>
<td>MEM05012C Perform routine manual metal arc welding MEM05051A Select welding processes MEM05052A Apply safe welding practices MEM12023A Perform engineering measurements MEM18001C Use hand tools MEM18002B Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEM05017D Weld using gas metal arc welding process</td>
<td>MEM05050B Perform routine gas metal arc welding MEM05051A Select welding processes MEM05052A Apply safe welding practices MEM12023A Perform engineering measurements MEM18001C Use hand tools MEM18002B Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEM05019D Weld using gas tungsten arc welding process</td>
<td>MEM05049B Perform routine gas tungsten arc welding MEM05051A Select welding processes MEM05052A Apply safe welding practices MEM12023A Perform engineering measurements MEM18001C Use hand tools MEM18002B Use power tools/hand held operations</td>
</tr>
<tr>
<td>PUAFIR204B Respond to wildfire</td>
<td>PUAFIR215 Prevent injury</td>
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Qualification Mapping Information

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<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
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<tr>
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<td>AHC30116 Certificate III in Agriculture Release 3</td>
<td>Elective bank and prerequisite table updated</td>
<td>Equivalent qualification</td>
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</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30216 Certificate III in Agriculture (Dairy Production)

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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Qualification Description

This qualification provides an occupational outcome in the dairy industry. The dairy industry expects that graduates from this qualification will be able to perform a range of tasks associated with a person performing the job role of a dairy farmhand.

This qualification is suitable for an Australian Apprenticeship.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 17

- Core Units = 11
- Elective Units = 6

Core Units

Broadacre cropping

| AHCBA302 | Establish pastures and crops for livestock production |

Chemicals

| AHCCHM303 | Prepare and apply chemicals |
| AHCCHM304 | Transport and store chemicals |
### Dairy

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC301</td>
<td>Coordinate milking operations</td>
</tr>
</tbody>
</table>

### Infrastructure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCINF302</td>
<td>Plan and construct an electric fence</td>
</tr>
</tbody>
</table>

### Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK309</td>
<td>Implement animal health control programs</td>
</tr>
<tr>
<td>AHCLSK311</td>
<td>Implement feeding plans for livestock</td>
</tr>
<tr>
<td>AHCLSK318</td>
<td>Rear newborn and young livestock</td>
</tr>
<tr>
<td>AHCLSK329</td>
<td>Implement procedures for calving</td>
</tr>
</tbody>
</table>

### Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
</tbody>
</table>

### Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

### Elective Units

- Select at least 3 units from the elective list
- 3 units aligned to AQF levels 2, 3, or 4 may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in dairying and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

### Artificial insemination

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAIS303</td>
<td>Artificially inseminate livestock</td>
</tr>
</tbody>
</table>
### Broadacre cropping

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBAC301</td>
<td>Conserve forage</td>
</tr>
<tr>
<td>AHCBAC305</td>
<td>Undertake preparation of land for agricultural crop production</td>
</tr>
<tr>
<td>AHCBAC306</td>
<td>Establish agricultural crops</td>
</tr>
<tr>
<td>AHCBAC307</td>
<td>Maintain agricultural crops</td>
</tr>
<tr>
<td>AHCBAC308</td>
<td>Undertake agricultural crop harvesting activities</td>
</tr>
<tr>
<td>AHCBAC310</td>
<td>Maintain pastures and crops for livestock production</td>
</tr>
</tbody>
</table>

### Dairy

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCDRY302</td>
<td>Operate a dairy recycling system</td>
</tr>
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</table>

### Infrastructure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCINF301</td>
<td>Implement property improvement, construction and repair</td>
</tr>
<tr>
<td>AHCINF303</td>
<td>Plan and construct conventional fencing</td>
</tr>
</tbody>
</table>

### Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK301</td>
<td>Administer medication to livestock</td>
</tr>
<tr>
<td>AHCLSK305</td>
<td>Maintain livestock water supplies</td>
</tr>
<tr>
<td>AHCLSK308</td>
<td>Identify and draft livestock</td>
</tr>
<tr>
<td>AHCLSK312</td>
<td>Coordinate artificial insemination and fertility management of livestock</td>
</tr>
<tr>
<td>AHCLSK315</td>
<td>Prepare for and implement natural mating of livestock</td>
</tr>
<tr>
<td>AHCLSK320</td>
<td>Coordinate and monitor livestock transport</td>
</tr>
<tr>
<td>AHCLSK321</td>
<td>Service and repair bores and windmills</td>
</tr>
<tr>
<td>Code</td>
<td>Skill Description</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCLSK322</td>
<td>Transport farm produce or bulk materials</td>
</tr>
<tr>
<td>AHCLSK323</td>
<td>Maintain and monitor feed stocks</td>
</tr>
<tr>
<td>AHCLSK325</td>
<td>Castrate livestock</td>
</tr>
<tr>
<td>AHCLSK326</td>
<td>Mix and mill standard stockfeed</td>
</tr>
<tr>
<td>AHCLSK327</td>
<td>Collect, store and administer colostrum</td>
</tr>
<tr>
<td>AHCLSK328</td>
<td>Remove and facilitate reuse of effluent and manure from an intensive production system</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
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**Machinery operation and maintenance**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCMMOM305</td>
<td>Operate specialised machinery and equipment</td>
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</table>

**Plants**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
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</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK301</td>
<td>Collect samples for a rural production or horticulture monitoring program</td>
</tr>
<tr>
<td>AHCWRK302</td>
<td>Monitor weather conditions</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCWRK310</td>
<td>Provide on-job training support</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is equivalent to AHC30210 Certificate III in Agriculture (Dairy Production).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30318 Certificate III in Rural and Environmental Pest Management

Modification History

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Qualification Description

This qualification describes the skills and knowledge required for pest management contractors, pest management field officers, vertebrate pest management field officers and weed management field officers in the pest management industry.

The qualification covers those who work in weed management as well as vertebrate pest management in conservation, land management, horticulture and agriculture settings. Individuals in these roles work under general direction and:

- participate in strategic invasive species management practices
- prepare for management programs
- complete and assess management programs
- carry out weed management programs that require chemical spraying
- maintain required records.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency:
  - 6 core units plus
  - 8 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome.
For the award of Certificate III in Rural and Environmental Pest Management the electives are to be chosen as follows:

- 6 units must be selected from the elective groups A, B, C, D or E
- Up to 2 units from the remaining electives or any currently endorsed Training Package or accredited course packaged to reflect AQF Certificate II, III or IV outcomes.

Where appropriate, electives may be packaged to provide a qualification with a specialisation.

For the award of Certificate III in Rural and Environmental Pest Management (Pest animal controller) the electives are to be chosen as follows:

- 5 units must be selected from the elective group A
- 1 unit must be selected from the elective group C or E
- 2 units must be selected from remaining electives in group C and E or any currently endorsed Training Package or accredited course packaged to reflect AQF Certificate II, III or IV outcomes.

For the award of Certificate III in Rural and Environmental Pest Management (Weed Controller) the electives are to be chosen as follows:

- 2 units must be selected from the electives group B
- 1 unit, AHCBIO201 Inspect and clean machinery for plant, animal and soil material, must be selected
- 3 units must be selected from the elective group D or E
- 2 units must be selected from remaining group D or E or any currently endorsed Training Package or accredited course packaged to reflect AQF Certificate II, III or IV outcomes.

### Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM30 4</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCCHM30 7</td>
<td>Prepare and apply chemicals to control pest, weeds and diseases</td>
</tr>
<tr>
<td>AHCPMG20 3</td>
<td>Work effectively in a pest management environment</td>
</tr>
<tr>
<td>AHCPMG30 6</td>
<td>Determine pest control techniques</td>
</tr>
<tr>
<td>AHCPMG30 8</td>
<td>Implement pest management strategies</td>
</tr>
<tr>
<td>AHCWHS30 1</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

### Elective Units
### Group A (Pest Controller)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCFAU201</td>
<td>Recognise fauna</td>
</tr>
<tr>
<td>AHCPMG304</td>
<td>Use firearms to humanely destroy animals</td>
</tr>
<tr>
<td>AHCPMG307</td>
<td>Apply animal trapping techniques</td>
</tr>
<tr>
<td>AHCPMG309</td>
<td>Apply pest animal control techniques</td>
</tr>
<tr>
<td>AHCPMG312</td>
<td>Apply poison baits for vertebrate pest control in rural and environmental landscapes</td>
</tr>
</tbody>
</table>

### Group B (Weed Controller)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM303</td>
<td>Identify plant specimens</td>
</tr>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
</tbody>
</table>

### Group C (Vertebrate Pests)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM310</td>
<td>Conduct manual fumigation of vertebrate and invertebrate pests</td>
</tr>
<tr>
<td>AHCPMG311</td>
<td>Use firearms for pest control activities from aircraft</td>
</tr>
<tr>
<td>AHCPMG414</td>
<td>Apply predator trapping techniques</td>
</tr>
</tbody>
</table>

### Group D (Weeds)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM202</td>
<td>Collect, prepare and preserve plant specimens</td>
</tr>
<tr>
<td>AHCPMG313</td>
<td>Prepare, monitor and maintain biological agents for weeds</td>
</tr>
</tbody>
</table>

### Group E (General)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBI0201</td>
<td>Inspect and clean machinery for plant, animal and soil material</td>
</tr>
<tr>
<td>AHCBI0305</td>
<td>Apply biosecurity measures</td>
</tr>
<tr>
<td>AHCEXP301</td>
<td>Handle and store explosives</td>
</tr>
<tr>
<td>Code</td>
<td>Task Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>AHCNAR30</td>
<td>Conduct photography for fieldwork</td>
</tr>
<tr>
<td>AHCNAR30</td>
<td>Read and interpret maps</td>
</tr>
<tr>
<td>AHCWRK30</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK30</td>
<td>Monitor weather conditions</td>
</tr>
<tr>
<td>AHCWRK30</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCNAR30</td>
<td>Control photography for fieldwork</td>
</tr>
<tr>
<td>AHCWKM30</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCWKM30</td>
<td>Survey pests</td>
</tr>
<tr>
<td>AHCWKM30</td>
<td>Define the pest problem</td>
</tr>
<tr>
<td>AHCWKM30</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCWKM30</td>
<td>Conduct site inspections</td>
</tr>
<tr>
<td>FWPCOT320</td>
<td>Navigate in remote or trackless areas</td>
</tr>
<tr>
<td>FWPCOT325</td>
<td>Operate a four wheel drive on unsealed roads</td>
</tr>
<tr>
<td>Code and title current version</td>
<td>Code and title previous version</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>AHC30318 Certificate III in Rural and Environmental Pest Management</td>
<td>AHC33616 Certificate III in Pest Management</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

**Links**

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30416 Certificate III in Pork Production

Modification History

<table>
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<th>TP Version</th>
<th>Comment</th>
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<tr>
<td>1</td>
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<td>Initial release</td>
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Qualification Description

This qualification provides an occupational outcome in the pork industry. The pork industry expects that graduates from this qualification will be able to perform a range of tasks associated with a person performing the job role of a piggery attendant.

The pork industry expects that graduates from this qualification will be able to perform tasks involving a broad range of skilled applications applied in a wide variety of contexts, which may involve application of some discretion and judgement in selecting equipment, services or contingency measures.

Possible job roles relevant to this qualification include:
- Piggery attendant
- Stockperson

This qualification is suitable for an Australian Apprenticeship.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15
- Core Units = 2
- Elective Units = 13

Core Units

Livestock
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
</tbody>
</table>

**Work health and safety**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

**Elective Units**

- Select 6 units from Group A
- Select 4 units from Group A or Group B
- 3 units aligned to AQF levels 2, 3, or 4 may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in pork production and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

**Group A**

**Biosecurity**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBI0305</td>
<td>Apply biosecurity measures</td>
</tr>
</tbody>
</table>

**Livestock**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK301</td>
<td>Administer medication to livestock</td>
</tr>
<tr>
<td>AHCLSK304</td>
<td>Carry out post-mortem examination of livestock</td>
</tr>
<tr>
<td>AHCLSK307</td>
<td>Euthanase livestock</td>
</tr>
<tr>
<td>AHCLSK308</td>
<td>Identify and draft livestock</td>
</tr>
<tr>
<td>AHCLSK309</td>
<td>Implement animal health control programs</td>
</tr>
<tr>
<td>AHCLSK313</td>
<td>Monitor livestock production growing environments</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>AHCLSK314</td>
<td>Prepare animals for parturition</td>
</tr>
<tr>
<td>AHCLSK318</td>
<td>Rear newborn and young livestock</td>
</tr>
<tr>
<td>AHCLSK323</td>
<td>Maintain and monitor feed stocks</td>
</tr>
<tr>
<td>AHCLSK328</td>
<td>Remove and facilitate reuse of effluent and manure from an intensive production system</td>
</tr>
</tbody>
</table>

**Pork production**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPRK301</td>
<td>Pregnancy test pigs</td>
</tr>
<tr>
<td>AHCPRK303</td>
<td>Artificially inseminate pigs</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Group B**

**Artificial insemination**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAIS302</td>
<td>Process and store semen</td>
</tr>
</tbody>
</table>

**Infrastructure**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCINF302</td>
<td>Plan and construct an electric fence</td>
</tr>
</tbody>
</table>
Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK303</td>
<td>Carry out feedlot operations</td>
</tr>
<tr>
<td>AHCLSK305</td>
<td>Maintain livestock water supplies</td>
</tr>
<tr>
<td>AHCLSK306</td>
<td>Coordinate and monitor production performance</td>
</tr>
<tr>
<td>AHCLSK310</td>
<td>Implement feeding plans for intensive production</td>
</tr>
<tr>
<td>AHCLSK311</td>
<td>Implement feeding plans for livestock</td>
</tr>
<tr>
<td>AHCLSK315</td>
<td>Prepare for and implement natural mating of livestock</td>
</tr>
<tr>
<td>AHCLSK319</td>
<td>Slaughter livestock</td>
</tr>
<tr>
<td>AHCLSK320</td>
<td>Coordinate and monitor livestock transport</td>
</tr>
<tr>
<td>AHCLSK322</td>
<td>Transport farm produce or bulk materials</td>
</tr>
<tr>
<td>AHCLSK325</td>
<td>Castrate livestock</td>
</tr>
<tr>
<td>AHCLSK326</td>
<td>Mix and mill standard stockfeed</td>
</tr>
<tr>
<td>AHCLSK327</td>
<td>Collect, store and administer colostrum</td>
</tr>
</tbody>
</table>

Machinery Operation and Maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM201</td>
<td>Operate two wheel motorbikes</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM205</td>
<td>Operate vehicles</td>
</tr>
<tr>
<td>AHCMOM207</td>
<td>Conduct front-end loader operations</td>
</tr>
<tr>
<td>AHCMOM211</td>
<td>Operate side by side utility vehicles</td>
</tr>
<tr>
<td>AHCMOM212</td>
<td>Operate quad bikes</td>
</tr>
<tr>
<td>AHCMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
</tbody>
</table>
Natural Area Restoration

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR302</td>
<td>Collect and preserve biological samples</td>
</tr>
</tbody>
</table>

Pest management

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG308</td>
<td>Implement pest management strategies</td>
</tr>
</tbody>
</table>

Pork production

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPRK204</td>
<td>Care for weaner pigs</td>
</tr>
<tr>
<td>AHCPRK206</td>
<td>Conduct outdoor pig operations</td>
</tr>
<tr>
<td>AHCPRK302</td>
<td>Treat rectal prolapse in pigs</td>
</tr>
<tr>
<td>AHCPRK304</td>
<td>Mate pigs and monitor dry sow performance</td>
</tr>
<tr>
<td>AHCPRK305</td>
<td>Care for grower and finisher pigs</td>
</tr>
<tr>
<td>AHCPRK306</td>
<td>Monitor and maintain outdoor pig production</td>
</tr>
<tr>
<td>AHCPRK402</td>
<td>Maintain outdoor pig production environment</td>
</tr>
</tbody>
</table>

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK205</td>
<td>Participate in workplace communications</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

This qualification is not equivalent to AHC30410 Certificate III in Pork Production.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30516 Certificate III in Poultry Production

Modification History

<table>
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<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides an occupational outcome in the poultry industry. The poultry industry expects that graduates from this qualification will be able to perform a range of tasks associated with a person performing the job role of a poultry hand.

Job roles vary and may include:

- Poultry hand
- Poultry stockperson

The poultry industry expects that graduates from this qualification will be able to perform tasks involving a broad range of skilled applications applied in a wide variety of contexts, which may involve application of some discretion and judgement in selecting equipment, services or contingency measures.

This qualification is suitable for an Australian Apprenticeship.

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 16
- Core Units = 3
- Elective Units = 13

Core Units

Biosecurity
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPLY307</td>
<td>Implement and monitor biosecurity measures in poultry production</td>
</tr>
</tbody>
</table>

Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
</tbody>
</table>

Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

Elective Units

- Select 10 units from Group A
- Select 2 units from Group A or Group B
- 1 unit aligned to AQF levels 2, 3, or 4 may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in the Poultry sector and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.

Group A

Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK301</td>
<td>Administer medication to livestock</td>
</tr>
<tr>
<td>AHCLSK304</td>
<td>Carry out post-mortem examination of livestock</td>
</tr>
<tr>
<td>AHCLSK306</td>
<td>Coordinate and monitor production performance</td>
</tr>
</tbody>
</table>
AHCLSK307  Euthanase livestock
AHCLSK309  Implement animal health control programs
AHCLSK310  Implement feeding plans for intensive production
AHCLSK313  Monitor livestock production growing environments

**Poultry**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPLY203</td>
<td>Set up shed for placement of day-old chickens</td>
</tr>
<tr>
<td>AHCPLY206</td>
<td>Catch and load poultry</td>
</tr>
<tr>
<td>AHCPLY207</td>
<td>Identify and sex poultry</td>
</tr>
<tr>
<td>AHCPLY302</td>
<td>Brood poultry</td>
</tr>
<tr>
<td>AHCPLY304</td>
<td>Incubate eggs</td>
</tr>
<tr>
<td>AHCPLY306</td>
<td>Clean and disinfect poultry production sheds</td>
</tr>
</tbody>
</table>

**Pest Management**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG308</td>
<td>Implement pest management strategies</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWRK205</td>
<td>Participate in workplace communications</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
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**Group B**

**Agribusiness**
### Biosecurity

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBI02</td>
<td>Identify and report unusual disease or plant pest signs</td>
</tr>
</tbody>
</table>

### Chemicals

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
</tbody>
</table>

### Food

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDFTEC3001A</td>
<td>Participate in a HACCP team*</td>
</tr>
<tr>
<td></td>
<td>*FDFFS2001A Implement the food safety program and procedures</td>
</tr>
</tbody>
</table>

### Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK323</td>
<td>Maintain and monitor feed stocks</td>
</tr>
<tr>
<td>AHCLSK328</td>
<td>Remove and facilitate reuse of effluent and manure from an intensive production system</td>
</tr>
</tbody>
</table>

### Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM301</td>
<td>Coordinate machinery and equipment maintenance and repair</td>
</tr>
<tr>
<td>AHCMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
</tbody>
</table>
Poultry

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPLY301</td>
<td>Artificially inseminate poultry</td>
</tr>
<tr>
<td>AHCPLY305</td>
<td>Beak tip poultry*</td>
</tr>
<tr>
<td></td>
<td>*AHCLSK307 Euthanase livestock</td>
</tr>
</tbody>
</table>

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK310</td>
<td>Provide on-job training support</td>
</tr>
</tbody>
</table>

Qualification Mapping Information
This qualification is not equivalent to AHC30510 Certificate III in Poultry Production.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30616 Certificate III in Production Horticulture

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides a vocational outcome in production horticulture. The qualification enables individuals to select a tree cropping, vegetable or berry production, grape growing or mushroom production context as a job focus, or a mixture in the case of mixed enterprises.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 1 core units plus
  - 14 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select 4 units from Group A
- Select 7 units from Group A or B
• 3 units may be selected from Group B or from this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in production horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 3.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

**Elective Units**

**Group A**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBIO302</td>
<td>Identify and report unusual disease or plant pest signs</td>
</tr>
<tr>
<td>AHCBIO305</td>
<td>Apply biosecurity measures</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCCHM307</td>
<td>Prepare and apply chemicals to control pest, weeds and diseases</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCMMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCPT303</td>
<td>Implement a post-harvest program</td>
</tr>
<tr>
<td>AHCPT304</td>
<td>Harvest horticultural crops mechanically</td>
</tr>
<tr>
<td>AHCPT306</td>
<td>Establish horticultural crops</td>
</tr>
<tr>
<td>AHCPT310</td>
<td>Coordinate horticultural crop harvesting</td>
</tr>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPMG302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBER301</td>
<td>Work effectively in an emergency disease or plant pest response</td>
</tr>
<tr>
<td>AHCBER303</td>
<td>Carry out emergency disease or plant pest control procedures at infected premises</td>
</tr>
<tr>
<td>Code</td>
<td>Skill Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>AHCBER304</td>
<td>Carry out movement and security procedures</td>
</tr>
<tr>
<td>AHCCHM308</td>
<td>Use application equipment to apply fumigant in confined spaces</td>
</tr>
<tr>
<td>AHCCHM309</td>
<td>Fumigate soil</td>
</tr>
<tr>
<td>AHCDRG301</td>
<td>Install drainage systems</td>
</tr>
<tr>
<td>AHCDRG302</td>
<td>Measure drainage system performance</td>
</tr>
<tr>
<td>AHCDRG303</td>
<td>Troubleshoot drainage systems</td>
</tr>
<tr>
<td>AHCHYD301</td>
<td>Implement a maintenance program for hydroponic systems</td>
</tr>
<tr>
<td>AHCHYD302</td>
<td>Install hydroponic systems</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCMMOM301</td>
<td>Coordinate machinery and equipment maintenance and repair</td>
</tr>
<tr>
<td>AHCMMOM302</td>
<td>Perform machinery maintenance</td>
</tr>
<tr>
<td>AHCMMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>AHCMMOM315</td>
<td>Operate chemical application machinery and equipment</td>
</tr>
<tr>
<td>AHCPTH305</td>
<td>Regulate crops</td>
</tr>
<tr>
<td>AHCPTH307</td>
<td>Prepare raw materials and compost feedstock</td>
</tr>
<tr>
<td>AHCPTH308</td>
<td>Prepare value added compost-based products</td>
</tr>
<tr>
<td>AHCPTH309</td>
<td>Supervise mushroom substrate preparation</td>
</tr>
<tr>
<td>AHCJPSG313</td>
<td>Prepare, monitor and maintain biological agents for weeds</td>
</tr>
<tr>
<td>AHCWRK302</td>
<td>Monitor weather conditions</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
</tbody>
</table>
AHC30616 Certificate III in Production Horticulture

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK308</td>
<td>Handle bulk materials in storage area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBPVIT3001</td>
<td>Coordinate vineyard operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBPVIT3002</td>
<td>Maintain field nursery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBPVIT3003</td>
<td>Operate spreading and seeding equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBPVIT3004</td>
<td>Monitor and maintain nursery plants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBPVIT3008</td>
<td>Operate a mechanical harvester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBPVIT3011</td>
<td>Perform shed nursery activities</td>
<td></td>
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</tbody>
</table>

Qualification Mapping Information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30716 Certificate III in Horticulture

Modification History

<table>
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<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Qualification Description

This qualification provides a general vocational outcome in amenity horticulture. No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 16
- Core Units = 5
- Elective Units = 11

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPMG302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCSOL303</td>
<td>Implement soil improvements for garden and turf areas</td>
</tr>
</tbody>
</table>
Elective Units

- Select 8 units from elective list below
- 3 units aligned to AQF levels 2, 3 or 4 may be selected from electives below or from this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB301</td>
<td>Implement a tree maintenance program</td>
</tr>
<tr>
<td>AHCPCM304</td>
<td>Report on health and condition of trees</td>
</tr>
<tr>
<td>AHCARB303</td>
<td>Perform pruning operations</td>
</tr>
<tr>
<td>AHCARB305</td>
<td>Dismantle trees</td>
</tr>
<tr>
<td>AHCARB306</td>
<td>Undertake aerial rescue</td>
</tr>
<tr>
<td>AHCARB307</td>
<td>Use advanced climbing techniques*</td>
</tr>
<tr>
<td></td>
<td>AHCARB312 Use standard climbing techniques to access trees**</td>
</tr>
<tr>
<td></td>
<td>AHCARB311 Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td></td>
<td>HLTAID003 Provide first aid</td>
</tr>
<tr>
<td>AHCARB308</td>
<td>Install cable and bracing</td>
</tr>
<tr>
<td>AHCARB309</td>
<td>Implement a tree protection program</td>
</tr>
<tr>
<td>AHCBER301</td>
<td>Work effectively in an emergency disease or plant pest response</td>
</tr>
<tr>
<td>AHCBCIO302</td>
<td>Identify and report unusual disease or plant pest signs</td>
</tr>
<tr>
<td>AHCBER303</td>
<td>Carry out emergency disease or plant pest control procedures at infected</td>
</tr>
<tr>
<td></td>
<td>premises</td>
</tr>
<tr>
<td>AHCBER304</td>
<td>Carry out movement and security procedures</td>
</tr>
<tr>
<td>AHCBCIO305</td>
<td>Apply biosecurity measures</td>
</tr>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport, handle and store chemicals</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>Code</td>
<td>Skill Description</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCLSC301</td>
<td>Set out site for construction works</td>
</tr>
<tr>
<td>AHCLSC302</td>
<td>Construct landscape features using concrete</td>
</tr>
<tr>
<td>AHCLSC303</td>
<td>Construct brick and or block structures and features</td>
</tr>
<tr>
<td>AHCLSC304</td>
<td>Erect timber structures and features</td>
</tr>
<tr>
<td>AHCLSC305</td>
<td>Construct stone structures and features</td>
</tr>
<tr>
<td>AHCLSC306</td>
<td>Implement a paving project</td>
</tr>
<tr>
<td>AHCLSC307</td>
<td>Implement a retaining wall project</td>
</tr>
<tr>
<td>AHCLSC308</td>
<td>Install metal structures and features</td>
</tr>
<tr>
<td>AHCLSC309</td>
<td>Install water features</td>
</tr>
<tr>
<td>AHCLSC310</td>
<td>Implement a tree transplanting program</td>
</tr>
<tr>
<td>AHCNOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCNSY301</td>
<td>Maintain nursery plants</td>
</tr>
<tr>
<td>AHCNSY302</td>
<td>Receive and dispatch nursery products</td>
</tr>
<tr>
<td>AHCNSY303</td>
<td>Install and maintain plant displays</td>
</tr>
<tr>
<td>AHCNSY304</td>
<td>Deliver and promote sales of plants</td>
</tr>
<tr>
<td>AHCNSY305</td>
<td>Prepare specialised plants</td>
</tr>
<tr>
<td>AHCNSY306</td>
<td>Implement a propagation plan</td>
</tr>
<tr>
<td>AHCNSY307</td>
<td>Operate fertigation equipment</td>
</tr>
<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPCM303</td>
<td>Identify plant specimens</td>
</tr>
<tr>
<td>AHCPGD301</td>
<td>Implement a plant establishment program</td>
</tr>
</tbody>
</table>
### Qualification Mapping Information

This qualification is equivalent to AHC30710 Certificate III in Horticulture.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30816 Certificate III in Arboriculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 3</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides occupation outcomes with a range of specialised knowledge and skills to undertake skilled work and as a pathway for further learning required for arborists in the arboriculture industry.

Possible job titles relevant to this qualification include the general title Arborist, and the specialisation titles:

- Climbing Arborist
- EWP Arborist
- Ground-based Arborist.

The qualification covers both ground-based workers and those working at heights. This qualification does not require a person to work at heights, however, units that include the skills and knowledge required to work at heights, both from an elevated work platform (EWP) and by climbing trees, are included as elective streams.

This qualification is suitable for an Australian Apprenticeship.

Occupational licensing, legislative or certification requirements may apply to this qualification in some jurisdictions. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:
• 23 units of competency:
  • 14 core units plus
  • 9 elective units.

Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB302*</td>
<td>Inspect trees for access and work</td>
</tr>
<tr>
<td>AHCARB303*</td>
<td>Perform pruning operations</td>
</tr>
<tr>
<td>AHCARB311</td>
<td>Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>AHCARB313</td>
<td>Identify trees</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>CPCCWHS1001</td>
<td>Prepare to work safely in the construction industry</td>
</tr>
<tr>
<td>FWPCOT2237</td>
<td>Maintain chainsaws</td>
</tr>
<tr>
<td>FWPCOT2239</td>
<td>Trim and cut felled trees</td>
</tr>
<tr>
<td>FWPCOT3238</td>
<td>Operate a pole saw</td>
</tr>
<tr>
<td>FWPFGM3212</td>
<td>Fall trees manually (intermediate)</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>TLID1001</td>
<td>Shift materials safely using manual handling methods</td>
</tr>
<tr>
<td>UETTDREL14A</td>
<td>Working safely near live electrical apparatus as a non-electrical worker</td>
</tr>
</tbody>
</table>

Elective Units

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment at Certificate III level and contribute to a valid, industry-supported vocational outcome in Arboriculture. The electives are to be chosen to provide a specialisation.
The testamur issued for this qualification is to be titled AHC30816 Certificate III in Arboriculture with an additional descriptor added by the RTO to reflect unit selection for a specialisation:

- AHC30816 Certificate III in Arboriculture (Climbing)
- AHC30816 Certificate III in Arboriculture (Elevated Work Platform)
- AHC30816 Certificate III in Arboriculture (Climbing and Elevated Work Platform).

### Climbing Specialisation

In order to achieve the Climbing specialisation:

- select all 5 units from Group A.
- select at least 1 unit from Group D
- the remaining 3 units may be selected from Group D, or from the Prerequisite Requirements list if a unit is a required for packaging the qualification, or from any currently endorsed Training Package or Accredited Course.

### Group A

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB305*</td>
<td>Dismantle trees</td>
</tr>
<tr>
<td>AHCARB306*</td>
<td>Undertake aerial rescue</td>
</tr>
<tr>
<td>AHCARB307*</td>
<td>Use advanced climbing techniques</td>
</tr>
<tr>
<td>AHCARB310*</td>
<td>Perform aerial rigging</td>
</tr>
<tr>
<td>AHCARB312*</td>
<td>Use standard climbing techniques to access trees</td>
</tr>
</tbody>
</table>

### Elevated Work Platform (EWP) Specialisation

In order to achieve the EWP specialisation:

- select all 4 units from Group B.
- select at least 2 units from Group D
- the remaining 3 units may be selected from Group D, or from the Prerequisite Requirements list if a unit is a required for packaging the qualification, or from any currently endorsed Training Package or Accredited Course.

### Group B – EWP

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB305*</td>
<td>Dismantle trees</td>
</tr>
<tr>
<td>AHCARB306*</td>
<td>Undertake aerial rescue</td>
</tr>
</tbody>
</table>
AHCARB310* Perform aerial rigging

TLILIC2005 Licence to operate a boom-type elevating work platform (boom length 11 metres or more)

Climbing and EWP Specialisation

In order to achieve the Climbing and EWP specialisation:

- select all 6 units from Group C
- an additional 3 units may be selected from Group D, or from the Prerequisite Requirements list if a unit is a required for packaging the qualification, or from any currently endorsed Training Package or Accredited Course.

Group C – Climbing and EWP

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB305*</td>
<td>Dismantle trees</td>
</tr>
<tr>
<td>AHCARB306*</td>
<td>Undertake aerial rescue</td>
</tr>
<tr>
<td>AHCARB307*</td>
<td>Use advanced climbing techniques</td>
</tr>
<tr>
<td>AHCARB310*</td>
<td>Perform aerial rigging</td>
</tr>
<tr>
<td>AHCARB312*</td>
<td>Use standard climbing techniques to access trees</td>
</tr>
<tr>
<td>TLILIC2005</td>
<td>Licence to operate a boom-type elevating work platform (boom length 11 metres or more)</td>
</tr>
</tbody>
</table>

For a ground-based outcome without a working-at-height specialisation:

- select 6 units from Group D or from the Prerequisite Requirements list if a unit is a required for packaging the qualification,
- the remaining 3 units may be selected from any other currently endorsed Training Package or Accredited Course.

Group D

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB206*</td>
<td>Operate and maintain stump grinding machines</td>
</tr>
<tr>
<td>AHCARB207*</td>
<td>Perform ground based rigging</td>
</tr>
<tr>
<td>AHCARB301*</td>
<td>Implement a tree maintenance program</td>
</tr>
<tr>
<td>AHCARB308</td>
<td>Install cable and bracing</td>
</tr>
</tbody>
</table>
### Prerequisite requirements

Note: Units listed in the *Prerequisite requirement* column that have their own prerequisite requirements are shown with an asterisk (*).

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB206 Operate and maintain stump grinding machines</td>
<td>AHCARB210 Work effectively in the arboriculture industry, HLTAID003 Provide first aid</td>
</tr>
<tr>
<td>AHCARB207 Perform ground based rigging</td>
<td>AHCARB311 Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>Code</td>
<td>Task Description</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCARB301</td>
<td>Implement a tree maintenance program</td>
</tr>
<tr>
<td>AHCARB302</td>
<td>Inspect trees for access and work</td>
</tr>
<tr>
<td>AHCARB303</td>
<td>Perform pruning operations</td>
</tr>
<tr>
<td>AHCARB305</td>
<td>Dismantle trees</td>
</tr>
<tr>
<td>AHCARB306</td>
<td>Undertake aerial rescue</td>
</tr>
<tr>
<td>AHCARB307</td>
<td>Use advanced climbing techniques</td>
</tr>
<tr>
<td>AHCARB309</td>
<td>Perform aerial rigging</td>
</tr>
<tr>
<td>AHCARB310</td>
<td>Use standard climbing techniques to access trees</td>
</tr>
<tr>
<td>AHCARB311</td>
<td>Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>FWPCOT2237</td>
<td>Maintain chainsaws</td>
</tr>
<tr>
<td>FWPCOT2239</td>
<td>Trim and cut felled trees OR FWPCOT3238 Operate a pole saw</td>
</tr>
<tr>
<td>FWPFGM3212</td>
<td>Fall trees manually (intermediate)</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>AHCARB310</td>
<td>Perform aerial rigging</td>
</tr>
<tr>
<td>AHCARB311</td>
<td>Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>TLILIC2005</td>
<td>Licence to operate a boom-type elevating work platform (boom length 11 metres or more)</td>
</tr>
<tr>
<td>FWPFGM3212</td>
<td>Fall trees manually (intermediate)</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
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</table>

© Commonwealth of Australia, 2019
Skills Impact
<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
</table>
| AHC30816 Certificate III in Arboriculture Release 3 | AHC30816 Certificate III in Arboriculture Release 2 | Corrected prerequisite code  
Clarified prerequisite requirements and packaging rules | Equivalent qualification |

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC30916 Certificate III in Landscape Construction

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides a general vocational outcome in landscape construction. The landscaping industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15
- Core Units = 11
- Elective Units = 4

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCDRG301</td>
<td>Install drainage systems</td>
</tr>
<tr>
<td>AHCLSC301</td>
<td>Set out site for construction works</td>
</tr>
<tr>
<td>AHCLSC302</td>
<td>Construct landscape features using concrete</td>
</tr>
<tr>
<td>AHCLSC303</td>
<td>Construct brick and/or block structures and features</td>
</tr>
<tr>
<td>AHCLSC305</td>
<td>Construct stone structures and features</td>
</tr>
</tbody>
</table>
AHCLSC306  Implement a paving project
AHCLSC307  Implement a retaining wall project
AHCPGM302  Provide information on plants and their culture
AHCPGD301  Implement a plant establishment program
AHCSOL303  Implement soil improvements for garden and turf areas
AHCHWS301  Contribute to work health and safety processes

Elective Units

- 4 units may be selected from units aligned to Certificates II, III or IV in this training package or from any other currently endorsed training package or accredited course. Selected units must be relevant to job outcomes in landscaping and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

Qualification Mapping Information

This qualification is equivalent to AHC30910 Certificate III in Landscape Construction.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC31016 Certificate III in Parks and Gardens

Modification History

<table>
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<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides a vocational outcome in parks and gardens. The parks and gardens industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 16
- Core Units = 5
- Elective Units = 11

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPMG302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCPPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPPCM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>
Elective Units

- Select 7 units from the list below
- 4 units aligned to AQF levels 2, 3 or 4 may be selected from this list or any other endorsed Training Package or Accredited Course
  
  Selected units must be relevant to job outcomes in parks and gardens and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB301</td>
<td>Implement a tree maintenance program</td>
</tr>
<tr>
<td>AHCPCM304</td>
<td>Report on health and condition of trees</td>
</tr>
<tr>
<td>AHCARB308</td>
<td>Install cable and bracing</td>
</tr>
<tr>
<td>AHCARB309</td>
<td>Implement a tree protection program</td>
</tr>
<tr>
<td>FWPFGM3213</td>
<td>Fall trees manually (advanced)</td>
</tr>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCLSC301</td>
<td>Set out site for construction works</td>
</tr>
<tr>
<td>AHCLSC302</td>
<td>Construct landscape features using concrete</td>
</tr>
<tr>
<td>AHCLSC303</td>
<td>Construct brick and or block structures and features</td>
</tr>
<tr>
<td>AHCLSC304</td>
<td>Erect timber structures and features</td>
</tr>
<tr>
<td>AHCLSC305</td>
<td>Construct stone structures and features</td>
</tr>
<tr>
<td>AHCLSC306</td>
<td>Implement a paving project</td>
</tr>
<tr>
<td>AHCLSC307</td>
<td>Implement a retaining wall project</td>
</tr>
<tr>
<td>Code</td>
<td>Task Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>AHCLSC308</td>
<td>Install metal structures and features</td>
</tr>
<tr>
<td>AHCLSC309</td>
<td>Install water features</td>
</tr>
<tr>
<td>AHCLSC310</td>
<td>Implement a tree transplanting program</td>
</tr>
<tr>
<td>AHCMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCNAR301</td>
<td>Maintain natural areas</td>
</tr>
<tr>
<td>AHCNAR303</td>
<td>Implement revegetation works</td>
</tr>
<tr>
<td>AHCPGD301</td>
<td>Implement a plant establishment program</td>
</tr>
<tr>
<td>AHCPGD302</td>
<td>Plan and maintain plant displays</td>
</tr>
<tr>
<td>AHCPGD303</td>
<td>Perform specialist amenity pruning</td>
</tr>
<tr>
<td>AHCPGD304</td>
<td>Implement a landscape maintenance program</td>
</tr>
<tr>
<td>AHCPGD305</td>
<td>Conduct operational inspection of park facilities</td>
</tr>
<tr>
<td>AHCPGD306</td>
<td>Implement a maintenance program for an aquatic environment</td>
</tr>
<tr>
<td>AHCPGD307</td>
<td>Identify plant specimens</td>
</tr>
<tr>
<td>AHCSOL301</td>
<td>Prepare growing media</td>
</tr>
<tr>
<td>AHCSOL303</td>
<td>Implement soil improvements for garden and turf areas</td>
</tr>
<tr>
<td>AHCTRF301</td>
<td>Construct turf playing surfaces</td>
</tr>
<tr>
<td>AHCTRF302</td>
<td>Establish turf</td>
</tr>
<tr>
<td>AHCTRF303</td>
<td>Implement a grassed area maintenance program</td>
</tr>
<tr>
<td>AHCTRF304</td>
<td>Monitor turf health</td>
</tr>
<tr>
<td>AHCTRF305</td>
<td>Renovate sports turf</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC31010 Certificate III in Parks and Gardens.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC31116 Certificate III in Production Nursery

Modification History

<table>
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<tr>
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<th>Comments</th>
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<td>Release 4</td>
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<td>Release 2</td>
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<tr>
<td>Release 1</td>
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</tbody>
</table>

Qualification Description

This qualification provides a general vocational outcome for a nurseryperson working in a production nursery. The nursery industry expects this qualification to be achieved to meet job outcomes at this level.

Job roles and titles covered by this qualification may include:
- production nursery tradesperson

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:
- 16 units of competency:
  - 11 core units plus
  - 5 elective units.
Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select 3 units from list below
- 2 unit may be selected from may be selected from units aligned to Certificates II, III or IV in this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in nursery production and must be chosen to ensure the integrity of the qualification outcome at AQF level 3.

### Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCbio305</td>
<td>Apply biosecurity measures</td>
</tr>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCNSY301</td>
<td>Maintain nursery plants</td>
</tr>
<tr>
<td>AHCNSY306</td>
<td>Implement a propagation plan</td>
</tr>
<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCPmg301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPmg302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

### Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBER301</td>
<td>Work effectively in an emergency disease or plant pest response</td>
</tr>
<tr>
<td>AHCBER303</td>
<td>Carry out emergency disease or plant pest control procedures at infected premises</td>
</tr>
<tr>
<td>AHCBER304</td>
<td>Carry out movement and security procedures</td>
</tr>
<tr>
<td>AHCbio302</td>
<td>Identify and report unusual disease or plant pest signs</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCCHM309</td>
<td>Fumigate soil</td>
</tr>
<tr>
<td>AHCHYD301</td>
<td>Implement a maintenance program for hydroponic systems</td>
</tr>
<tr>
<td>AHCHYD302</td>
<td>Install hydroponic systems</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCMER301</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>AHCMER303</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>AHCDEM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCNSY302</td>
<td>Receive and dispatch nursery products</td>
</tr>
<tr>
<td>AHCNSY303</td>
<td>Install and maintain plant displays</td>
</tr>
<tr>
<td>AHCNSY304</td>
<td>Deliver and promote sales of plants</td>
</tr>
<tr>
<td>AHCNSY305</td>
<td>Prepare specialised plants</td>
</tr>
<tr>
<td>AHCNSY307</td>
<td>Operate fertigation equipment</td>
</tr>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCSOL301</td>
<td>Prepare growing media</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCWAT301</td>
<td>Monitor and operate water treatment processes</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
<tr>
<td>SIRRINV002</td>
<td>Control stock</td>
</tr>
<tr>
<td>Code and title current version</td>
<td>Code and title previous version</td>
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<td>AHC31116 Certificate III in Production Nursery Release 4</td>
<td>AHC31116 Certificate III in Production Nursery Release 3</td>
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</table>

**Qualification Mapping Information**

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC31216 Certificate III in Retail Nursery

Modification History

<table>
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<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides a general vocational outcome for a retail nursery or garden centre sales assistant. The nursery industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15
- Core Units = 9
- Elective Units = 6

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNSY301</td>
<td>Maintain nursery plants</td>
</tr>
<tr>
<td>AHCNSY302</td>
<td>Receive and dispatch nursery products</td>
</tr>
<tr>
<td>AHCNSY303</td>
<td>Install and maintain plant displays</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCPCM303</td>
<td>Identify plant specimens</td>
</tr>
</tbody>
</table>
AHCPMG302 Control plant pests, diseases and disorders
AHCWHS301 Contribute to work health and safety processes
SIRXCEG001 Engage the customer
SIRRMER003 Coordinate visual merchandising activities

**Elective Units**

- Select 3 units from list below
- 3 units may be selected from this or any other endorsed Training Package or Accredited Course
- Selected units must be relevant to job outcomes in retail nursery work and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCMER301</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>AHCMER302</td>
<td>Provide advice on hardware products</td>
</tr>
<tr>
<td>AHCMER303</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>BSBSLS402A</td>
<td>Identify sales prospects</td>
</tr>
<tr>
<td>SIRXADM002A</td>
<td>Coordinate retail office</td>
</tr>
<tr>
<td>SIRRINV002</td>
<td>Control stock</td>
</tr>
<tr>
<td>SIRXINV004A</td>
<td>Buy merchandise</td>
</tr>
<tr>
<td>SIRXMER201</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>SIRRMER001</td>
<td>Produce visual merchandise displays</td>
</tr>
<tr>
<td>SIRXMER406</td>
<td>Monitor in-store visual merchandising display</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>SIRXRSK002</td>
<td>Maintain store security</td>
</tr>
<tr>
<td>SIRXPDK001</td>
<td>Advise on products and services</td>
</tr>
<tr>
<td>SIRXSLS303</td>
<td>Build relationships with customers</td>
</tr>
<tr>
<td>AHCNSY304</td>
<td>Deliver and promote sales of plants</td>
</tr>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC31210 Certificate III in Retail Nursery.

**Links**

AHC31316 Certificate III in Sports Turf Management

Modification History

<table>
<thead>
<tr>
<th>NoRelease</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides a general vocational outcome in greenkeeping. The sports turf industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 16

- Core Units = 11
- Elective Units = 5

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCMMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCPCHM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPCHM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCPCHM301</td>
<td>Control weeds</td>
</tr>
</tbody>
</table>
AHCPMG302  Control plant pests, diseases and disorders
AHCTRF301  Construct turf playing surfaces
AHCTRF302  Establish turf
AHCTRF303  Implement a grassed area maintenance program
AHCTRF305  Renovate sports turf
AHCWHS301  Contribute to work health and safety processes

**Elective Units**

- Select 3 units from the list below
- 2 units may be selected from the list below or from units aligned to AQF levels 2, 3 or 4 from this or any other endorsed Training Package or Accredited Course
- Selected units must be relevant to job outcomes in sports turf management and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCDRG301</td>
<td>Install drainage systems</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCSOL303</td>
<td>Implement soil improvements for garden and turf areas</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is equivalent to AHC31310 Certificate III in Sports Turf Management.

Links

Companion Volume implementation guides are found in VETNet -
AHC31416 Certificate III in Conservation and Land Management

Modification History

<table>
<thead>
<tr>
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<th>Comments</th>
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</tr>
</tbody>
</table>

Qualification Description

This qualification provides a general vocational outcome in the conservation and land management industry.

The qualification enables individuals to select an Indigenous land management, lands, parks and wildlife or natural area management context as a job focus or a mix of these.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 2 core units plus
  - 14 elective units

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 4 must be selected Group A
- at least 6 units must be selected from the remaining units in Group A or Group B, or from the Prerequisite Requirements list if a unit is a required for packaging the qualification
- a maximum of 4 units may be selected from the remaining units listed in this qualification or from units aligned to Certificate II, III or IV qualifications in this Training Package or from any other currently endorsed Training Package or Accredited Course.

**Core Units**

**Work health and safety**

| AHCWH301  | Contribute to work health and safety processes |

**Work**

| AHCWRK309  | Apply environmentally sustainable work practices |

**Elective Units**

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

**Group A**

**Indigenous land management**

| AHCILM302  | Provide appropriate information on cultural knowledge |
| AHCILM305  | Work with an Aboriginal Community or organisation |
| AHCILM308  | Identify traditional customs and land rights for an Indigenous Community |
| SITTGDE001 | Interpret aspects of local Australian Indigenous culture |

**Natural area restoration**

| AHCNAR301  | Maintain natural areas |
| AHCNAR302  | Collect and preserve biological samples |
| AHCNAR303  | Implement revegetation works |
| AHCNAR304  | Undertake direct seeding |
| AHCNAR305  | Collect native seed |
### Lands, parks and wildlife

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLPW301</td>
<td>Supervise park visitor activities</td>
</tr>
<tr>
<td>AHCLPW303</td>
<td>Construct access tracks</td>
</tr>
<tr>
<td>AHCLPW304</td>
<td>Carry out inspection of designated area</td>
</tr>
<tr>
<td>AHCLPW305</td>
<td>Perform diving for scientific purposes</td>
</tr>
<tr>
<td>AHCLPW306</td>
<td>Undertake sampling and testing of water</td>
</tr>
<tr>
<td>PUAFIR204B</td>
<td>Respond to wildfire</td>
</tr>
<tr>
<td>PUAFIR215</td>
<td>Prevent injury</td>
</tr>
<tr>
<td>PUAFIR303B</td>
<td>Suppress wildfire</td>
</tr>
<tr>
<td>SITTGDE002</td>
<td>Work as a guide</td>
</tr>
</tbody>
</table>

### Fauna

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCFAU301</td>
<td>Respond to wildlife emergencies</td>
</tr>
</tbody>
</table>

### Infrastructure

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCINF303</td>
<td>Plan and construct conventional fencing</td>
</tr>
</tbody>
</table>

### Pest management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPMG302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCPMG305</td>
<td>Survey pests</td>
</tr>
<tr>
<td>AHCPMG306</td>
<td>Determine pest control techniques</td>
</tr>
<tr>
<td>AHCPMG307</td>
<td>Apply animal trapping techniques</td>
</tr>
<tr>
<td>AHCPMG308</td>
<td>Implement pest management strategies</td>
</tr>
<tr>
<td>AHCPMG310</td>
<td>Prepare, monitor and maintain biological agents</td>
</tr>
<tr>
<td>AHCPMG311</td>
<td>Use firearms for pest control activities from aircraft</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>AHCWRK311</th>
<th>Conduct site inspections</th>
</tr>
</thead>
<tbody>
<tr>
<td>FWPCOT3202</td>
<td>Navigate in remote or trackless areas</td>
</tr>
</tbody>
</table>

**Group B**

**Animal care and management**

<table>
<thead>
<tr>
<th>ACMGAS305</th>
<th>Rescue animals and apply basic first aid</th>
</tr>
</thead>
</table>

**Biosecurity**

<table>
<thead>
<tr>
<th>AHCBIO302</th>
<th>Identify and report unusual disease or plant pest signs</th>
</tr>
</thead>
</table>

**Business**

<table>
<thead>
<tr>
<th>BSBITU306</th>
<th>Design and produce business documents</th>
</tr>
</thead>
</table>

**Chemicals**

<table>
<thead>
<tr>
<th>AHCCHM303</th>
<th>Prepare and apply chemicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
</tbody>
</table>

**Fauna**

<table>
<thead>
<tr>
<th>AHCFAU201</th>
<th>Recognise fauna</th>
</tr>
</thead>
</table>

**Infrastructure**

<table>
<thead>
<tr>
<th>AHCINF301</th>
<th>Implement property improvement, construction and repair</th>
</tr>
</thead>
</table>

**Landscape**
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSC301</td>
<td>Set out site for construction works</td>
</tr>
<tr>
<td>AHCLSC304</td>
<td>Erect timber structures and features</td>
</tr>
</tbody>
</table>

**Machinery operation and maintenance**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM301</td>
<td>Coordinate machinery and equipment maintenance and repair</td>
</tr>
<tr>
<td>AHCMOM302</td>
<td>Perform machinery maintenance</td>
</tr>
<tr>
<td>AHCMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM314</td>
<td>Transport machinery</td>
</tr>
<tr>
<td>AHCMOM315</td>
<td>Operate chemical application machinery and equipment</td>
</tr>
</tbody>
</table>

**Natural area restoration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR306</td>
<td>Conduct photography for fieldwork</td>
</tr>
<tr>
<td>AHCNAR307</td>
<td>Read and interpret maps</td>
</tr>
</tbody>
</table>

**Parks and gardens**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPGD301</td>
<td>Implement a plant establishment program</td>
</tr>
<tr>
<td>AHCPGD304</td>
<td>Implement a landscape maintenance program</td>
</tr>
<tr>
<td>AHCPGD305</td>
<td>Conduct operational inspection of park facilities</td>
</tr>
<tr>
<td>AHCPGD306</td>
<td>Implement a maintenance program for an aquatic environment</td>
</tr>
</tbody>
</table>

**Pest management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG411</td>
<td>Ensure compliance with pest legislation</td>
</tr>
</tbody>
</table>

**Plants**
**Unit of competency** | **Prerequisite requirement**
--- | ---
AHCPCM302 | Provide information on plants and their culture
AHCPCM303 | Identify plant specimens

**Seed processing**

| AHCSP0308 | Sample seed before and after processing |

**Soil and water conservation**

| AHCSAW301 | Construct conservation earthworks |
| AHCSAW302 | Implement erosion and sediment control measures |

**Work**

| AHCWRK203 | Operate in isolated and remote situations |
| AHCWRK303 | Respond to emergencies |
| AHCWRK304 | Respond to rescue incidents |
| AHCWRK305 | Coordinate work site activities |
| AHCWRK310 | Provide on-job training support |
| PUAFIR026 | Treat operational risk |
| PUAFIR027 | Assess operational risk |

**Prerequisite requirements**

Note: Units listed in the *Prerequisite requirement* column that have their own prerequisite requirements are shown with an asterisk (*)
Qualification Mapping Information

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC31516 Certificate III in Indigenous Land Management

Modification History

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</table>

Qualification Description
This qualification provides a vocational outcome required for an Indigenous land worker operating within Aboriginal Communities, following Community protocols and using a mix of traditional and contemporary land management strategies.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements
There are no entry requirements for this qualification.

Packaging Rules
To achieve this qualification, competency must be demonstrated in:
- 16 units of competency:
  - 2 core units plus
  - 14 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:
- Select 4 units from Group A
- Select 7 units from Group A or Group B
- A maximum of 3 units may be selected from the elective lists of Certificate II, III or IV of this or any other endorsed Training Package or Accredited Course. Selected units must be relevant to job outcomes in Indigenous land management and must be chosen to ensure the integrity of the qualification outcome at AQF level 3.

**Core Units**

**Work health and safety**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Elective Units**

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

**Group A**

**Indigenous land management**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCILM302</td>
<td>Provide appropriate information on cultural knowledge</td>
</tr>
<tr>
<td>AHCILM305</td>
<td>Work with an Aboriginal Community or organisation</td>
</tr>
<tr>
<td>AHCILM306</td>
<td>Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCILM308</td>
<td>Identify traditional customs and land rights for an Indigenous Community</td>
</tr>
<tr>
<td>SITTGDE001</td>
<td>Interpret aspects of local Australian Indigenous culture</td>
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</tbody>
</table>

**Fauna**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCFAU301</td>
<td>Respond to wildlife emergencies</td>
</tr>
<tr>
<td>LGAREGS305A</td>
<td>Undertake animal or reptile control duties</td>
</tr>
</tbody>
</table>

**Lands, parks and wildlife**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>SITTGDE002</td>
<td>Work as a guide</td>
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</table>
Natural area restoration

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR201</td>
<td>Carry out natural area restoration works</td>
</tr>
<tr>
<td>AHCNAR301</td>
<td>Maintain natural areas</td>
</tr>
<tr>
<td>AHCNAR303</td>
<td>Implement revegetation works</td>
</tr>
<tr>
<td>AHCNAR305</td>
<td>Collect native seed</td>
</tr>
<tr>
<td>FWPFGM320</td>
<td>Extract seed</td>
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</tbody>
</table>

Pest management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPMG302</td>
<td>Control plant pests, diseases and disorders</td>
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Group B
Animal care and management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACMGAS305</td>
<td>Rescue animals and apply basic first aid</td>
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Business

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<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
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</tbody>
</table>

Chemicals

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
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</table>

Infrastructure

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCINF301</td>
<td>Implement property improvement, construction and repair</td>
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</table>
### Landscaping

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSC304</td>
<td>Erect timber structures and features</td>
</tr>
</tbody>
</table>

### Lands, parks and wildlife

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLPW301</td>
<td>Supervise park visitor activities</td>
</tr>
<tr>
<td>AHCLPW303</td>
<td>Construct access tracks</td>
</tr>
<tr>
<td>AHCLPW304</td>
<td>Carry out inspection of designated area</td>
</tr>
<tr>
<td>AHCLPW305</td>
<td>Perform diving for scientific purposes</td>
</tr>
<tr>
<td>AHCLPW306</td>
<td>Undertake sampling and testing of water</td>
</tr>
<tr>
<td>PUAFIR204B</td>
<td>Respond to wildfire</td>
</tr>
<tr>
<td>PUAFIR303B</td>
<td>Suppress wildfire</td>
</tr>
</tbody>
</table>

### Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM315</td>
<td>Operate chemical application machinery and equipment</td>
</tr>
<tr>
<td>FWPCOT3259</td>
<td>Operate a four wheel drive on unsealed roads</td>
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</table>

### Natural area restoration

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR306</td>
<td>Conduct photography for fieldwork</td>
</tr>
<tr>
<td>AHCNAR307</td>
<td>Read and interpret maps</td>
</tr>
</tbody>
</table>

### Plants

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCPCM303</td>
<td>Identify plant specimens</td>
</tr>
</tbody>
</table>
Vertebrate management

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCMG308</td>
<td>Implement pest management strategies</td>
</tr>
<tr>
<td>AHCPCMG305</td>
<td>Survey pests</td>
</tr>
<tr>
<td>AHCPCMG307</td>
<td>Apply animal trapping techniques</td>
</tr>
</tbody>
</table>

Work

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK304</td>
<td>Respond to rescue incidents</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
</tbody>
</table>

Prerequisite requirements

Note: Units listed in the Prerequisite requirement column that have their own prerequisite requirements are shown with an asterisk (*).

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAFIR204B</td>
<td>Respond to wildfire</td>
</tr>
<tr>
<td>PUAFIR303B</td>
<td>Suppress wildfire</td>
</tr>
<tr>
<td>PUAFIR215</td>
<td>Prevent injury</td>
</tr>
<tr>
<td>PUAFIR204B*</td>
<td>Respond to wildfire</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

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Links

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AHC31616 Certificate III in Lands, Parks and Wildlife

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Qualification Description

This qualification reflects the roles of national parks and wildlife workers who are responsible for conducting a number of functions focusing on the maintenance of natural environments, park infrastructure and services, and stakeholder management. National parks workers will carry out a number of duties to protect, enhance and manage natural environments, recreational and cultural assets. National parks workers will work autonomously, as well as under supervision of a park ranger.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 2 core units plus
  - 14 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select at least 4 units from Group A
- Select at least 7 units from Group A or Group B
- A maximum of 3 units may be selected from the elective list of Certificates II, III or IV of this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in lands, parks and wildlife and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

**Core Units**

**Work health and safety**

| AHCWHS301 | Contribute to work health and safety processes |

**Work**

| AHCWRK309 | Apply environmentally sustainable work practices |

**Elective Units**

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

**Group A**

**Lands, Parks and wildlife**

| AHCLPW301 | Supervise park visitor activities |
| AHCLPW303 | Construct access tracks |
| AHCLPW304 | Carry out inspection of designated area |
| AHCLPW305 | Perform diving for scientific purposes |
| AHCLPW306 | Undertake sampling and testing of water |
| PUAFIR204B | Respond to wildfire |
| PUAFIR303B | Suppress wildfire |
| SITTGDE002 | Work as a guide |

**Indigenous land management**

| AHCILM305 | Work with an Aboriginal Community or organisation |
SITTGDE001 | Interpret aspects of local Australian Indigenous culture

**Pest management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPMG302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
</tbody>
</table>

**Plants**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCPCM303</td>
<td>Identify plant specimens</td>
</tr>
</tbody>
</table>

**Group B**

**Animal care management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMGAS305</td>
<td>Rescue animals and apply basic first aid</td>
</tr>
</tbody>
</table>

**Biosecurity**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBIO302</td>
<td>Identify and report unusual disease or plant pest signs</td>
</tr>
</tbody>
</table>

**Fauna**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCFAU301</td>
<td>Respond to wildlife emergencies</td>
</tr>
<tr>
<td>LGAREGS305A</td>
<td>Undertake animal or reptile control duties</td>
</tr>
</tbody>
</table>

**Natural area restoration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR301</td>
<td>Maintain natural areas</td>
</tr>
<tr>
<td>AHCNAR302</td>
<td>Collect and preserve biological samples</td>
</tr>
<tr>
<td>AHCNAR303</td>
<td>Implement revegetation works</td>
</tr>
<tr>
<td>AHCNAR304</td>
<td>Undertake direct seeding</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>AHCNAR306</td>
<td>Conduct photography for fieldwork</td>
</tr>
<tr>
<td>AHCNAR307</td>
<td>Read and interpret maps</td>
</tr>
<tr>
<td>FWPFGM320</td>
<td>Manage seed collection</td>
</tr>
</tbody>
</table>

**Pest management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG310</td>
<td>Prepare, monitor and maintain biological agents</td>
</tr>
<tr>
<td>AHCPMG411</td>
<td>Ensure compliance with pest legislation</td>
</tr>
</tbody>
</table>

**Chemicals**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
</tbody>
</table>

**Machinery operation and maintenance**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM315</td>
<td>Operate chemical application machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM212</td>
<td>Operate quad bikes</td>
</tr>
<tr>
<td>FWPCOT3259</td>
<td>Operate a four wheel drive on unsealed roads</td>
</tr>
</tbody>
</table>

**Soil and media**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
</tbody>
</table>

**Soil and water conservation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSAW302</td>
<td>Implement erosion and sediment control measures</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
</tbody>
</table>
AHCWRK304 Respond to rescue incidents
AHCWRK305 Coordinate work site activities
AHCWRK310 Provide on-job training support
AHCWRK311 Conduct site inspections

Prerequisite requirements
Note: Units listed in the Prerequisite requirement column that have their own prerequisite requirements are shown with an asterisk (*)

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAFIR204B Respond to wildfire</td>
<td>PUAFIR201B Prevent injury</td>
</tr>
<tr>
<td>PUAFIR303B Suppress wildfire</td>
<td>PUAFIR204B Respond to wildfire*</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>current version</td>
<td>previous version</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Links
Companion Volumes, including Implementation Guides, are available at VETNet: -
AHC31716 Certificate III in Natural Area Restoration

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides vocational outcomes for workers in the conservation and land management industry undertaking natural area restoration work such as revegetation and land rehabilitation.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 16
- Core Units = 2
- Elective Units = 14

Core Units

Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>
Elective Units

- Select at least 4 units from Group A
- Select at least 7 units from Group A or Group B
- A maximum of 3 units may be selected from the elective lists of Certificates II, III or IV of this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in natural area restoration and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

**Group A**

**Natural area restoration**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR201</td>
<td>Carry out natural area restoration works</td>
</tr>
<tr>
<td>AHCNAR301</td>
<td>Maintain natural areas</td>
</tr>
<tr>
<td>AHCNAR302</td>
<td>Collect and preserve biological samples</td>
</tr>
<tr>
<td>AHCNAR303</td>
<td>Implement revegetation works</td>
</tr>
<tr>
<td>AHCNAR304</td>
<td>Undertake direct seeding</td>
</tr>
<tr>
<td>AHCNAR305</td>
<td>Collect native seed</td>
</tr>
<tr>
<td>AHCNAR306</td>
<td>Conduct photography for fieldwork</td>
</tr>
<tr>
<td>FWPFGM3202</td>
<td>Extract seed</td>
</tr>
</tbody>
</table>

**Pest management**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPMG302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
</tbody>
</table>

**Plants**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
</table>
AHCPCM302  Provide information on plants and their culture
AHCPCM303  Identify plant specimens

Group B

Parks and gardens

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCGD301</td>
<td>Implement a plant establishment program</td>
</tr>
</tbody>
</table>

Chemicals

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
</tbody>
</table>

Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMMOM315</td>
<td>Operate chemical application machinery and equipment</td>
</tr>
<tr>
<td>AHCMMOM212</td>
<td>Operate quad bikes</td>
</tr>
</tbody>
</table>

Soils and media

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSOL202</td>
<td>Assist with soil or growing media sampling and testing</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
</tbody>
</table>

Soil and water conservation

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSAW301</td>
<td>Construct conservation earthworks</td>
</tr>
</tbody>
</table>
AHCSAW302 Implement erosion and sediment control measures

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK203</td>
<td>Operate in isolated and remote situations</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK304</td>
<td>Respond to rescue incidents</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK311</td>
<td>Conduct site inspections</td>
</tr>
<tr>
<td>AHCNAR307</td>
<td>Read and interpret maps</td>
</tr>
<tr>
<td>FWPCOT3202</td>
<td>Navigate in remote or trackless areas</td>
</tr>
<tr>
<td>FWPCOT3259</td>
<td>Operate four wheel drive on unsealed roads</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

This qualification is equivalent to AHC31710 Certificate III in Natural Area Restoration.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHC31818 Certificate III in Beekeeping

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification describes the skills and knowledge of a honey bee (Apis) beekeeper, including the establishment of beehives and apiaries, the transport of live bees and the management of bees for honey production and/or provision of pollination services. Legislation, regulations and by-laws relating to beehive ownership and biosecurity codes of practice apply in some states and territories.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 18 units of competency:
  - 13 core units plus
  - 5 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 3 units must be selected from the electives listed below
- the remaining 2 units may be selected from the remaining electives listed below
- up to 2 units may be selected from any currently endorsed Training Package or accredited course packaged at AQF Certificate II, III or IV levels.

Core Units

| AHCBEK203 | Open and reassemble a beehive |
### Certificate III in Beekeeping

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBEK205</td>
<td>Prepare and use a bee smoker</td>
</tr>
<tr>
<td>AHCBEK206</td>
<td>Assemble and maintain beekeeping components</td>
</tr>
<tr>
<td>AHCBEK301</td>
<td>Manage honey bee swarms</td>
</tr>
<tr>
<td>AHCBEK302</td>
<td>Manipulate honey bee brood</td>
</tr>
<tr>
<td>AHCBEK303</td>
<td>Re-queen a honey bee colony</td>
</tr>
<tr>
<td>AHCBEK304</td>
<td>Remove a honey crop from a hive</td>
</tr>
<tr>
<td>AHCBEK311</td>
<td>Transport bee hives by road to new apiary site</td>
</tr>
<tr>
<td>AHCBEK312</td>
<td>Extract honey</td>
</tr>
<tr>
<td>AHCBEK313</td>
<td>Manage pests and disease within a honey bee colony</td>
</tr>
<tr>
<td>AHCBEK405</td>
<td>Select and establish an apiary site</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
</tbody>
</table>

### Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBEK307</td>
<td>Collect and store propolis</td>
</tr>
<tr>
<td>AHCBEK308</td>
<td>Produce and harvest royal jelly</td>
</tr>
<tr>
<td>AHCBEK309</td>
<td>Trap and store pollen</td>
</tr>
<tr>
<td>AHCBEK310</td>
<td>Process raw wax into moulds</td>
</tr>
<tr>
<td>AHCBEK402</td>
<td>Perform queen bee artificial insemination</td>
</tr>
<tr>
<td>AHCBEK408</td>
<td>Provide bee pollination services</td>
</tr>
<tr>
<td>AHCBEK409</td>
<td>Rear queen bees</td>
</tr>
<tr>
<td>AHCBIO305</td>
<td>Apply biosecurity measures</td>
</tr>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCLSK322</td>
<td>Transport farm produce or bulk materials</td>
</tr>
<tr>
<td>AHCMOM213</td>
<td>Operate and maintain chainsaws</td>
</tr>
</tbody>
</table>
AHCPCM201  Recognise plants
AHCWRK303  Respond to emergencies
AHCWRK305  Coordinate work site activities
AHCWRK308  Handle bulk materials in storage area
BSBMKG414  Undertake marketing activities
FBPFSY2001  Implement the food safety program and procedures
FBPFSY3002  Participate in a HACCP team
FBPGPS2011  Operate a creamed honey manufacture process
FBPOPR2023  Operate a packaging process
FBPOPR2066  Apply sampling procedures
HLTAID003  Provide first aid
TLILIC0003  Licence to operate a forklift truck

Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>current version</td>
<td>previous version</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHC31818</td>
<td>AHC32016</td>
<td>Total units required increased from 16 to 18. Packaging rules changed. Units added and removed from core and electives.</td>
<td>No equivalent qualification</td>
</tr>
</tbody>
</table>

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC31918 Certificate III in Rural Machinery Operations

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification describes the skills and knowledge for job roles in the agricultural industry including; farm managers, farm workers, machinery operators, plant operators/contractors, local government/council workers, parks and gardens workers, and the sports turf industry.

Individuals with this qualification perform tasks involving a broad range of skills that are applied in a wide variety of contexts, which will involve discretion and judgement in selecting and operating equipment, services and applying contingency measures during work.

Work must comply with work health and safety and environmental regulations and legislation that apply to the workplace.

Licensing or certification requirements apply to this qualification but vary according to state/territory jurisdictions. Users are advised to check with the relevant regulatory authority.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 7 core units plus
  - 9 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 6 must be from the electives listed below
- 3 from the remaining electives listed below, or any currently endorsed Training Package or accredited course.
A maximum of 4 elective units that are coded with an AQF indicator at AQF level 2 or below, or reflect outcomes at AQF level 2 or below, can be selected.

**Core Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBIO305</td>
<td>Apply biosecurity measures</td>
</tr>
<tr>
<td>AHCMOM301</td>
<td>Coordinate machinery and equipment maintenance and repair</td>
</tr>
<tr>
<td>AHCMOM302</td>
<td>Perform machinery maintenance</td>
</tr>
<tr>
<td>AHCMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Elective Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM201</td>
<td>Operate two wheel motorbikes</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM203</td>
<td>Operate basic machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM205</td>
<td>Operate vehicles</td>
</tr>
<tr>
<td>AHCMOM206</td>
<td>Conduct grader operations</td>
</tr>
<tr>
<td>AHCMOM207</td>
<td>Conduct front-end loader operations</td>
</tr>
<tr>
<td>AHCMOM208</td>
<td>Conduct excavator operations</td>
</tr>
<tr>
<td>AHCMOM209</td>
<td>Conduct dozer operations</td>
</tr>
<tr>
<td>AHCMOM213</td>
<td>Operate and maintain chainsaws</td>
</tr>
<tr>
<td>AHCMOM214</td>
<td>Operate cane haulage vehicle</td>
</tr>
<tr>
<td>AHCMOM215</td>
<td>Operate commercial lawnmowers</td>
</tr>
<tr>
<td>AHCMOM216</td>
<td>Operate side by side utility vehicles</td>
</tr>
<tr>
<td>AHCMOM217</td>
<td>Operate quad bikes</td>
</tr>
<tr>
<td>AHCMOM306</td>
<td>Ground spread fertiliser and soil ameliorant</td>
</tr>
<tr>
<td>AHCMOM307</td>
<td>Operate a cane harvester</td>
</tr>
<tr>
<td>AHCMOM308</td>
<td>Operate broadacre and row crop harvest machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM309</td>
<td>Operate broadacre sowing machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM310</td>
<td>Operate land-forming machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM311</td>
<td>Operate precision control technology</td>
</tr>
<tr>
<td>AHCMOM312</td>
<td>Operate row crop planting and seeding machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM313</td>
<td>Operate mobile irrigation machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM314</td>
<td>Transport machinery</td>
</tr>
<tr>
<td>AHCMOM315</td>
<td>Operate chemical application machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM316</td>
<td>Refuel machinery or vehicle</td>
</tr>
<tr>
<td>AHCMOM317</td>
<td>Operate tractors with attachments</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK304</td>
<td>Respond to rescue incidents</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual metal arc welding</td>
</tr>
<tr>
<td>RIIHAN309F</td>
<td>Conduct telescopic materials handler operations</td>
</tr>
<tr>
<td>RIIMPO312E</td>
<td>Conduct scraper operations</td>
</tr>
<tr>
<td>RIIMPO318F</td>
<td>Conduct civil construction skid steer loader operations</td>
</tr>
<tr>
<td>TLID2010</td>
<td>Operate a forklift</td>
</tr>
<tr>
<td>TLILIC0003</td>
<td>Licence to operate a forklift truck</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>AHC31918 Certificate III in Rural Machinery Operations</td>
<td>AHC32616 Certificate III in Rural Machinery Operations</td>
<td>Unit added to the core and update elective units of competency and imported unit codes.</td>
<td>No equivalent qualification</td>
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</tbody>
</table>

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC32116 Certificate III in Commercial Seed Processing

Modification History

<table>
<thead>
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<th>Release</th>
<th>Comments</th>
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<tr>
<td>Release 3</td>
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</tr>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification reflects the roles of workers in commercial seed cleaning, grading and processing plants.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 9 units of competency:
  - 5 core units plus
  - 4 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select 4 units from list below
- 1 unit may be selected from this or any other endorsed Training Package or Accredited Course
- Selected units must be relevant to job outcomes in commercial seed processing and must be chosen to ensure the integrity of the qualification outcome at AQF level 3.

### Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSPO301</td>
<td>Operate a screen cleaner for seed processing</td>
</tr>
<tr>
<td>AHCSPO302</td>
<td>Operate an indent cylinder</td>
</tr>
<tr>
<td>AHCSPO307</td>
<td>Handle, package and store commercial quantities of seed</td>
</tr>
<tr>
<td>AHCSPO308</td>
<td>Sample seed before and after processing</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

### Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB301</td>
<td>Keep production records for a primary production business</td>
</tr>
<tr>
<td>AHCCHM310</td>
<td>Conduct manual fumigation of vertebrate and invertebrate pests</td>
</tr>
<tr>
<td>AHCSPO303</td>
<td>Operate a gravity table</td>
</tr>
<tr>
<td>AHCSPO304</td>
<td>Operate seed modification machinery</td>
</tr>
<tr>
<td>AHCSPO305</td>
<td>Operate seed treatment machinery</td>
</tr>
<tr>
<td>AHCSPO306</td>
<td>Operate specialised seed processing machinery</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
<tr>
<td>TLILIC0003</td>
<td>Licence to operate a forklift truck</td>
</tr>
<tr>
<td>RIWHS202D</td>
<td>Enter and work in confined spaces</td>
</tr>
</tbody>
</table>

### Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<tbody>
<tr>
<td>AHC32116 Certificate III in Commercial</td>
<td>AHC32116 Certificate III in Commercial Seed</td>
<td>Chemical and Licensing unit codes updated, and prerequisite requirements</td>
<td>Equivalent qualification</td>
</tr>
<tr>
<td>Code and title current version</td>
<td>Code and title previous version</td>
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</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Seed Processing Release 3</td>
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</tr>
</tbody>
</table>

**Links**

Companion Volume implementation guides are found in VETNet -
AHC32216 Certificate III in Commercial Composting

Modification History

<table>
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<th>Comments</th>
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<tbody>
<tr>
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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 3.0.</td>
</tr>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description
This qualification provides a general vocational outcome for a person working in a commercial composting business. The composting industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements
There are no entry requirements for this qualification.

Packaging Rules
To achieve this qualification, competency must be demonstrated in:

- 10 units of competency:
  - 1 core units plus
  - 9 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select 5 units from Group A
- Select 2 units from Group A or B
2 units may be selected from this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in commercial composting and must be chosen to ensure the integrity of the qualification outcome at AQF level 3.

Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

Elective Units

Group A

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCOM301</td>
<td>Operate compost processing plant, machinery and equipment</td>
</tr>
<tr>
<td>AHCCOM302</td>
<td>Dispatch materials and composted product</td>
</tr>
<tr>
<td>AHCCOM303</td>
<td>Operate a compost bagging process</td>
</tr>
<tr>
<td>AHCCOM401</td>
<td>Develop a composting recipe</td>
</tr>
<tr>
<td>AHCCOM402</td>
<td>Plan and schedule compost production</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
<tr>
<td>AHCWRK308</td>
<td>Handle bulk materials in storage area</td>
</tr>
<tr>
<td>RIIMPO304E</td>
<td>Conduct wheel loader operations</td>
</tr>
</tbody>
</table>

Group B

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCCCHM307</td>
<td>Prepare and apply chemicals to control pest, weeds and diseases</td>
</tr>
<tr>
<td>AHCCCHM308</td>
<td>Use application equipment to apply fumigant in confined spaces</td>
</tr>
<tr>
<td>AHCCCHM309</td>
<td>Fumigate soil</td>
</tr>
<tr>
<td>Code and title current version</td>
<td>Code and title previous version</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>AHC32216 Certificate III in Commercial Composting Release 3</td>
<td>AHC32216 Certificate III in Commercial Composting Release 2</td>
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</tbody>
</table>

**Qualification Mapping Information**

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC32316 Certificate III in Conservation Earthworks

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Qualification Description

This qualification relates to those individuals constructing earthworks on rural properties and rural land. They perform tasks involving a broad range of skilled applications applied in a wide variety of contexts, which may involve application of some discretion and judgement in selecting equipment, services or contingency measures.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 10
- Core Units = 3
- Elective Units = 7

Core Units

Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

Soil and water conservation
### Unit Code | Unit Title
--- | ---
AHCSAW301 | Construct conservation earthworks

### Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM302</td>
<td>Perform machinery maintenance</td>
</tr>
</tbody>
</table>

### Elective Units
- Select at least 4 units from the elective list
- 3 units may be selected from the elective list of any Certificate II, III or IV of this or any other endorsed Training Package or Accredited Course
Selected units must be relevant to job outcomes in conservation earthworks and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

### Lands, parks and wildlife

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLPW303</td>
<td>Construct access tracks</td>
</tr>
</tbody>
</table>

### Soil and water conservation

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSAW302</td>
<td>Implement erosion and sediment control measures</td>
</tr>
</tbody>
</table>

### Natural area restoration

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR303</td>
<td>Implement revegetation works</td>
</tr>
</tbody>
</table>

### Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
</table>
AHCMOM304  Operate machinery and equipment
AHCMOM314  Transport machinery

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK304</td>
<td>Respond to rescue incidents</td>
</tr>
<tr>
<td>AHCWRK311</td>
<td>Conduct site inspections</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC32310 Certificate III in Conservation Earthworks.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC32416 Certificate III in Irrigation

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification reflects the skills and knowledge required to become installation or operations technicians within the irrigation industry.

It applies to skilled workers who carry out installation and operations job roles in the irrigation servicing, horticulture and agriculture industries.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication. However, an individual Unit of Competency may specify relevant licensing, legislative or regulatory requirements. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 14
- Core Units = 2
- Elective Units = 12

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG308</td>
<td>Monitor soils under irrigation</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>
Elective Units

- Select 6 units from Group A
- Select 4 units from Group A or B
- 2 units may be selected this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in irrigation and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.

Group A

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCIRG309</td>
<td>Install irrigation pumps</td>
</tr>
<tr>
<td>AHCIRG310</td>
<td>Operate and maintain irrigation pumping systems</td>
</tr>
<tr>
<td>AHCIRG315</td>
<td>Interpret irrigation plans and drawings</td>
</tr>
<tr>
<td>AHCIRG325</td>
<td>Operate irrigation technology</td>
</tr>
<tr>
<td>AHCIRG326</td>
<td>Operate irrigation injection equipment</td>
</tr>
<tr>
<td>AHCIRG327</td>
<td>Implement an irrigation schedule</td>
</tr>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG335</td>
<td>Operate and maintain moving irrigation system</td>
</tr>
<tr>
<td>AHCIRG334</td>
<td>Operate and maintain gravity fed irrigation systems</td>
</tr>
<tr>
<td>AHCDRG304</td>
<td>Maintain and repair irrigation drainage systems</td>
</tr>
<tr>
<td>AHCDRG301</td>
<td>Install drainage systems</td>
</tr>
<tr>
<td>AHCINF304</td>
<td>Install and terminate extra low voltage wiring systems</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate worksite activities</td>
</tr>
</tbody>
</table>
### Group B

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCDRG302</td>
<td>Measure drainage system performance</td>
</tr>
<tr>
<td>AHCDRG303</td>
<td>Troubleshoot drainage systems</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCMER304</td>
<td>Recommend irrigation products and services</td>
</tr>
<tr>
<td>AHCLPW306</td>
<td>Undertake sampling and testing of water</td>
</tr>
<tr>
<td>AHCWRK405</td>
<td>Implement and monitor environmentally sustainable work practices</td>
</tr>
<tr>
<td>CPCPIG2021A</td>
<td>Design domestic urban irrigation systems</td>
</tr>
<tr>
<td>CPCPWT3027A</td>
<td>Connect irrigation systems from drinking water supply *</td>
</tr>
<tr>
<td></td>
<td>* CPCPCM2043A Carry out WHS requirements</td>
</tr>
<tr>
<td>NWPIRR014</td>
<td>Install meters for rural water supplies</td>
</tr>
<tr>
<td>NWPIRR022</td>
<td>Maintain meters for rural water supplies</td>
</tr>
<tr>
<td>NWPIRR024</td>
<td>Monitor and conduct maintenance on flow control and metering devices</td>
</tr>
<tr>
<td>NWPIRR042</td>
<td>Monitor and schedule water deliveries</td>
</tr>
<tr>
<td>NWPTRT062</td>
<td>Operate and control reclaimed water irrigation</td>
</tr>
</tbody>
</table>

### Qualification Mapping Information

This qualification is equivalent to AHC32412 Certificate III in Irrigation.

### Links

AHC32516 Certificate III in Aboriginal Sites Work

Modification History

<table>
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<tr>
<th>Release</th>
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<tr>
<td>1</td>
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</tr>
</tbody>
</table>

Qualification Description

The qualification enables individuals to undertake work associated with inspecting, documenting and maintaining Aboriginal cultural and heritage sites.

The qualification enables individuals to operate under recognised, appropriate cultural supervision to undertake work associated with inspecting, documenting and maintaining Aboriginal cultural and heritage sites.

There are no entry requirements for this qualification, although it is recommended that participants undertaking this qualification seek the endorsement of their local Aboriginal Community and local Aboriginal leadership when enrolling in this qualification.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15

- Core Units = 9
- Elective Units = 6

Core Units

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCASW301</td>
<td>Protect places of Aboriginal cultural significance*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCASW302</td>
<td>Relate Aboriginal culture to sites work*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW303</td>
<td>Identify and record Aboriginal sites, objects and cultural landscapes*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW308</td>
<td>Apply cultural significance to Aboriginal sites and landscapes*</td>
</tr>
<tr>
<td></td>
<td>AHCASW302 Relate Aboriginal culture to sites work**</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW310</td>
<td>Move and store Aboriginal cultural material*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW312</td>
<td>Maintain an Aboriginal cultural site*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW313</td>
<td>Apply knowledge of relevant legislation to Aboriginal sites work</td>
</tr>
<tr>
<td>AHCILM306</td>
<td>Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

**Electives**

- Select 4 units from Group A
- Select 2 additional units from Group A or Group B or from the elective list of any Certificate II, III or IV in this or any other endorsed Training Package or Accredited Course
- Selected units must be relevant to job outcomes in Aboriginal sites work and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

**Group A**

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCASW305</td>
<td>Work with Aboriginal ceremonial secret sacred materials*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW306</td>
<td>Use technology in Aboriginal sites work*</td>
</tr>
</tbody>
</table>
**AHC32516 Certificate III in Aboriginal Sites Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCASW307</td>
<td>Support the documentation of Aboriginal cultural landscapes*</td>
</tr>
<tr>
<td></td>
<td><em>AHCILM306 Follow Aboriginal cultural protocols</em></td>
</tr>
<tr>
<td>AHCASW309</td>
<td>Interpret Aboriginal cultural landscape*</td>
</tr>
<tr>
<td></td>
<td>*AHCASW302 Relate Aboriginal culture to sites work</td>
</tr>
<tr>
<td></td>
<td><em>AHCILM306 Follow Aboriginal cultural protocols</em></td>
</tr>
<tr>
<td>AHCILM305</td>
<td>Work with an Aboriginal Community or organisation*</td>
</tr>
<tr>
<td></td>
<td><em>AHCILM306 Follow Aboriginal cultural protocols</em></td>
</tr>
<tr>
<td>AHCILM307</td>
<td>Implement Aboriginal cultural burning practices*</td>
</tr>
<tr>
<td></td>
<td><em>AHCILM306 Follow Aboriginal cultural protocols</em></td>
</tr>
<tr>
<td>AHCILM510</td>
<td>Plan for successful cultural practice at work</td>
</tr>
<tr>
<td></td>
<td><em>AHCILM306 Follow Aboriginal cultural protocols</em></td>
</tr>
</tbody>
</table>

**Group B**

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCASW304</td>
<td>Identify Indigenous culturally significant plants*</td>
</tr>
<tr>
<td></td>
<td><em>AHCILM306 Follow Aboriginal cultural protocols</em></td>
</tr>
<tr>
<td>AHCASW501</td>
<td>Survey and report on Aboriginal cultural sites*</td>
</tr>
<tr>
<td></td>
<td><em>AHCILM306 Follow Aboriginal cultural protocols</em></td>
</tr>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCFAU301</td>
<td>Respond to wildlife emergencies</td>
</tr>
<tr>
<td>AHCILM201</td>
<td>Maintain cultural places</td>
</tr>
<tr>
<td>AHCILM203</td>
<td>Record information about Country</td>
</tr>
<tr>
<td>AHCILM302</td>
<td>Provide appropriate information on cultural knowledge</td>
</tr>
<tr>
<td>AHCILM308</td>
<td>Identify traditional customs and land rights for an Indigenous Community</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>AHCILM404</td>
<td>Record and document Community history</td>
</tr>
<tr>
<td>AHCINF301</td>
<td>Implement property improvement, construction and repair</td>
</tr>
<tr>
<td>AHCLPW301</td>
<td>Supervise park visitor activities</td>
</tr>
<tr>
<td>AHCLPW303</td>
<td>Construct access tracks</td>
</tr>
<tr>
<td>AHCLPW304</td>
<td>Carry out inspection of designated area</td>
</tr>
<tr>
<td>AHCLPW305</td>
<td>Perform diving for scientific purposes</td>
</tr>
<tr>
<td>AHCLPW306</td>
<td>Undertake sampling and testing of water</td>
</tr>
<tr>
<td>AHCLSC304</td>
<td>Erect timber structures and features</td>
</tr>
<tr>
<td>AHCNAR305</td>
<td>Carry out natural area restoration works</td>
</tr>
<tr>
<td>AHCNAR301</td>
<td>Maintain natural areas</td>
</tr>
<tr>
<td>AHCNAR303</td>
<td>Implement revegetation works</td>
</tr>
<tr>
<td>AHCNAR305</td>
<td>Collect native seed</td>
</tr>
<tr>
<td>AHCNAR306</td>
<td>Conduct photography for fieldwork</td>
</tr>
<tr>
<td>AHCNAR307</td>
<td>Read and interpret maps</td>
</tr>
<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCPCM303</td>
<td>Identify plant specimens</td>
</tr>
<tr>
<td>AHCPCM301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Control pests and diseases in plants</td>
</tr>
<tr>
<td>AHCPCM305</td>
<td>Survey pests</td>
</tr>
<tr>
<td>AHCPCM307</td>
<td>Apply animal trapping techniques</td>
</tr>
<tr>
<td>AHCPCM308</td>
<td>Implement pest management strategies</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCWRK304</td>
<td>Respond to rescue incidents</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>CUAATS504</td>
<td>Work with Aboriginal and Torres Strait Islander cultural material</td>
</tr>
<tr>
<td>CUACNM301</td>
<td>Move and store collection material</td>
</tr>
<tr>
<td>BSBLIB502</td>
<td>Manage the development of collections</td>
</tr>
<tr>
<td>BSBLIB602</td>
<td>Develop and monitor procedures for the movement and storage of collection material</td>
</tr>
<tr>
<td>CULMS002B</td>
<td>Research and evaluate Aboriginal or Torres Strait Islander cultural material</td>
</tr>
<tr>
<td>CULMS010B</td>
<td>Contribute to the preservation of cultural material</td>
</tr>
<tr>
<td>FPICOT3259</td>
<td>Operate a four wheel drive on unsealed roads</td>
</tr>
<tr>
<td>FPIFGM3202B</td>
<td>Extract seed</td>
</tr>
<tr>
<td>LGAREGS305A</td>
<td>Undertake animal or reptile control duties</td>
</tr>
<tr>
<td>PUA FIR204B</td>
<td>Respond to wildfire*</td>
</tr>
<tr>
<td></td>
<td>*PUAFIR215 Prevent injury</td>
</tr>
<tr>
<td>PUA FIR303B</td>
<td>Suppress wildfire*</td>
</tr>
<tr>
<td></td>
<td>*PUAFIR204B Respond to wildfire</td>
</tr>
<tr>
<td>SITTGDE001</td>
<td>Interpret aspects of local Australian Indigenous culture</td>
</tr>
<tr>
<td>SITTGDE002</td>
<td>Work as a guide</td>
</tr>
<tr>
<td>SITTGDE007</td>
<td>Research and share general information on Australian Indigenous cultures</td>
</tr>
<tr>
<td>SITTGDE008</td>
<td>Prepare specialised interpretive content on flora, fauna and landscape</td>
</tr>
<tr>
<td>SITTGDE010</td>
<td>Prepare specialised interpretive content on cultural and heritage environments</td>
</tr>
<tr>
<td>SITTPPD002</td>
<td>Develop interpretive activities</td>
</tr>
<tr>
<td>SITXCOM004</td>
<td>Address protocol requirements</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is equivalent to AHC32513 Aboriginal-sites Work.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC32716 Certificate III in Rural Merchandising

Modification History

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<thead>
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<td>Initial release</td>
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Qualification Description

This qualification provides a vocational outcome in rural merchandising.

Industry expects individuals with this qualification to perform tasks involving a broad range of skills applied in a wide variety of contexts, which may involve application of some discretion and judgement in selecting equipment, services or contingency measures.

This qualification is suitable for an Australian Apprenticeship.

Job roles vary across different industry sectors and include:

- Rural merchandiser
- Rural sales assistant

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 12

- Core Units = 7
- Elective Units = 5

Core Units

Merchandising and sales

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMER303</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
</tr>
</tbody>
</table>
BSBPRO301  Recommend products and services
BSBSLS402A  Identify sales prospects
SIRXLS303  Build relationships with customers

Work

AHCWRK309  Apply environmentally sustainable work practices

Work health and safety

AHCWHS401  Maintain work health and safety processes

Elective Units

- Select at least 3 units from the elective list
- 2 units aligned to AQF levels 2, 3, or 4 may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in rural merchandising and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

Business

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCBUS301</td>
<td>Use hand held e-business tools</td>
</tr>
</tbody>
</table>

Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TLILIC2001</td>
<td>Licence to operate a forklift truck</td>
</tr>
</tbody>
</table>

Merchandising and sales

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMER301</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>AHCMER302</td>
<td>Provide advice on hardware products</td>
</tr>
<tr>
<td>AHCMER401</td>
<td>Coordinate customer service and networking activities</td>
</tr>
<tr>
<td>AHCMER402</td>
<td>Provide advice and sell machinery</td>
</tr>
<tr>
<td>AHCMER403</td>
<td>Provide advice and sell farm chemicals</td>
</tr>
<tr>
<td>AHCMER404</td>
<td>Provide advice on agronomic products</td>
</tr>
<tr>
<td>AHCMER405</td>
<td>Provide advice on livestock products</td>
</tr>
<tr>
<td>BSBSMB403</td>
<td>Market the small business</td>
</tr>
<tr>
<td>SIRXADM002A</td>
<td>Coordinate retail office</td>
</tr>
<tr>
<td>SIRRINV002</td>
<td>Control stock</td>
</tr>
<tr>
<td>SIRXINV004A</td>
<td>Buy merchandise</td>
</tr>
<tr>
<td>SIRRINV001</td>
<td>Receive and handle retail stock</td>
</tr>
<tr>
<td>SIRXMER004A</td>
<td>Manage merchandise and store presentation</td>
</tr>
<tr>
<td>SIRXMER201</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>SIRRMR001</td>
<td>Produce visual merchandise displays</td>
</tr>
<tr>
<td>SIRRMR003</td>
<td>Coordinate visual merchandising activities</td>
</tr>
<tr>
<td>SIRXMER406</td>
<td>Monitor in-store visual merchandising display</td>
</tr>
<tr>
<td>SIRXMPR001A</td>
<td>Profile a retail market</td>
</tr>
<tr>
<td>SIRXRSK002</td>
<td>Maintain store security</td>
</tr>
<tr>
<td>SIRXPDK001</td>
<td>Advise on products and services</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
<tr>
<td>AHCWRK307</td>
<td>Develop and apply fertiliser and soil ameliorant product knowledge</td>
</tr>
<tr>
<td>AHCWRK308</td>
<td>Handle bulk materials in storage area</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is not equivalent to AHC32710 Certificate III in rural Merchandising.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC32816 Certificate III in Rural Operations

Modification History

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<td>Release 1</td>
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Qualification Description

This qualification provides an occupational outcome in agriculture, horticulture and conservation land management and at least one and up to four other related industries.

Individuals with this qualification perform tasks in a variety of contexts, which involve some judgement in selecting equipment and services. Depending on the units selected individuals will be able to seek employment not only in rural industries but also other industry sectors, such as local government, tourism, hospitality, transport, construction, information technology and metals.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 16 units of competency:
  - 2 core units plus
  - 14 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:
• select at least 6 units from Certificate III qualifications in the AHC endorsed Training Package
• up to 8 units aligned to AQF levels 2, 3, or 4 qualifications may be selected from up to 4 currently endorsed Training Packages or Accredited Courses.

Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC32916 Certificate III in Shearing

Modification History

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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Qualification Description

This qualification covers occupational outcomes for shearing at the professional level. This requires a high standard of workmanship at a rate of at least 120 adult merino sheep or 140 adult crossbred sheep per day. The shearing industry expects this qualification to be achieved to meet job outcomes at this level.

This qualification is suitable for an Australian Apprenticeship.

Job titles relevant to this qualification include:
- Shearer - professional level

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

To be eligible to enrol in this qualification applicants must be able to demonstrate shearing skills and knowledge at Certificate II in Shearing level by completion of that certificate or by Recognition of Prior Learning.

Packaging Rules

Total number of units = 8
- Core Units = 8
- Elective Units = 0
Core Units

Livestock

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<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
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</table>

Shearing

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSHG204</td>
<td>Shear sheep to improver level</td>
</tr>
<tr>
<td>AHCSHG302</td>
<td>Prepare combs and cutters for machine shearing</td>
</tr>
<tr>
<td>AHCSHG303</td>
<td>Maintain and service shearing handpieces</td>
</tr>
<tr>
<td>AHCSHG304</td>
<td>Shear sheep to professional level</td>
</tr>
<tr>
<td>AHCSHG305</td>
<td>Maintain consistent shearing performance</td>
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Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
</tbody>
</table>

Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

This qualification is not equivalent to AHC32910 Certificate III in Shearing.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC33016 Certificate III in Wool Clip Preparation

Modification History

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</table>

Qualification Description

This qualification is a specialist wool classing qualification for owner classifiers and enables them to apply for registration with AWEX Ltd as an Owner Classer.

This qualification is suitable for an Australian Apprenticeship.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 14

- Core Units = 14
- Elective Units = 0

Core Units

First Aid

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<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
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<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
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</table>

Wool

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWOL301</td>
<td>Appraise wool using industry descriptions</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>AHCWOL303</td>
<td>Prepare wool based on its characteristics</td>
</tr>
<tr>
<td>AHCWOL304</td>
<td>Prepare fleece wool for classing</td>
</tr>
<tr>
<td>AHCWOL305</td>
<td>Prepare skirtings and oddments</td>
</tr>
<tr>
<td>AHCWOL306</td>
<td>Supervise clip preparation</td>
</tr>
<tr>
<td>AHCWOL307</td>
<td>Document a wool clip</td>
</tr>
<tr>
<td>AHCWOL308</td>
<td>Prepare facilities for shearing and crutching</td>
</tr>
<tr>
<td>AHCWOL310</td>
<td>Press wool for a clip</td>
</tr>
<tr>
<td>AHCWOL311</td>
<td>Perform shed duties</td>
</tr>
<tr>
<td>AHCWOL404</td>
<td>Establish work routines and manage wool harvesting and preparation staff</td>
</tr>
<tr>
<td>AHCWOL405</td>
<td>Class fleece wool</td>
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</table>

### Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
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### Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>

### Qualification Mapping Information

This unit is not equivalent to AHC33013 Certificate III in Wool Clip Preparation.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC33116 Certificate III in Advanced Wool Handling

Modification History

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Qualification Description

This qualification focuses on a specialist wool handling role and allows individuals who are already working in the wool handling industry to develop further skills and knowledge in order to fulfil specialist roles in the organisation. The wool industry expects individuals with this qualification to perform tasks involving a broad range of skilled applications applied in a wide variety of contexts, which may involve application of some discretion and judgement in selecting equipment, services or contingency measures.

This qualification is suitable for an Australian Apprenticeship.

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Shearing shed hands
- Wool handlers

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 10

- Core Units = 9
- Elective Units = 1

Core Units

Livestock
<table>
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<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCLSK217</td>
<td>Apply animal welfare principles to handling and husbandry of livestock</td>
</tr>
</tbody>
</table>

### Wool

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWOL201</td>
<td>Pen sheep</td>
</tr>
<tr>
<td>AHCWOL203</td>
<td>Carry out wool pressing</td>
</tr>
<tr>
<td>AHCWOL304</td>
<td>Prepare fleece wool for classing</td>
</tr>
<tr>
<td>AHCWOL305</td>
<td>Prepare skirtings and oddments</td>
</tr>
<tr>
<td>AHCWOL308</td>
<td>Prepare facilities for shearing and crutching</td>
</tr>
<tr>
<td>AHCWOL311</td>
<td>Perform shed duties</td>
</tr>
</tbody>
</table>

### Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
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### Work health and safety

<table>
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<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

### Elective Units

- Select at least 1 unit from the elective list

### Wool

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWOL303</td>
<td>Prepare wool based on its characteristics</td>
</tr>
</tbody>
</table>
AHCWOL310 | Press wool for a clip

**Qualification Mapping Information**

This qualification is not equivalent to AHC33110 Certificate III in Advanced Wool handling.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC33216 Certificate III in Floriculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Release 3</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 3.0.</td>
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<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides a vocational outcome in floriculture. The floriculture industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 1 core units plus
  - 14 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select 4 units from Group A
- Select 7 units from Group A or B
- 3 units may be selected from Group B or this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in floriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 3.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

**Elective Units**

### Group A

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Provide information on plants and their culture</td>
</tr>
<tr>
<td>AHCNSY301</td>
<td>Maintain nursery plants</td>
</tr>
<tr>
<td>AHCNSY302</td>
<td>Receive and dispatch nursery products</td>
</tr>
<tr>
<td>AHCSOL301</td>
<td>Prepare growing media</td>
</tr>
</tbody>
</table>

### Group B

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBIO302</td>
<td>Identify and report unusual disease or plant pest signs</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCCHM307</td>
<td>Prepare and apply chemicals to control pest, weeds and diseases</td>
</tr>
<tr>
<td>AHCCHM308</td>
<td>Use application equipment to apply fumigant in confined spaces</td>
</tr>
<tr>
<td>AHCCHM309</td>
<td>Fumigate soil</td>
</tr>
<tr>
<td>AHCDRG301</td>
<td>Install drainage systems</td>
</tr>
<tr>
<td>AHCDRG302</td>
<td>Measure drainage system performance</td>
</tr>
<tr>
<td>AHCDRG303</td>
<td>Troubleshoot drainage systems</td>
</tr>
<tr>
<td>AHCHYD301</td>
<td>Implement a maintenance program for hydroponic systems</td>
</tr>
<tr>
<td>AHCHYD302</td>
<td>Install hydroponic systems</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG334</td>
<td>Coordinate machinery and equipment maintenance and repair</td>
</tr>
<tr>
<td>AHCIRG335</td>
<td>Perform machinery maintenance</td>
</tr>
<tr>
<td>AHCIRG336</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCIRG337</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>AHCIRG338</td>
<td>Operate chemical application machinery and equipment</td>
</tr>
<tr>
<td>AHCIRG339</td>
<td>Install and maintain plant displays</td>
</tr>
<tr>
<td>AHCIRG340</td>
<td>Deliver and promote sales of plants</td>
</tr>
<tr>
<td>AHCIRG341</td>
<td>Prepare specialised plants</td>
</tr>
<tr>
<td>AHCIRG342</td>
<td>Implement a propagation plan</td>
</tr>
<tr>
<td>AHCIRG343</td>
<td>Operate fertigation equipment</td>
</tr>
<tr>
<td>AHCIRG344</td>
<td>Carry out a crop regulation program</td>
</tr>
<tr>
<td>AHCIRG345</td>
<td>Implement a post-harvest program</td>
</tr>
<tr>
<td>AHCIRG346</td>
<td>Regulate crops</td>
</tr>
<tr>
<td>AHCIRG347</td>
<td>Establish horticultural crops</td>
</tr>
<tr>
<td>AHCIRG348</td>
<td>Coordinate horticultural crop harvesting</td>
</tr>
<tr>
<td>AHCIRG349</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCIRG350</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCIRG351</td>
<td>Implement the pest monitoring and evaluation plan</td>
</tr>
<tr>
<td>AHCIRG352</td>
<td>Monitor and operate water treatment processes</td>
</tr>
<tr>
<td>AHCWRK302</td>
<td>Monitor weather conditions</td>
</tr>
</tbody>
</table>
AHCWRK303  Respond to emergencies
AHCWRK305  Coordinate work site activities
AHCWRK306  Comply with industry quality assurance requirements
AHCWRK308  Handle bulk materials in storage area
AHCWRK309  Apply environmentally sustainable work practices

Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC33216 Certificate III in Floriculture Release 3</td>
<td>AHC33216 Certificate III in Floriculture Release 2</td>
<td>Updated Chemical unit codes and titles and removed prerequisite requirements table</td>
<td>Equivalent qualification</td>
</tr>
</tbody>
</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC33316 Certificate III in Feedlot Operations

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides an occupational outcome in beef cattle feedlot operations. Electives must be chosen to cover a feedlot maintenance, pen riding, or feeding and milling stream.

The testamur issued for this qualification is to be titled AHC33316 Certificate III in Feedlot Operations. An additional descriptor may be added by the RTO to reflect unit selection. This includes:

- AHC33316 Certificate III in Feedlot Operations (Feedlot Maintenance)
- AHC33316 Certificate III in Feedlot Operations (Feeding and Milling)
- AHC33316 Certificate III in Feedlot Operations (Pen Riding)

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 17

- Core Units = 6
- Elective Units = 11

Core Units

Biosecurity

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBIOS02</td>
<td>Identify and report unusual disease or plant pest signs</td>
</tr>
</tbody>
</table>
Chemicals

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
</tbody>
</table>

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK209</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
</tbody>
</table>

Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>

Elective Units

- In order to achieve Feedlot Maintenance specialisation, 8 units must be selected from Group A
- In order to achieve Feeding and Milling specialisation, 8 units must be selected from Group B
- In order to achieve Pen Riding specialisation, 8 units must be selected from Group C
- 3 units aligned to AQF levels 2, 3, or 4 may be selected from Groups A, B, C, or D, or this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in the feedlot industry and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.

Group A
Infrastructure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCINF204</td>
<td>Fabricate and repair metal or plastic structures</td>
</tr>
<tr>
<td>AHCINF301</td>
<td>Implement property improvement, construction and repair</td>
</tr>
</tbody>
</table>

**Livestock**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK216</td>
<td>Clean and maintain livestock pens</td>
</tr>
<tr>
<td>AHCLSK328</td>
<td>Remove and facilitate reuse of effluent and manure from an intensive production system</td>
</tr>
</tbody>
</table>

**Machinery operation and maintenance**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM207</td>
<td>Conduct front-end loader operations</td>
</tr>
<tr>
<td>AHCMOM301</td>
<td>Coordinate machinery and equipment maintenance and repair</td>
</tr>
<tr>
<td>AHCMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
</tbody>
</table>

**Pest management**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
</tbody>
</table>

**Production Horticulture**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPHT307</td>
<td>Prepare raw materials and compost the feedstocks</td>
</tr>
</tbody>
</table>

**Resources and Infrastructure**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIIWHS202D</td>
<td>Enter and work in confined spaces</td>
</tr>
<tr>
<td>RIIWHS204D</td>
<td>Work safely at heights</td>
</tr>
</tbody>
</table>
### Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

### Group B

#### Broadacre Cropping

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBAC204</td>
<td>Prepare grain storages</td>
</tr>
<tr>
<td>AHCBAC303</td>
<td>Prepare to receive grains and seeds</td>
</tr>
</tbody>
</table>

#### Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK310</td>
<td>Implement feeding plans for intensive production</td>
</tr>
<tr>
<td>AHCLSK326</td>
<td>Mix and mill standard stockfeed</td>
</tr>
<tr>
<td>AHCLSK333</td>
<td>Monitor pen condition and ration suitability</td>
</tr>
<tr>
<td>FDFGR3002A</td>
<td>Demonstrate knowledge of animal nutrition principles</td>
</tr>
</tbody>
</table>

#### Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM205</td>
<td>Operate vehicles</td>
</tr>
<tr>
<td>AHCMOM207</td>
<td>Conduct front-end loader operations</td>
</tr>
<tr>
<td>AHCMOM211</td>
<td>Operate side by side utility vehicles</td>
</tr>
<tr>
<td>AHCMOM302</td>
<td>Perform machinery maintenance</td>
</tr>
<tr>
<td>AHCMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>FDFOP2038A</td>
<td>Operate a grinding process</td>
</tr>
</tbody>
</table>
## Pest management

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG301</td>
<td>Control weeds</td>
</tr>
</tbody>
</table>

## Resources and Infrastructure

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIIWHS202D</td>
<td>Enter and work in confined spaces</td>
</tr>
<tr>
<td>RIIWHS204D</td>
<td>Work safely at heights</td>
</tr>
</tbody>
</table>

## Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK308</td>
<td>Handle bulk materials in storage area</td>
</tr>
</tbody>
</table>

## Group C

### Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK301</td>
<td>Administer medication to livestock</td>
</tr>
<tr>
<td>AHCLSK304</td>
<td>Carry out post-mortem examination of livestock</td>
</tr>
<tr>
<td>AHCLSK307</td>
<td>Euthanase livestock</td>
</tr>
<tr>
<td>AHCLSK308</td>
<td>Identify and draft livestock</td>
</tr>
<tr>
<td>AHCLSK309</td>
<td>Implement animal health control programs</td>
</tr>
<tr>
<td>AHCLSK310</td>
<td>Implement feeding plans for intensive production</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
<tr>
<td>AHCLSK332</td>
<td>Monitor animals in intensive production systems</td>
</tr>
<tr>
<td>AHCLSK333</td>
<td>Monitor pen condition and ration suitability</td>
</tr>
</tbody>
</table>

## Machinery operation and maintenance
Unit Code | Unit Title
---|---
AHCMOM205 | Operate vehicles
AHCMOM211 | Operate side by side utility vehicles

**Group D**  
**Infrastructure**

Unit Code | Unit Title
---|---
AHCINF302 | Plan and construct an electric fence
AHCINF303 | Plan and construct conventional fencing

**Machinery Operation and Maintenance**

Unit Code | Unit Title
---|---
AHCMOM212 | Operate quad bikes

**Transport and Logistics**

Unit Code | Unit Title
---|---
TLILIC2001 | Licence to operate a forklift truck

**Qualification Mapping Information**

This qualification is equivalent to AHC33311 Certificate III in Feedlot Operations.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHC33416 Certificate III in Seed Production

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification reflects the roles of workers on commercial seed production properties who grow crops within strict certification guidelines.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this Qualification.

Packaging Rules

Total number of units = 16

- Core Units = 6
- Elective Units = 10

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSDP301</td>
<td>Undertake preparation of land for seed crops</td>
</tr>
<tr>
<td>AHCSDP302</td>
<td>Establish seed crops</td>
</tr>
<tr>
<td>AHCSDP303</td>
<td>Maintain seed crops</td>
</tr>
<tr>
<td>AHCSDP304</td>
<td>Harvest seed crops</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
</tbody>
</table>
Elective Units

- Select 7 units from the list below
- 3 units may be selected from this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in seed production and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB301</td>
<td>Keep production records for a primary production business</td>
</tr>
<tr>
<td>AHCBER303</td>
<td>Carry out emergency disease or plant pest control procedures at infected premises</td>
</tr>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCINF301</td>
<td>Implement property improvement, construction and repair</td>
</tr>
<tr>
<td>AHCINF302</td>
<td>Plan and construct an electric fence</td>
</tr>
<tr>
<td>AHCINF303</td>
<td>Plan and construct conventional fencing</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCIRG308</td>
<td>Monitor soils under irrigation</td>
</tr>
<tr>
<td>AHCIRG327</td>
<td>Implement an irrigation schedule</td>
</tr>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation components</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG334</td>
<td>Operate and maintain gravity fed irrigation systems</td>
</tr>
<tr>
<td>AHCIRG335</td>
<td>Operate and maintain moving irrigation system</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM301</td>
<td>Coordinate machinery and equipment maintenance and repair</td>
</tr>
<tr>
<td>Code</td>
<td>Task Description</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCMOM302</td>
<td>Perform machinery maintenance</td>
</tr>
<tr>
<td>AHCMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM306</td>
<td>Ground spread fertiliser and soil ameliorant</td>
</tr>
<tr>
<td>AHCMOM308</td>
<td>Operate broadacre and row crop harvest machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM309</td>
<td>Operate broadacre sowing machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM312</td>
<td>Operate row crop planting and seeding machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM313</td>
<td>Operate mobile irrigation machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM314</td>
<td>Transport machinery</td>
</tr>
<tr>
<td>AHCMOM315</td>
<td>Operate chemical application machinery and equipment</td>
</tr>
<tr>
<td>AHCPCM301</td>
<td>Implement a plant nutrition program</td>
</tr>
<tr>
<td>AHCPCM303</td>
<td>Identify plant specimens</td>
</tr>
<tr>
<td>AHCPCM301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCPCM302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCPCM308</td>
<td>Implement pest management strategies</td>
</tr>
<tr>
<td>AHCWRK301</td>
<td>Collect samples for a rural production or horticulture monitoring program</td>
</tr>
<tr>
<td>AHCWRK302</td>
<td>Monitor weather conditions</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
<tr>
<td>AHCWRK308</td>
<td>Handle bulk materials in storage area</td>
</tr>
<tr>
<td>FDFWGG3010A</td>
<td>Implement a soil management program</td>
</tr>
<tr>
<td>LMFGG2002B</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>HLTAID005</td>
<td>Provide first aid in remote situation</td>
</tr>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxy acetylene welding</td>
</tr>
</tbody>
</table>
MEM05007C  |  Perform manual heating and thermal cutting
MEM05012C  |  Perform routine manual metal arc welding
TLILIC2001 |  Licence to operate a forklift truck

**Qualification Mapping Information**

This qualification is equivalent to AHC33412 Certificate III in Seed Production.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC33516 Certificate III in Seed Testing

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification reflects the roles of workers who perform a range of tests on seed in seed laboratories. Seed analysts work under the supervision of senior seed analysts. There are no entry requirements for this Qualification, however applicants should be working under supervision in a seed testing laboratory.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 18
- Core Units = 9
- Elective Units = 9

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSDT301</td>
<td>Prepare a working sample</td>
</tr>
<tr>
<td>AHCSDT302</td>
<td>Identify seeds</td>
</tr>
<tr>
<td>AHCSDT304</td>
<td>Perform a seed purity analysis</td>
</tr>
<tr>
<td>AHCSDT305</td>
<td>Perform a seed moisture test</td>
</tr>
</tbody>
</table>
AHCSDT306 Perform a seed germination test
AHCSDT307 Perform a "Determination of Other Seeds by Number" test
AHCWRK306 Comply with industry quality assurance requirements
AHCWRK309 Apply environmentally sustainable work practices
AHCWHS301 Contribute to work health and safety processes

Elective Units

- Select 5 units from list below
- 4 units may be selected from this or any other endorsed Training Package or Accredited Course
Selected units must be relevant to job outcomes in a seed testing laboratory and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSDT303</td>
<td>Perform a fluorescence test on seeds</td>
</tr>
<tr>
<td>AHCSDT405</td>
<td>Handle &amp; store quarantinable seeds</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCWRK305</td>
<td>Coordinate work site activities</td>
</tr>
<tr>
<td>MSL922001</td>
<td>Record and present data</td>
</tr>
<tr>
<td>MSL933001</td>
<td>Maintain the laboratory/field workplace fit for purpose</td>
</tr>
<tr>
<td>MSL933004</td>
<td>Perform calibration checks on equipment and assist with its maintenance</td>
</tr>
<tr>
<td>MSL934003</td>
<td>Maintain and control stocks</td>
</tr>
<tr>
<td>MSL973007</td>
<td>Perform microscopic examination</td>
</tr>
<tr>
<td>TAEDE1301</td>
<td>Provide work skill instruction</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

This qualification is equivalent to AHC33512 Certificate III in Seed Testing.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC33816 Certificate III in Permaculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification relates to those individuals who work either independently or in teams to establish and maintain permaculture systems for private clients, organisations or community entities. They perform tasks involving a broad range of skilled applications in a wide variety of contexts, which may involve application of some discretion and judgement in selecting equipment, elements in a design or contingency measures.

The qualification is suited to learners who wish to work at the skilled tradesman level within permaculture projects and enterprises, and may involve supervision of others and working with people of diverse backgrounds and abilities.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 15

- Core Units = 5
- Elective Units = 10

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPer301</td>
<td>Research and communicate information on permaculture principles and practices</td>
</tr>
<tr>
<td>AHCPer302</td>
<td>Develop recommendations for integrated plant and animal systems</td>
</tr>
</tbody>
</table>
AHCPER303 Maintain integrated plant and animal systems
AHCPER316 Select plant and animal species for permaculture systems
AHCWRK311 Conduct site inspections

Elective Units

- Select 1 unit from Group A
- Select 6 units from Group B
- Select 2 units from Group B or C
- 1 unit may be selected from Group C or this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in Permaculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 3

Group A

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER307</td>
<td>Establish a rural permaculture system</td>
</tr>
<tr>
<td>AHCPER308</td>
<td>Establish an urban permaculture system</td>
</tr>
</tbody>
</table>

Group B

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER304</td>
<td>Carry out animal care, maintenance and treatment programs in permaculture systems</td>
</tr>
<tr>
<td>AHCPER305</td>
<td>Implement crop maintenance and harvesting programs for permaculture systems</td>
</tr>
<tr>
<td>AHCPER306</td>
<td>Use weedy plants in a permaculture system</td>
</tr>
<tr>
<td>AHCPER307</td>
<td>Establish a rural permaculture system</td>
</tr>
<tr>
<td>AHCPER308</td>
<td>Establish an urban permaculture system</td>
</tr>
<tr>
<td>AHCPER309</td>
<td>Install and maintain permaculture water systems</td>
</tr>
<tr>
<td>AHCPER310</td>
<td>Install structures for permaculture systems</td>
</tr>
</tbody>
</table>
### AHC33816 Certificate III in Permaculture

#### Group C

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCILM306</td>
<td>Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCILM303</td>
<td>Work with an Aboriginal Community or organisation</td>
</tr>
<tr>
<td>AHCINF301</td>
<td>Implement property improvement, construction and repair</td>
</tr>
<tr>
<td>AHCLSK319</td>
<td>Slaughter livestock</td>
</tr>
<tr>
<td>AHCNAR301</td>
<td>Maintain natural areas</td>
</tr>
<tr>
<td>AHCSAW302</td>
<td>Implement erosion and sediment control measures</td>
</tr>
<tr>
<td>AHCWRK302</td>
<td>Monitor weather conditions</td>
</tr>
<tr>
<td>TAEDEL301A</td>
<td>Provide work skill instruction</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC40116 Certificate IV in Agriculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 4</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 3.0.</td>
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<tr>
<td>Release 3</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge to become specialists within the agriculture industry. It is designed to meet the needs of supervisors or team leaders in the agriculture industry.

Individuals with this qualification will take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems. Job roles vary across different industry sectors and include:

- Farm team leader
- Farm supervisor.

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 4 units must be selected from Group A electives listed below
- 5 units must be selected from either the remaining Group A electives or from the Group B electives, or from the Prerequisite Requirements list if a unit is required for packaging the qualification
- up to 2 units may be selected from the remaining electives listed below, or from the Prerequisite Requirements list if a unit is required for packaging the qualification
- up to 2 units may be selected from any currently endorsed Training Package or Accredited Course packaged in qualifications at AQF levels 3, 4 or 5.

### Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>

### Elective Units

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

**Group A**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBAC401</td>
<td>Manage pastures for livestock production</td>
</tr>
<tr>
<td>AHCBAC402</td>
<td>Plan a pasture establishment program</td>
</tr>
<tr>
<td>AHCBAC403</td>
<td>Supervise agricultural crop establishment</td>
</tr>
<tr>
<td>AHCBAC404</td>
<td>Plan and implement agricultural crop maintenance</td>
</tr>
<tr>
<td>AHCBAC405</td>
<td>Supervise agricultural crop harvesting</td>
</tr>
<tr>
<td>AHCBAC406</td>
<td>Maintain grain quality in storage</td>
</tr>
<tr>
<td>AHCBAC407</td>
<td>Save, prepare and store agricultural seed</td>
</tr>
<tr>
<td>AHCBIO403</td>
<td>Plan and implement a farm or enterprise biosecurity plan</td>
</tr>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCDRY401</td>
<td>Manage milking shed routines</td>
</tr>
<tr>
<td>AHCLSK312</td>
<td>Coordinate artificial insemination and fertility management of livestock</td>
</tr>
<tr>
<td>AHCLSK317</td>
<td>Plan to exhibit livestock</td>
</tr>
<tr>
<td>AHCLSK401</td>
<td>Develop feeding plans for a production system</td>
</tr>
<tr>
<td>AHCLSK402</td>
<td>Develop livestock feeding plans</td>
</tr>
<tr>
<td>AHCLSK404</td>
<td>Implement and monitor animal welfare programs</td>
</tr>
<tr>
<td>AHCLSK405</td>
<td>Implement intensive production systems</td>
</tr>
<tr>
<td>AHCLSK406</td>
<td>Oversee animal marking operations</td>
</tr>
<tr>
<td>AHCLSK407</td>
<td>Plan and monitor intensive production systems</td>
</tr>
<tr>
<td>AHCLSK408</td>
<td>Pregnancy test animals</td>
</tr>
<tr>
<td>AHCLSK409</td>
<td>Supervise animal health programs</td>
</tr>
<tr>
<td>AHCLSK410</td>
<td>Supervise feedlot operations</td>
</tr>
<tr>
<td>AHCLSK411</td>
<td>Supervise natural mating of livestock</td>
</tr>
<tr>
<td>AHCLSK412</td>
<td>Arrange livestock purchases</td>
</tr>
<tr>
<td>AHCLSK413</td>
<td>Design livestock handling facilities</td>
</tr>
<tr>
<td>AHCLSK414</td>
<td>Arrange transport for farm produce or livestock</td>
</tr>
<tr>
<td>AHCLSK415</td>
<td>Oversee alpaca farm activities</td>
</tr>
<tr>
<td>AHCLSK416</td>
<td>Identify and select animals for breeding</td>
</tr>
<tr>
<td>AHCLSK418*</td>
<td>Escort livestock during export</td>
</tr>
<tr>
<td>AHCLSK419*</td>
<td>Manage horses for stock work</td>
</tr>
<tr>
<td>AHCMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCPMG412</td>
<td>Develop a pest management plan</td>
</tr>
<tr>
<td>AHCPRK401</td>
<td>Implement a feeding strategy for pig production</td>
</tr>
</tbody>
</table>

**Group B**
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR309</td>
<td>Follow stud operational procedures</td>
</tr>
<tr>
<td>ACMHBR311</td>
<td>Raise young horses</td>
</tr>
<tr>
<td>* ACMHBR401</td>
<td>Carry out stud stable management duties</td>
</tr>
<tr>
<td>* ACMHBR403</td>
<td>Handle and care for stallions</td>
</tr>
<tr>
<td>AHCAGB401</td>
<td>Plan and implement property improvement</td>
</tr>
<tr>
<td>AHCAGB402</td>
<td>Analyse and interpret production data</td>
</tr>
<tr>
<td>AHCAGB403</td>
<td>Keep financial records for primary production business</td>
</tr>
<tr>
<td>AHCAIS401</td>
<td>Supervise artificial breeding and embryo transfer programs</td>
</tr>
<tr>
<td>AHCBUS401</td>
<td>Administer finance, insurance and legal requirements</td>
</tr>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCBUS405</td>
<td>Participate in an e-business supply chain</td>
</tr>
<tr>
<td>AHCBUS509</td>
<td>Develop and implement business structures and relationships</td>
</tr>
<tr>
<td>AHCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCDER401</td>
<td>Handle, store and grade deer velvet</td>
</tr>
<tr>
<td>AHCDER501</td>
<td>Comply with deer industry national velvet accreditation requirements</td>
</tr>
<tr>
<td>AHCDER502</td>
<td>Harvest deer velvet</td>
</tr>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCIRG404</td>
<td>Implement an irrigation-related environmental protection program</td>
</tr>
<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
</tr>
<tr>
<td>AHCIRG415</td>
<td>Interpret and apply irrigation designs</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>AHCIRG431</td>
<td>Supervise irrigation system installation</td>
</tr>
<tr>
<td>AHCMER401</td>
<td>Coordinate customer service and networking activities</td>
</tr>
<tr>
<td>AHCMER402</td>
<td>Provide advice and sell machinery</td>
</tr>
<tr>
<td>AHCMER403</td>
<td>Provide advice and sell farm chemicals</td>
</tr>
<tr>
<td>AHCMER404</td>
<td>Provide advice on agronomic products</td>
</tr>
<tr>
<td>AHCMER405</td>
<td>Provide advice on livestock products</td>
</tr>
<tr>
<td>AHCMER406</td>
<td>Provide information on fertilisers and soil ameliorants</td>
</tr>
<tr>
<td>AHCMMKH401</td>
<td>Carry out cleaning-time tests of milking machines</td>
</tr>
<tr>
<td>AHCMMKH402</td>
<td>Design and fabricate milking equipment installations</td>
</tr>
<tr>
<td>AHCMMKH403</td>
<td>Design and install enterprise milk cooling and storage</td>
</tr>
<tr>
<td>AHCMMKH404</td>
<td>Install milking equipment</td>
</tr>
<tr>
<td>AHCMMKH405</td>
<td>Performance test milking machines</td>
</tr>
<tr>
<td>AHCMOM401</td>
<td>Conduct major repair and overhaul of machinery and equipment</td>
</tr>
<tr>
<td>AHCORG401</td>
<td>Manage biodynamic production</td>
</tr>
<tr>
<td>AHCORG402</td>
<td>Manage organic livestock production</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCPCM402</td>
<td>Develop a soil health and plant nutrition program</td>
</tr>
<tr>
<td>AHCSDH401</td>
<td>Apply advanced shearing techniques</td>
</tr>
<tr>
<td>AHCSDH402</td>
<td>Conduct equipment experting for machine shearing</td>
</tr>
<tr>
<td>AHCSDH403</td>
<td>Account for shearing shed supplies</td>
</tr>
<tr>
<td>AHCSDH405</td>
<td>Arrange employment for shearing operations</td>
</tr>
<tr>
<td>AHCSDH406</td>
<td>Prepare shearing team wages</td>
</tr>
<tr>
<td>AHCSDOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCSDOL402</td>
<td>Develop a soil use map for a property</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCSOL403</td>
<td>Prepare acid sulphate soil management plans</td>
</tr>
<tr>
<td>AHCSOL404</td>
<td>Supervise acid sulphate soil remediation and management projects</td>
</tr>
<tr>
<td>AHCWOL401</td>
<td>Determine wool classing strategies</td>
</tr>
<tr>
<td>AHCWOL402</td>
<td>Use individual fleece measurements to prepare wool for sale</td>
</tr>
<tr>
<td>AHCWOL403</td>
<td>Plan, implement and review wool harvesting and clip preparation</td>
</tr>
<tr>
<td>AHCWOL404</td>
<td>Establish work routines and manage wool harvesting and preparation staff</td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK402</td>
<td>Provide information on issues and policies</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>BSBCMM401</td>
<td>Make a presentation</td>
</tr>
<tr>
<td>BSBFIA412</td>
<td>Report on financial activity</td>
</tr>
<tr>
<td>BSBHRM405</td>
<td>Support the recruitment, selection and induction of staff</td>
</tr>
<tr>
<td>BSBINM401</td>
<td>Implement workplace information system</td>
</tr>
<tr>
<td>BSBITU404</td>
<td>Produce complex desktop published documents</td>
</tr>
<tr>
<td>BSBBLDR403</td>
<td>Lead team effectiveness</td>
</tr>
<tr>
<td>BSBPBMG417</td>
<td>Apply project life cycle management processes</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
<tr>
<td>BSBSMB420</td>
<td>Evaluate and develop small business operations</td>
</tr>
<tr>
<td>BSBSMB421</td>
<td>Manage small business finances</td>
</tr>
<tr>
<td>MSL913004</td>
<td>Plan and conduct laboratory/field work</td>
</tr>
<tr>
<td>MSMSUP280</td>
<td>Manage conflict at work</td>
</tr>
<tr>
<td>TAEDEL301</td>
<td>Provide work skill instruction</td>
</tr>
</tbody>
</table>
Prerequisite requirements

Units listed in the Prerequisite requirement column that have their own prerequisite requirements are shown with an asterisk (*)

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
<tr>
<td>ACMEQU406 Manage selection of horse for new or inexperienced handler, rider or driver</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
<tr>
<td>ACMHBR311 Raise young horses</td>
<td>ACMHBR307 Handle young horses</td>
</tr>
<tr>
<td>ACMHBR403 Handle and care for stallions</td>
<td>ACMEQU202 Handle horses safely*</td>
</tr>
<tr>
<td>AHCLSK418 Escort livestock during export</td>
<td>AHCLSK307 Euthanase livestock</td>
</tr>
<tr>
<td></td>
<td>AHCLSK331 Comply with industry animal welfare requirements</td>
</tr>
<tr>
<td>AHCLSK419 Manage horses for stock work</td>
<td>ACMEQU406 Manage selection of horse for new or inexperienced handler, rider or driver*</td>
</tr>
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Qualification Mapping Information

<table>
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<td>AHC40116 Certificate IV in Agriculture Release 3</td>
<td>Updated unit codes, titles and prerequisite requirements</td>
<td>Equivalent qualification</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC40316 Certificate IV in Production Horticulture

Modification History

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</table>

Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge to become specialists within the production horticulture industry. It is designed to meet the needs of supervisors or team leaders in the production horticulture industry.

The qualification enables individuals to select a tree cropping, vegetable, berry or flower production, grape growing or mushroom production context as a job focus, or a mixture in the case of mixed enterprises.

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 1 core units plus
  - 11 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:
- Select 3 units from Group A
- Select 5 units from Group A or B
- 3 units may be selected from Group B or from this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in production horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
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**Elective Units**

**Group A**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
</tr>
<tr>
<td>AHCNSY401</td>
<td>Plan a growing-on program</td>
</tr>
<tr>
<td>AHCNSY402</td>
<td>Plan a propagation program</td>
</tr>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
</tr>
<tr>
<td>AHCPCM402</td>
<td>Develop a soil health and plant nutrition program</td>
</tr>
<tr>
<td>AHCPTH402</td>
<td>Develop a crop regulation program</td>
</tr>
<tr>
<td>AHCPTH404</td>
<td>Implement and monitor a horticultural crop harvesting program</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCBUS405</td>
<td>Participate in an e-business supply chain</td>
</tr>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCIRG404</td>
<td>Implement an irrigation-related environmental protection program</td>
</tr>
<tr>
<td>Code and title</td>
<td>Code and title</td>
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<td>AHC40316</td>
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<tr>
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<td>Certificate IV in Production Horticulture Release 2</td>
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Qualification Mapping Information

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<tbody>
<tr>
<td>AHCIRG434</td>
<td>Manage surface irrigation systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCORG401</td>
<td>Manage biodynamic production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCPHT401</td>
<td>Assess olive oil for style and quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCPHT403</td>
<td>Develop harvesting and processing specifications to produce an olive oil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCPHT405</td>
<td>Manage mushroom substrate preparation</td>
<td></td>
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</tr>
<tr>
<td>AHCPHT406</td>
<td>Control Phase II mushroom substrate process</td>
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<tr>
<td>AHCPHT407</td>
<td>Manage mushroom crop development</td>
<td></td>
<td></td>
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<tr>
<td>AHCPHT408</td>
<td>Oversee vineyard practices</td>
<td></td>
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<tr>
<td>AHCSOL402</td>
<td>Develop a soil use map for a property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWRK402</td>
<td>Provide information on issues and policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
<td></td>
<td></td>
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<tr>
<td>FBPFSY2001</td>
<td>Implement the food safety program and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBPFSY3001</td>
<td>Monitor the implementation of quality and food safety programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FBPFSY3002</td>
<td>Participate in a HACCP team</td>
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</tbody>
</table>
Links

Companion Volume implementation guides are found in VETNet -
AHC40416 Certificate IV in Horticulture

Modification History

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Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge across a broad coverage of the industry prior to undertaking higher level roles in the industry.

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 1 core units plus
  - 11 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 7 units from elective list below
- 4 units aligned to AQF level 3, 4 or 5 may be selected from electives below or from this or any other endorsed Training Package or Accredited Course.
Selected units must be relevant to job outcomes in horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>

**Elective Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCCHM403</td>
<td>Prepare safe operating procedures for calibration of equipment</td>
</tr>
<tr>
<td>AHCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCIRG404</td>
<td>Implement an irrigation-related environmental protection program</td>
</tr>
<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
</tr>
<tr>
<td>AHCIRG431</td>
<td>Supervise irrigation system installation</td>
</tr>
<tr>
<td>AHCIRG434</td>
<td>Manage surface irrigation systems</td>
</tr>
<tr>
<td>AHCLSC401</td>
<td>Supervise landscape project works</td>
</tr>
<tr>
<td>AHCMER401</td>
<td>Coordinate customer service and networking activities</td>
</tr>
<tr>
<td>AHCMOM401</td>
<td>Conduct major repair and overhaul of machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCNAR401</td>
<td>Supervise natural area restoration works</td>
</tr>
<tr>
<td>AHCNAR402</td>
<td>Plan the implementation of revegetation works</td>
</tr>
<tr>
<td>AHCNSY401</td>
<td>Plan a growing-on program</td>
</tr>
<tr>
<td>AHCNSY402</td>
<td>Plan a propagation program</td>
</tr>
<tr>
<td>AHCORG401</td>
<td>Manage biodynamic production</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
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<td>------------</td>
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</tr>
<tr>
<td>AHCORG402</td>
<td>Manage organic livestock production</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
</tr>
<tr>
<td>AHCPCM402</td>
<td>Develop a soil health and plant nutrition program</td>
</tr>
<tr>
<td>AHCPGD401</td>
<td>Design plant displays</td>
</tr>
<tr>
<td>AHCPGD402</td>
<td>Plan a plant establishment program</td>
</tr>
<tr>
<td>AHCPMG409</td>
<td>Implement a pest management plan</td>
</tr>
<tr>
<td>AHCPMG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
</tr>
<tr>
<td>AHCPMG411</td>
<td>Ensure compliance with pest legislation</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCTRF401</td>
<td>Develop a sports turf maintenance program</td>
</tr>
<tr>
<td>AHCTRF402</td>
<td>Plan and implement sports turf renovation</td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK402</td>
<td>Provide information on issues and policies</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>BSBDES403</td>
<td>Develop and extend design skills and practice</td>
</tr>
<tr>
<td>BSBHRM405</td>
<td>Support the recruitment, selection and induction of staff</td>
</tr>
<tr>
<td>BSBITU404</td>
<td>Produce complex desktop published documents</td>
</tr>
<tr>
<td>BSBREL402</td>
<td>Build client relationships and business networks</td>
</tr>
<tr>
<td>BSBRES411</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>BSBSMB421</td>
<td>Manage small business finances</td>
</tr>
<tr>
<td>CUAACD303</td>
<td>Produce technical drawings</td>
</tr>
<tr>
<td>BSBPMG417</td>
<td>Apply project life cycle management processes</td>
</tr>
<tr>
<td>SIRXINV004A</td>
<td>Buy merchandise</td>
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### Qualification Mapping Information

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### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC40516 Certificate IV in Parks and Gardens

Modification History

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Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge to become a senior or head gardener. The parks and gardens industry expect this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency:
  - 7 core units plus
  - 7 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 4 units from the list below
- 3 units may be selected from the list below or this or any other endorsed Training Package or Accredited Course.
Selected units must be relevant to job outcomes in parks and gardens and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
</tr>
<tr>
<td>AHCPCM402</td>
<td>Develop a soil health and plant nutrition program</td>
</tr>
<tr>
<td>AHCPGD402</td>
<td>Plan a plant establishment program</td>
</tr>
<tr>
<td>AHCTRF401</td>
<td>Develop a sports turf maintenance program</td>
</tr>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
<tr>
<td>PSPPM402B</td>
<td>Manage simple projects</td>
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**Elective Units**

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<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCCHM403</td>
<td>Prepare safe operating procedures for calibration of equipment</td>
</tr>
<tr>
<td>AHCCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCIRG431</td>
<td>Supervise irrigation system installation</td>
</tr>
<tr>
<td>AHCLSC401</td>
<td>Supervise landscape project works</td>
</tr>
<tr>
<td>AHCMMOM401</td>
<td>Conduct major repair and overhaul of machinery and equipment</td>
</tr>
<tr>
<td>AHCMMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCNSY401</td>
<td>Plan a growing-on program</td>
</tr>
<tr>
<td>AHCNSY402</td>
<td>Plan a propagation program</td>
</tr>
<tr>
<td>AHCPGD401</td>
<td>Design plant displays</td>
</tr>
<tr>
<td>AHCMPG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
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</table>
AHCPMG411 Ensure compliance with pest legislation
AHCSOL401 Sample soils and interpret results
AHCTRF402 Plan and implement sports turf renovation
AHCWRK401 Implement and monitor quality assurance procedures
AHCWRK402 Provide information on issues and policies
AHCWRK403 Supervise work routines and staff performance
BSBDES403 Develop and extend design skills and practice
BSBITU401 Design and develop complex text documents
BSBSMB421 Manage small business finances
TLIR4002 Source goods/services and evaluate contractors

Qualification Mapping Information

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC40616 Certificate IV in Production Nursery

Modification History

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Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge to become specialists within the production nursery industry. The nursery industry expects this qualification to be achieved to meet job outcomes at this level.

Job roles and titles covered by this qualification may include:

- production nursery supervisor

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency:
  - 7 core units plus
  - 7 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 4 units from list below
• 3 units may be selected from this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in nursery production and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
</tr>
<tr>
<td>AHCMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCPCM402</td>
<td>Develop a soil health and plant nutrition program</td>
</tr>
<tr>
<td>AHCPTH502</td>
<td>Develop a horticultural production plan</td>
</tr>
<tr>
<td>AHCPMG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
</tr>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
</tbody>
</table>

**Elective Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBER401</td>
<td>Plan and supervise control activities on infected premises</td>
</tr>
<tr>
<td>AHCBER402</td>
<td>Carry out field surveillance for a specific emergency disease or plant pest</td>
</tr>
<tr>
<td>AHCBIO403</td>
<td>Plan and implement a farm or enterprise biosecurity plan</td>
</tr>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCNSY401</td>
<td>Plan a growing-on program</td>
</tr>
<tr>
<td>AHCNSY402</td>
<td>Plan a propagation program</td>
</tr>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
</tr>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>Code and title</td>
<td>Code and title</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>AHC40616 Certificate IV in Production Nursery Release 3</td>
<td>AHC40616 Certificate IV in Production Nursery Release 2</td>
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</tbody>
</table>

Qualification Mapping Information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC40716 Certificate IV in Retail Nursery

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 3</td>
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<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge to become specialists within the retail nursery industry. The nursery industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 6 core units plus
  - 6 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 3 units from list below
• 3 units may be selected from this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in retail nursery work and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

### Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMER401</td>
<td>Coordinate customer service and networking activities</td>
</tr>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
</tr>
<tr>
<td>AHCPGD401</td>
<td>Design plant displays</td>
</tr>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>SIRRINV002</td>
<td>Control stock</td>
</tr>
</tbody>
</table>

### Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS509</td>
<td>Develop and implement business structures and relationships</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCBUS405</td>
<td>Participate in an e-business supply chain</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
<tr>
<td>AHCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
</tr>
<tr>
<td>AHCMMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCPCM402</td>
<td>Develop a soil health and plant nutrition program</td>
</tr>
<tr>
<td>AHCWRK309</td>
<td>Apply environmentally sustainable work practices</td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>BSBFIA412</td>
<td>Report on financial activity</td>
</tr>
<tr>
<td>BSBHRM405</td>
<td>Support the recruitment, selection and induction of staff</td>
</tr>
<tr>
<td>Code and title current version</td>
<td>Code and title previous version</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>AHC40716 Certificate IV in Retail Nursery Release 3</td>
<td>AHC40716 Certificate IV in Retail Nursery Release 2</td>
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**Qualification Mapping Information**

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC40816 Certificate IV in Sports Turf Management

Modification History

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<tr>
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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge to become specialists within the turf industry. The sports turf industry expects this qualification to be achieved to meet job outcomes at this level.

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 4 core units plus
  - 8 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select 6 units from the list below
2 units may be selected from the elective units below or from units packaged at Certificates III, IV or Diploma level from this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in sports turf management and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

### Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
</tr>
<tr>
<td>AHCPCM402</td>
<td>Develop a soil health and plant nutrition program</td>
</tr>
<tr>
<td>AHCTRF401</td>
<td>Develop a sports turf maintenance program</td>
</tr>
<tr>
<td>AHCTRF402</td>
<td>Plan and implement sports turf renovation</td>
</tr>
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</table>

### Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCIRG431</td>
<td>Supervise irrigation system installation</td>
</tr>
<tr>
<td>AHCMMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
</tr>
<tr>
<td>AHCMPMG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
</tr>
<tr>
<td>AHCSSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
<tr>
<td>AHCWWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>AHCWWRK511</td>
<td>Develop workplace policy and procedures for sustainability</td>
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### Qualification Mapping Information

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<td>AHC40816 Certificate IV in Sports Turf Management Release 2</td>
<td>Updated chemical unit codes and removed prerequisite requirements table</td>
<td>Equivalent qualification</td>
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### Links

AHC40916 Certificate IV in Conservation and Land Management

Modification History

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Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge to become specialists within the conservation and land management industry.

This qualification enables a selection of units from indigenous land management, natural area restoration, conservation earthworks or lands, parks and wildlife to create a general qualification as a job focus.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 1 core unit plus
  - 11 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:
- up to 11 units may be selected from the electives listed in this qualification, or from the Prerequisite Requirements list if a unit is required for packaging the qualification.
- up to 4 units, aligned to Certificate III, IV or Diploma qualifications, may be selected from this or any other currently endorsed Training Package or Accredited Course.

### Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>

### Elective Units

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

### Biosecurity

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AHCBER401</td>
<td>Plan and supervise control activities on infected premises</td>
</tr>
<tr>
<td>AHCBER402</td>
<td>Carry out field surveillance for a specific emergency disease or plant pest</td>
</tr>
<tr>
<td>AHCNRM401</td>
<td>Plan and implement a biosecurity program</td>
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</table>

### Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>BSBRES411</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
</tbody>
</table>

### Chemicals

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
</tbody>
</table>

### Community coordination and facilitation
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCCF401</td>
<td>Prepare project acquittal</td>
</tr>
<tr>
<td>AHCCCF402</td>
<td>Report on project</td>
</tr>
<tr>
<td>AHCCCF403</td>
<td>Obtain and manage sponsorship</td>
</tr>
<tr>
<td>AHCCCF404</td>
<td>Contribute to association governance</td>
</tr>
<tr>
<td>AHCCCF405</td>
<td>Develop community networks</td>
</tr>
<tr>
<td>AHCCCF406</td>
<td>Facilitate ongoing group development</td>
</tr>
<tr>
<td>AHCCCF407</td>
<td>Obtain resources from community and groups</td>
</tr>
<tr>
<td>AHCCCF408</td>
<td>Promote community programs</td>
</tr>
<tr>
<td>AHCCCF409</td>
<td>Participate in assessments of project submissions</td>
</tr>
<tr>
<td>AHCCCF410</td>
<td>Support individuals in resource management change processes</td>
</tr>
<tr>
<td>AHCCCF411</td>
<td>Develop approaches to include cultural and human diversity</td>
</tr>
<tr>
<td>AHCCCF412</td>
<td>Coordinate board or committee elections</td>
</tr>
<tr>
<td>AHCCCF413</td>
<td>Service committees</td>
</tr>
<tr>
<td>AHCCCF414</td>
<td>Coordinate fundraising activities</td>
</tr>
<tr>
<td>AHCCCF415</td>
<td>Coordinate social events to support group purposes</td>
</tr>
<tr>
<td>AHCCCF416</td>
<td>Present proposed courses of action to meeting</td>
</tr>
<tr>
<td>CHCCDE002</td>
<td>Develop and implement community programs</td>
</tr>
<tr>
<td>LGACOM502</td>
<td>Devise and conduct community consultations</td>
</tr>
<tr>
<td>Fire</td>
<td></td>
</tr>
<tr>
<td>PUAFIR303B</td>
<td>Suppress wildfire</td>
</tr>
<tr>
<td>*PUAFIR412</td>
<td>Conduct simple prescribed burns</td>
</tr>
<tr>
<td>PUAOPE015A</td>
<td>Conduct briefings and debriefings</td>
</tr>
<tr>
<td>*PUAOPE016A</td>
<td>Manage a multi-team sector</td>
</tr>
</tbody>
</table>
### Indigenous land management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCILM401</td>
<td>Protect places of cultural significance</td>
</tr>
<tr>
<td>AHCILM402</td>
<td>Report on place of potential cultural significance</td>
</tr>
<tr>
<td>AHCILM403</td>
<td>Contribute to the proposal for a negotiated outcome for a given area of Country</td>
</tr>
<tr>
<td>AHCILM404</td>
<td>Record and document Community history</td>
</tr>
<tr>
<td>AHCILM405</td>
<td>Develop work practices to accommodate cultural identity</td>
</tr>
<tr>
<td>SITTGDE007</td>
<td>Research and share general information on Australian Indigenous cultures</td>
</tr>
</tbody>
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### Landscape

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSC401</td>
<td>Supervise landscape project works</td>
</tr>
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### Lands, parks and wildlife

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLPW401</td>
<td>Process applications for changes in land use</td>
</tr>
<tr>
<td>AHCLPW402</td>
<td>Implement land and sea management practices</td>
</tr>
<tr>
<td>AHCLPW403</td>
<td>Inspect and monitor cultural places</td>
</tr>
<tr>
<td>AHCLPW404</td>
<td>Produce maps for land management purposes</td>
</tr>
<tr>
<td>AHCLPW405</td>
<td>Monitor biodiversity</td>
</tr>
<tr>
<td>PUACOM012</td>
<td>Liaise with media at a local level</td>
</tr>
<tr>
<td>PUALAW001</td>
<td>Protect and preserve incident scene</td>
</tr>
<tr>
<td>SITTGDE008</td>
<td>Prepare specialised interpretive content on flora, fauna and landscape</td>
</tr>
<tr>
<td>SITTGDE010</td>
<td>Prepare specialised interpretive content on cultural and heritage environments</td>
</tr>
<tr>
<td>SITTPPD002</td>
<td>Develop interpretive activities</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
</tr>
<tr>
<td>AHCNAR401</td>
<td>Supervise natural area restoration works</td>
</tr>
<tr>
<td>AHCNAR402</td>
<td>Plan the implementation of revegetation works</td>
</tr>
<tr>
<td>FWPFGM3201</td>
<td>Manage seed collection</td>
</tr>
<tr>
<td>AHCMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCPMG409</td>
<td>Implement a pest management plan</td>
</tr>
<tr>
<td>AHCPMG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
</tr>
<tr>
<td>AHCPMG411</td>
<td>Ensure compliance with pest legislation</td>
</tr>
<tr>
<td>AHCPMG412</td>
<td>Develop a pest management plan</td>
</tr>
<tr>
<td>AHCPMG413</td>
<td>Define the pest problem</td>
</tr>
<tr>
<td>AHCPMG507</td>
<td>Develop a regional pest management plan</td>
</tr>
<tr>
<td>AHCPMG508</td>
<td>Develop a system to monitor and evaluate the pest management plan</td>
</tr>
<tr>
<td>AHCPMG509</td>
<td>Investigate a pest control failure</td>
</tr>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
</tr>
<tr>
<td>AHCPCGD402</td>
<td>Plan a plant establishment program</td>
</tr>
</tbody>
</table>

**Machinery operations and maintenance**

**Natural area restoration**

**Pest management**

**Parks and gardens**

**Plants**
### Soil and water conservation

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSAW401</td>
<td>Set out conservation earthworks</td>
</tr>
<tr>
<td>AHCSAW403</td>
<td>Supervise implementation of conservation earthworks plans</td>
</tr>
</tbody>
</table>

### Soil and media

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCSOL403</td>
<td>Prepare acid sulphate soil management plans</td>
</tr>
<tr>
<td>AHCSOL404</td>
<td>Supervise acid sulphate soil remediation and management projects</td>
</tr>
</tbody>
</table>

### Work

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
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<tbody>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK402</td>
<td>Provide information on issues and policies</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>BSBLDR403</td>
<td>Lead team effectiveness</td>
</tr>
<tr>
<td>BSBPMG417</td>
<td>Apply project life cycle management processes</td>
</tr>
<tr>
<td>LGAPLEM508A</td>
<td>Manipulate and analyse data within geographic information systems</td>
</tr>
<tr>
<td>MSL913004</td>
<td>Plan and conduct laboratory/field work</td>
</tr>
<tr>
<td>MSMSUP280</td>
<td>Manage conflict at work</td>
</tr>
<tr>
<td>PSPPCY004</td>
<td>Support policy implementation</td>
</tr>
<tr>
<td>TAEDEL301</td>
<td>Provide work skill instruction</td>
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### Prerequisite requirements

Note: Units listed in the Prerequisite requirement column that have their own prerequisite requirements are shown with an asterisk (*)

<table>
<thead>
<tr>
<th>Unit of competency</th>
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<tbody>
<tr>
<td>PUAFIR203B</td>
<td>Respond to urban fire</td>
</tr>
<tr>
<td></td>
<td>PUAFIR207B Operate breathing apparatus open circuit*</td>
</tr>
<tr>
<td>Code and title</td>
<td>Code and title</td>
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<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>PUAFIR204B Respond to wildfire</td>
<td>PUAFIR215 Prevent injury</td>
</tr>
<tr>
<td>PUAFIR207B Operate breathing apparatus open circuit</td>
<td>PUAFIR215 Prevent injury</td>
</tr>
<tr>
<td>PUAFIR302B Suppress urban fire</td>
<td>HLTFA311A Apply first aid PUAFIR203B Respond to urban fire*</td>
</tr>
<tr>
<td>PUAFIR303B Suppress wildfire</td>
<td>PUAFIR204B Respond to wildfire*</td>
</tr>
<tr>
<td>PUAFIR412 Conduct simple prescribed burns</td>
<td>PUAFIR303B Suppress wildfire*</td>
</tr>
<tr>
<td>PUAOPE016A Manage a multi-team sector</td>
<td>PUAFIR303B Suppress wildfire* OR PUAFIR302B Suppress urban fire*</td>
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**Qualification Mapping Information**

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<td>AHC40916 Certificate IV in Conservation and Land Management Release 3</td>
<td>Updated chemical unit codes and prerequisite requirements table</td>
<td>Equivalent qualification</td>
</tr>
</tbody>
</table>

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC41016 Certificate IV in Agribusiness

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Release 3</td>
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<tr>
<td>Release 2</td>
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</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification allows individuals to develop agribusiness skills and knowledge within the agriculture and production horticulture industry. They may undertake a range of complex and non-routine tasks related to the administration of an agribusiness. The range of technical skills and knowledge is proficient and leadership of others would be expected.

This qualification is suitable for an Australian Apprenticeship.

Job roles vary across different industry sectors and include:
- Agribusiness administrator

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:
- 12 units of competency:
  - 1 core units plus
  - 11 elective units.
Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select at least 9 units from the elective list
- 2 units aligned to AQF levels 3, 4, or 5 may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in rural business and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

**Work health and safety**

| AHCWHS401 | Maintain work health and safety processes |

**Elective Units**

**Agribusiness**

| AHCAGB301 | Keep production records for a primary production business |
| AHCAGB401 | Plan and implement property improvement |
| AHCAGB402 | Analyse and interpret production data |
| AHCAGB403 | Keep financial records for primary production business |
| BSBRSK401 | Identify risk and apply risk management processes |

**Broadacre cropping**

| AHCBCAC408 | Manage agricultural crop production |

**Business**

<p>| AHCBUS401 | Administer finance, insurance and legal requirements |
| AHCBUS402 | Cost a project |
| AHCBUS404 | Operate within a budget framework |
| AHCBUS405 | Participate in an e-business supply chain |
| AHCBUS509 | Develop and implement business structures and relationships |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM401</td>
<td>Make a presentation</td>
</tr>
<tr>
<td>BSBFIA402</td>
<td>Report on financial activity</td>
</tr>
<tr>
<td>BSBHRM405</td>
<td>Support the recruitment, selection and induction of staff</td>
</tr>
<tr>
<td>SBINM401</td>
<td>Implement workplace information system</td>
</tr>
<tr>
<td>BSBITU404</td>
<td>Produce complex desktop published documents</td>
</tr>
<tr>
<td>BSBLDR403</td>
<td>Lead team effectiveness</td>
</tr>
<tr>
<td>BSBRES401</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>BSBSMB405</td>
<td>Monitor and manage small business operations</td>
</tr>
<tr>
<td>BSBSMB406</td>
<td>Manage small business finances</td>
</tr>
<tr>
<td>AHCLSK501</td>
<td>Manage livestock production</td>
</tr>
<tr>
<td>AHCPMG411</td>
<td>Ensure compliance with pest legislation</td>
</tr>
<tr>
<td>AHCSHG406</td>
<td>Prepare shearing team wages</td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK402</td>
<td>Provide information on issues and policies</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>BSBPMG417</td>
<td>Apply project life cycle management processes</td>
</tr>
<tr>
<td>MSL913002</td>
<td>Plan and conduct laboratory/field work</td>
</tr>
<tr>
<td>MSMSUP280</td>
<td>Manage conflict at work</td>
</tr>
</tbody>
</table>

**Livestock**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
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</thead>
<tbody>
<tr>
<td>AHCLSK501</td>
<td>Manage livestock production</td>
</tr>
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</table>

**Pest management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
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</thead>
<tbody>
<tr>
<td>AHCPMG411</td>
<td>Ensure compliance with pest legislation</td>
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</table>

**Shearing**

<table>
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<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSHG406</td>
<td>Prepare shearing team wages</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK402</td>
<td>Provide information on issues and policies</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>BSBPMG417</td>
<td>Apply project life cycle management processes</td>
</tr>
<tr>
<td>MSL913002</td>
<td>Plan and conduct laboratory/field work</td>
</tr>
<tr>
<td>MSMSUP280</td>
<td>Manage conflict at work</td>
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</table>
PSPPCY004  Support policy implementation

TAEDEL301  Provide work skill instruction

## Qualification Mapping Information

<table>
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<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<td>AHC41016 Certificate IV in Agribusiness Release 2</td>
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</table>

## Links

AHC41116 Certificate IV in Irrigation

Modification History

<table>
<thead>
<tr>
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<th>TP Version</th>
<th>Comment</th>
</tr>
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<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
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Qualification Description

This qualification reflects the technical and supervisory skills and knowledge required to operate as supervisors and specialists within the irrigation industry. It applies to irrigation installation site managers and managers of irrigation systems in the irrigation servicing, horticulture and agriculture industries.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication. However, an individual unit of competency may specify relevant licensing, legislative or regulatory requirements. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 12
- Core Units = 1
- Elective Units = 11

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>
Elective Units

- Select 7 units from Group A
- Select 2 units from Group A or B
- 2 units may be selected from Group B or this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in irrigation and must be chosen to ensure the integrity of the qualification outcome at AQF level 4

Group A

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCIRG404</td>
<td>Implement an irrigation-related environmental protection program</td>
</tr>
<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
</tr>
<tr>
<td>AHCIRG410</td>
<td>Select and manage pumping systems for irrigation</td>
</tr>
<tr>
<td>AHCIRG415</td>
<td>Interpret and apply irrigations designs</td>
</tr>
<tr>
<td>AHCIRG426</td>
<td>Evaluate water supply for irrigation</td>
</tr>
<tr>
<td>AHCIRG431</td>
<td>Supervise irrigation system installation</td>
</tr>
<tr>
<td>AHCIRG432</td>
<td>Supervise irrigation system maintenance</td>
</tr>
<tr>
<td>AHCIRG433</td>
<td>Manage irrigation systems</td>
</tr>
<tr>
<td>AHCIRG434</td>
<td>Manage surface irrigation systems</td>
</tr>
<tr>
<td>AHCIRG422</td>
<td>Manage a moving sprinkler irrigation system</td>
</tr>
<tr>
<td>AHCDRG401</td>
<td>Coordinate and supervise installation of an irrigation drainage system</td>
</tr>
<tr>
<td>AHCDRG402</td>
<td>Monitor and control irrigation drainage systems</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
</tbody>
</table>

Group B

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCINF304</td>
<td>Install and terminate extra low voltage wiring systems</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCMER407</td>
<td>Provide irrigation sales and service</td>
</tr>
<tr>
<td>AHCPMG409</td>
<td>Implement a pest management plan</td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance processes</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>BSBHRM405</td>
<td>Support the recruitment, selection and induction of staff</td>
</tr>
<tr>
<td>BSBLDR403</td>
<td>Lead team effectiveness</td>
</tr>
<tr>
<td>BSBMGT402</td>
<td>Implement operational plan</td>
</tr>
<tr>
<td>BSBSMB406</td>
<td>Manage small business finances</td>
</tr>
<tr>
<td>BSBWOR404</td>
<td>Develop work priorities</td>
</tr>
<tr>
<td>NWPTRT062</td>
<td>Operate and control reclaimed water irrigation</td>
</tr>
<tr>
<td>NWPGEN005</td>
<td>Coordinate and monitor the application of environmental plans and procedures</td>
</tr>
<tr>
<td>NWP410C</td>
<td>Coordinate and monitor asset construction and maintenance</td>
</tr>
<tr>
<td>NWPIRR033</td>
<td>Coordinate and monitor the operation of irrigation delivery systems</td>
</tr>
<tr>
<td>PSPPM402B</td>
<td>Manage simple projects</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC41112 Certificate IV in Irrigation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC41316 Certificate IV in Wool Classing

Modification History

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<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Qualification Description

This qualification is a specialist wool classing qualification for wool classers and enables them to apply for registration with AWEX Ltd. as a professional Australian wool classer.

This qualification is suitable for an Australian Apprenticeship.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 14

- Core Units = 14
- Elective Units = 0

Core Units

First Aid

<table>
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<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
</tbody>
</table>

Wool

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWOL301</td>
<td>Appraise wool using industry descriptions</td>
</tr>
<tr>
<td>AHCWOL303</td>
<td>Prepare wool based on its characteristics</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCWOL304</td>
<td>Prepare fleece wool for classing</td>
</tr>
<tr>
<td>AHCWOL305</td>
<td>Prepare skirtings and oddments</td>
</tr>
<tr>
<td>AHCWOL307</td>
<td>Document a wool clip</td>
</tr>
<tr>
<td>AHCWOL310</td>
<td>Press wool for a clip</td>
</tr>
<tr>
<td>AHCWOL311</td>
<td>Perform shed duties</td>
</tr>
<tr>
<td>AHCWOL401</td>
<td>Determine wool classing strategies</td>
</tr>
<tr>
<td>AHCWOL403</td>
<td>Plan, implement and review wool harvesting and clip preparation</td>
</tr>
<tr>
<td>AHCWOL404</td>
<td>Establish work routines and manage wool harvesting and preparation staff</td>
</tr>
<tr>
<td>AHCWOL405</td>
<td>Class fleece wool</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
</tbody>
</table>

**Work health and safety**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is not equivalent to AHC41313 Certificate IV in Wool Classing.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC41416 Certificate IV in Seed Production

Modification History

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</tr>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification allows individuals to develop higher level skills and knowledge in the seed production industry. It is designed to meet the needs of supervisors or team leaders in the seed production industry.

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 5 core units plus
  - 7 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 5 units from list below
- 2 units may be selected from this or any other endorsed Training Package or Accredited Course.
Selected units must be relevant to job outcomes in seed production and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCSDP401</td>
<td>Plan a seed crop establishment program</td>
</tr>
<tr>
<td>AHCSDP402</td>
<td>Supervise seed crop establishment</td>
</tr>
<tr>
<td>AHCSDP403</td>
<td>Plan and implement seed crop maintenance</td>
</tr>
<tr>
<td>AHCSDP404</td>
<td>Supervise seed crop harvesting</td>
</tr>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>

**Elective Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB401</td>
<td>Plan and implement property improvement</td>
</tr>
<tr>
<td>AHCAGB402</td>
<td>Analyse and interpret production data</td>
</tr>
<tr>
<td>AHCCCHM403</td>
<td>Prepare safe operating procedures for calibration of equipment</td>
</tr>
<tr>
<td>AHCCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCIRG410</td>
<td>Select and manage pumping systems for irrigation</td>
</tr>
<tr>
<td>AHCIRG426</td>
<td>Evaluate water supply for irrigation</td>
</tr>
<tr>
<td>AHCIRG431</td>
<td>Supervise irrigation system installation</td>
</tr>
<tr>
<td>AHCIRG432</td>
<td>Supervise irrigation system maintenance</td>
</tr>
<tr>
<td>AHCIRG433</td>
<td>Manage irrigation systems</td>
</tr>
<tr>
<td>AHCMMOM401</td>
<td>Conduct major repair and overhaul of machinery and equipment</td>
</tr>
<tr>
<td>AHCMMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCMPMG413</td>
<td>Define the pest problem</td>
</tr>
<tr>
<td>AHCMPMG507</td>
<td>Develop a regional pest management plan</td>
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<td>Code and title</td>
<td>Skill Description</td>
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</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCSOL402</td>
<td>Develop a soil use map for a property</td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK402</td>
<td>Provide information on issues and policies</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
<td>AHC41416 Certificate IV in Seed Production Release 3</td>
<td>AHC41416 Certificate IV in Seed Production Release 2</td>
<td>Updated chemical unit codes and removed prerequisite requirements table</td>
<td>Equivalent qualification</td>
</tr>
</tbody>
</table>

**Links**

AHC41516 Certificate IV in Seed Testing

Modification History

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<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Qualification Description

This qualification reflects the roles of senior seed analysts who perform a range of advanced tests on seed in seed laboratories and may supervise the work of seed analysts.

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

Entrants into the Certificate IV in Seed Testing must hold the following units of competency or their equivalent:

- AHCSDT301 Prepare a working sample
- AHCSDT302 Identify seeds
- AHCSDT304 Perform a seed purity analysis
- AHCSDT305 Perform a seed moisture test
- AHCSDT306 Perform a seed germination test
- AHCSDT307 Perform a 'Determination of Other Seeds by Number' test
- AHCWHS301 Contribute to work health and safety processes
- AHCWRK306 Comply with industry quality assurance requirements
- AHCWRK309 Apply environmentally sustainable work practices

Packaging Rules

Total number of units = 18

- Core Units = 9
- Elective Units = 9
Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCSDT402</td>
<td>Prepare and maintain a seed reference collection</td>
</tr>
<tr>
<td>AHCSDT404</td>
<td>Develop and implement laboratory policy and procedures</td>
</tr>
<tr>
<td>AHCSDT406</td>
<td>Undertake internal audits in a seed laboratory</td>
</tr>
<tr>
<td>AHCSDT409</td>
<td>Perform a tetrazolium test</td>
</tr>
<tr>
<td>AHCSDT410</td>
<td>Perform seed vigour test</td>
</tr>
<tr>
<td>AHCSDT411</td>
<td>Perform a 1000 seed weight test</td>
</tr>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
</tbody>
</table>

Elective Units

- Select 5 units from list below
- 4 units may be selected from this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in a seed testing laboratory and must be chosen to ensure the integrity of the qualification outcome at AQF level 4

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSDT401</td>
<td>Maintain a quarantine approved laboratory</td>
</tr>
<tr>
<td>AHCSDT403</td>
<td>Perform an Anguina test on annual ryegrass seed</td>
</tr>
<tr>
<td>AHCSDT405</td>
<td>Handle &amp; store quarantinable seeds</td>
</tr>
<tr>
<td>AHCSDT407</td>
<td>Perform an endophytic seed test</td>
</tr>
<tr>
<td>AHCSDT408</td>
<td>Perform an electrophoresis test on a seed sample</td>
</tr>
<tr>
<td>MSL904001</td>
<td>Perform standard calibrations</td>
</tr>
<tr>
<td>MSL924001</td>
<td>Process and interpret data</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>MSL924002</td>
<td>Use laboratory application software</td>
</tr>
<tr>
<td>MSL934002</td>
<td>Apply quality system and continuous improvement processes</td>
</tr>
<tr>
<td>MSL934003</td>
<td>Maintain and control stocks</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC41512 Certificate IV in Seed Testing.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC41616 Certificate IV in Organic Farming

Modification History

<table>
<thead>
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<th>Comments</th>
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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification allows individuals to develop skills and knowledge within the organic farming and general agriculture industry. It is designed to meet the needs of supervisors or team leaders working in the organic agriculture industry.

This qualification is suitable for people currently working or who wish to find employment on an organic farming enterprise.

Job roles and titles will vary. Possible job titles relevant to this Qualification include:

- Organic farm team leader
- Organic farm supervisor
- Organic farmer.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 1 core units plus
  - 11 elective units.
Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 4 units from Group A
- select 5 units from Group A or Group B
- 2 units aligned to AQF levels 3, 4, or 5 may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in agriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>

**Elective Units**

**Group A**

**Business**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSMB420</td>
<td>Evaluate and develop small business operations</td>
</tr>
</tbody>
</table>

**Organic farming**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCORG401</td>
<td>Manage biodynamic production</td>
</tr>
<tr>
<td>AHCORG402</td>
<td>Manage organic livestock production</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCORG404</td>
<td>Arrange selling through community based marketing</td>
</tr>
<tr>
<td>AHCORG405</td>
<td>Implement sustainable practices in the organic farm based business</td>
</tr>
<tr>
<td>AHCORG406</td>
<td>Oversee compliance with an organic certification scheme</td>
</tr>
<tr>
<td>AHCORG407</td>
<td>Manage a landless organic production system</td>
</tr>
<tr>
<td>AHCORG408</td>
<td>Manage on farm composting</td>
</tr>
</tbody>
</table>

**Pest management**
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWGMG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
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### Group B

#### Agribusiness

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB401</td>
<td>Plan and implement property improvement</td>
</tr>
<tr>
<td>AHCAGB402</td>
<td>Analyse and interpret production data</td>
</tr>
</tbody>
</table>

#### Beekeeping

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBEK301</td>
<td>Manage honey bee swarms</td>
</tr>
<tr>
<td>AHCBEK313</td>
<td>Manage pests and disease within a honey bee colony</td>
</tr>
</tbody>
</table>

#### Biosecurity

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHCBI0403</td>
<td>Plan and implement a farm or enterprise biosecurity plan</td>
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</table>

#### Broadacre cropping

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCWAC401</td>
<td>Manage pastures for livestock production</td>
</tr>
<tr>
<td>AHCWAC402</td>
<td>Plan a pasture establishment program</td>
</tr>
<tr>
<td>AHCWAC403</td>
<td>Supervise agricultural crop establishment</td>
</tr>
<tr>
<td>AHCWAC404</td>
<td>Plan and implement agricultural crop maintenance</td>
</tr>
<tr>
<td>AHCWAC405</td>
<td>Supervise agricultural crop harvesting</td>
</tr>
</tbody>
</table>

#### Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCWBUS401</td>
<td>Administer finance, insurance and legal requirements</td>
</tr>
<tr>
<td>AHCWBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCWBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCWBUS405</td>
<td>Participate in an e-business supply chain</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
</tbody>
</table>
### Chemicals

| AHCCHM405 | Plan and implement a chemical use program |

### Irrigation

| AHCIRG402 | Determine hydraulic parameters for an irrigation system |
| AHCIRG404 | Implement an irrigation-related environmental protection program |
| AHCIRG408 | Schedule irrigations |

### Livestock

| AHCLSK402 | Develop livestock feeding plans |
| AHCLSK404 | Implement and monitor animal welfare programs |
| AHCLSK405 | Implement intensive production systems |
| AHCLSK406 | Oversee animal marking operations |
| AHCLSK407 | Plan and monitor intensive production systems |
| AHCLSK409 | Supervise animal health programs |
| AHCLSK411 | Supervise natural mating of livestock |
| AHCLSK412 | Arrange livestock purchases |
| AHCLSK414 | Arrange transport for farm produce or livestock |
| AHCLSK416 | Identify and select animals for breeding |

### Nursery

| AHCNSY402 | Plan a propagation program |

### Production horticulture
AHCPHT402 | Develop a crop regulation program
AHCPHT404 | Implement and monitor a horticultural crop harvesting program

Soils and media
AHCSOL401 | Sample soils and interpret results
AHCSOL402 | Develop a soil use map for a property

Work
AHCWRK401 | Implement and monitor quality assurance procedures
AHCWRK403 | Supervise work routines and staff performance

Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC41616 Certificate IV in Organic Farming Release 3</td>
<td>AHC41616 Certificate IV in Organic Farming Release 2</td>
<td>Updated beekeeping and chemical unit codes and removed prerequisite requirements table</td>
<td>Equivalent qualification</td>
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Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC41716 Certificate IV in Pest Management

Modification History

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<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Qualification Description

This qualification provides occupation outcomes for supervisors and senior field officers in the pest management sector. The qualification covers those who work in weed management as well as vertebrate pest management in a range of settings including conservation, land management, agriculture, horticulture and parks and gardens.

Supervisors and senior field officers may undertake the following job functions:

- preparing and carrying out pest management programs
- participating in strategic invasive species management practices
- completing and assessing pest management programs.

Some job functions covered by this qualification may require occupational licencing or certification. Specific determination should be sought through the relevant State or Territory agency.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 4 core units plus
  - 8 elective units.
Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 3 units from Group A
- select 3 units from Group A or Group B
- A maximum of 2 units may be selected from the elective lists of Certificate III or above of this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in pest management and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
<tr>
<td>AHCPMG409</td>
<td>Implement a pest management plan</td>
</tr>
<tr>
<td>AHCPMG412</td>
<td>Develop a pest management plan</td>
</tr>
<tr>
<td>AHCPMG413</td>
<td>Define the pest problem</td>
</tr>
</tbody>
</table>

**Elective Units**

**Group A**

**Biosecurity**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBER402</td>
<td>Carry out field surveillance for a specific emergency disease or pest</td>
</tr>
</tbody>
</table>

**Chemicals**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCHCM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCHCM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
</tbody>
</table>

**Pest management**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
</tr>
<tr>
<td>AHCPMG411</td>
<td>Ensure compliance with pest legislation</td>
</tr>
<tr>
<td>BSBPMG418</td>
<td>Apply project stakeholder engagement techniques</td>
</tr>
</tbody>
</table>
**Group B**

**Business**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
</tbody>
</table>

**Community coordination and facilitation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCCF405</td>
<td>Develop community networks</td>
</tr>
<tr>
<td>AHCCCF408</td>
<td>Promote community programs</td>
</tr>
</tbody>
</table>

**Machinery**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
</tbody>
</table>

**Plants**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM502</td>
<td>Collect and classify plants</td>
</tr>
</tbody>
</table>

**Pest management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR306</td>
<td>Conduct photography for fieldwork</td>
</tr>
<tr>
<td>AHCPMG305</td>
<td>Survey pests</td>
</tr>
<tr>
<td>AHCPMG306</td>
<td>Determine pest control techniques</td>
</tr>
<tr>
<td>AHCPMG307</td>
<td>Apply animal trapping techniques</td>
</tr>
<tr>
<td>AHCPMG309</td>
<td>Apply pest animal control techniques</td>
</tr>
<tr>
<td>AHCPMG414</td>
<td>Apply predator trapping techniques</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Code</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>CHCCDE002</td>
<td>Develop and implement community programs</td>
</tr>
</tbody>
</table>
FWPCOT3202  Navigate in remote or trackless areas
FWPCOT3259  Operate a four wheel drive on unsealed roads
HLTAID003   Provide first aid
HLTAID005   Provide first aid in remote situations
LGACOM404B  Establish cooperative arrangements with other organisations
BSBPMG417   Apply project life cycle management processes
PSPREG003   Apply regulatory powers
PSPREG008   Act on non-compliance
TLIR4002    Source goods/services and evaluate contractors

Qualification Mapping Information

<table>
<thead>
<tr>
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<th>Equivalence status</th>
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<td>AHC41716 Certificate IV in Pest Management Release 2</td>
<td>Chemical unit codes updated and removed prerequisite requirements table. PSPPM402B Manage simple projects replaced with BSBPMG417 Apply project life cycle management processes.</td>
<td>Equivalent qualification</td>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC41916 Certificate IV in Arboriculture

Modification History

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Qualification Description

This qualification provides occupation outcomes with a range of specialised knowledge and skills to undertake skilled work and as a pathway for further learning required for supervising arborists in the arboriculture industry.

This qualification is suitable for an Australian Apprenticeship.

Occupational licensing, legislative or certification requirements may apply to this qualification in some jurisdictions. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 15 units of competency:
  - 10 core units plus
  - 5 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select at least 3 units from the elective list
- an additional 2 units may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in Arboriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB401</td>
<td>Verify pruning specifications</td>
</tr>
<tr>
<td>AHCARB402</td>
<td>Supervise and audit tree operations</td>
</tr>
<tr>
<td>AHCARB403</td>
<td>Perform a ground-based tree defect evaluation</td>
</tr>
<tr>
<td>AHCARB404</td>
<td>Conduct a safety audit</td>
</tr>
<tr>
<td>AHCBUS401</td>
<td>Administer finance, insurance and legal requirements</td>
</tr>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCPCM402</td>
<td>Develop a soil health and plant nutrition program</td>
</tr>
<tr>
<td>BSBITU404</td>
<td>Produce complex desktop published documents</td>
</tr>
<tr>
<td>BSBWHS404</td>
<td>Contribute to WHS hazard identification, risk assessment and risk control</td>
</tr>
<tr>
<td>TAEASS402</td>
<td>Assess competence</td>
</tr>
</tbody>
</table>

**Elective Units**

An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCARB302</td>
<td>Inspect trees for access and work</td>
</tr>
<tr>
<td>AHCARB303*</td>
<td>Perform pruning operations</td>
</tr>
<tr>
<td>AHCARB405</td>
<td>Perform geospatial data collection</td>
</tr>
<tr>
<td>AHCHHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCHHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
</tbody>
</table>
AHCPCM401 Recommend plants and cultural practices

BSBSMB420 Evaluate and develop small business operations

CPCCDO3011 Perform dogging

CPPSEC4008 Prepare a detailed tender

TAEASS401 Plan assessment activities and processes

TAEASS403 Participate in assessment validation

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB303 Perform pruning operations</td>
<td>FWPCOT2237 Maintain chainsaws AND FWPCOT2239 Trim and cut felled trees OR FWPCOT3238 Operate a pole saw</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

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<td>AHC41916 Certificate IV in Arboriculture Release 2</td>
<td>Updated chemical unit codes and prerequisite requirements table</td>
<td>Equivalent qualification</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC42016 Certificate IV in Landscape

Modification History

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Qualification Description

This qualification allows individuals to develop post-trade skills and knowledge to become specialists within the landscape industry. It is designed to meet the needs of supervisors or team leaders.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 1 core units plus
  - 11 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 8 units listed from the either Group A or Group B below
- 3 units may be selected from either Group A or Group B or from this or any other endorsed Training Package or Accredited Course.
Selected units must be relevant to job outcomes in the landscape industry and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Core Units**

| AHCWHS401 | Maintain work health and safety processes |

**Elective Units**

**Group A**

**Landscape design stream**

| AHCBUS402 | Cost a project |
| AHCBUS404 | Operate within a budget framework |
| AHCCCF402 | Report on project |
| AHCIRG431 | Supervise irrigation system installation |
| AHCPCM303 | Identify plant specimens |
| AHCPCM401 | Recommend plants and cultural practices |
| AHCPGD401 | Design plant displays |
| AHCPGD402 | Plan a plant establishment program |
| AHCSOL401 | Sample soils and interpret results |
| BSBDES305 | Source and apply information on the history and theory of design |
| BSBDES403 | Develop and extend design skills and practice |
| BSBRES411 | Analyse and present research information |
| CUAACD303 | Produce technical drawings |
| TLIR4002 | Source goods/services and evaluate contractors |

**Group B**

**Landscape contracting stream**
<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC42016 Certificate IV in Landscape Release 3</td>
<td>AHC42016 Certificate IV in Landscape Release 2</td>
<td>Updated chemical unit code and removed prerequisite requirements table</td>
<td>Equivalent qualification</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCCCF402</td>
<td>Report on project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCCCHM405</td>
<td>Plan and implement a chemical use program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCIRG431</td>
<td>Supervise irrigation system installation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCLSC401</td>
<td>Supervise landscape project works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCLSC502</td>
<td>Manage landscape projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCMMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCNAR401</td>
<td>Supervise natural area restoration works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCPCGD402</td>
<td>Plan a plant establishment program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWRK402</td>
<td>Provide information on issues and policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBSMB404</td>
<td>Undertake small business planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC42116 Certificate IV in Permaculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification relates to individuals who work as project supervisors and designers for private clients or organisations. They require high level permaculture design skills, and knowledge in a broad range of areas in keeping with permaculture’s multi-disciplinary nature. They may be involved in supervising individuals and teams of people on urban and rural work sites and in community projects.

The qualification is suited to learners who wish to work at the supervisory level within permaculture design projects, and may involve the supervision of others and working with people of diverse backgrounds and abilities.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 12

- Core Units = 5
- Elective Units = 7

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER401</td>
<td>Provide advice on permaculture principles and practices</td>
</tr>
<tr>
<td>AHCPER404</td>
<td>Plan and implement permaculture works</td>
</tr>
</tbody>
</table>
AHCPER405 | Select appropriate technology for a permaculture system
AHCPER406 | Identify and analyse bioregional characteristics and resources
AHCPER413 | Evaluate suitability of species as solutions for permaculture applications

**Elective Units**

- Select 1 units from Group A
- Select 4 units from Group B
- Select 2 units from Group B or C or this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in Permaculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 4

**Group A**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER402</td>
<td>Design a rural permaculture system</td>
</tr>
<tr>
<td>AHCPER403</td>
<td>Design an urban permaculture system</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER402</td>
<td>Design a rural permaculture system</td>
</tr>
<tr>
<td>AHCPER403</td>
<td>Design an urban permaculture system</td>
</tr>
<tr>
<td>AHCPER407</td>
<td>Design harvesting and storage systems for permaculture products</td>
</tr>
<tr>
<td>AHCPER408</td>
<td>Implement and monitor animal health and welfare programs for a permaculture system</td>
</tr>
<tr>
<td>AHCPER409</td>
<td>Manage a permaculture seed bank</td>
</tr>
<tr>
<td>AHCPER410</td>
<td>Recommend approaches for sustainable community and bioregional development</td>
</tr>
<tr>
<td>AHCPER411</td>
<td>Operate within a sustainable community and bioregional development program</td>
</tr>
</tbody>
</table>
AHCPER412  Operate within a permaculture aid and development program
AHCPER307  Establish a rural permaculture system
AHCPER308  Establish an urban permaculture system

Group C

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS402</td>
<td>Cost a project</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>AHCCCF405</td>
<td>Develop community networks</td>
</tr>
<tr>
<td>AHCORG402</td>
<td>Manage organic livestock production</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCORG404</td>
<td>Arrange selling through community based selling</td>
</tr>
<tr>
<td>AHCSAW401</td>
<td>Set out conservation earthworks</td>
</tr>
<tr>
<td>AHCSOL402</td>
<td>Develop a soil use map for a property</td>
</tr>
<tr>
<td>TAEDEL301</td>
<td>Provide work skill instruction</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC42216 Certificate IV in Shearing Contracting

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification focuses on the skills and knowledge required to run a shearing contracting business. Industry expects that individuals with this qualification will take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

Job roles and titles will vary. Possible job title relevant to this Qualification include:

- Shearing contractor

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 12

- Core Units = 10
- Elective Units = 2

Core Units

First Aid

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
</tbody>
</table>

Livestock
### Unit Code | Unit Title
---|---
AHCLSK404 | Implement and monitor animal welfare programs

#### Shearing

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSHG403</td>
<td>Account for shearing shed supplies</td>
</tr>
<tr>
<td>AHCSHG405</td>
<td>Arrange employment for shearing operation</td>
</tr>
<tr>
<td>AHCSHG406</td>
<td>Prepare shearing team wages</td>
</tr>
</tbody>
</table>

#### Small and Micro Business

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSMB401</td>
<td>Establish legal and risk management requirements of small business</td>
</tr>
<tr>
<td>BSBSMB402</td>
<td>Plan small business finances</td>
</tr>
<tr>
<td>BSBSMB404</td>
<td>Undertake small business planning</td>
</tr>
</tbody>
</table>

#### Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
</tbody>
</table>

#### Work health and safety

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
</tbody>
</table>

#### Elective Units

- Select at least 1 unit from the elective list
- 1 unit may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course. Selected units must be relevant to job outcomes in the shearing contracting sector and must be chosen to ensure the integrity of the qualification outcome at AQF level 4.

**Delivery and facilitation**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEDEL301</td>
<td>Provide work skill instruction</td>
</tr>
<tr>
<td>TAEDEL404</td>
<td>Mentor in the workplace</td>
</tr>
</tbody>
</table>

**Shearing**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSHG401</td>
<td>Apply advanced shearing techniques</td>
</tr>
<tr>
<td>AHCSHG402</td>
<td>Conduct equipment experting for machine shearing</td>
</tr>
</tbody>
</table>

**Small and Micro Business**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSMB403</td>
<td>Market the small business</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

No equivalent qualification.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC50116 Diploma of Agriculture

Modification History

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<th>Comments</th>
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<td>Release 3</td>
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<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
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</table>

Qualification Description

This qualification reflects the role of personnel working on farms and stations who manage enterprise production units and employees and sole operators of agribusinesses who provide crop production advice and services to production enterprises.

Industry expects individuals with this qualification will take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

Job roles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Farm production manager
- Production unit manager
- Agronomist
- Station/property manager.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 10 units of competency:
Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- select 5 units from Group A
- select 3 units from Group A or Group B
- 2 units aligned to AQF level 4 or above may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in agriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 5.

**Elective Units**

**Group A**

**Agribusiness**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB501</td>
<td>Develop climate risk management strategies</td>
</tr>
<tr>
<td>AHCAGB505</td>
<td>Develop a whole farm plan</td>
</tr>
</tbody>
</table>

**Broadacre cropping**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBC408</td>
<td>Manage agricultural crop production</td>
</tr>
<tr>
<td>AHCBC502</td>
<td>Manage forage conservation</td>
</tr>
<tr>
<td>AHCBC503</td>
<td>Manage integrated crop and pasture production</td>
</tr>
<tr>
<td>AHCBC504</td>
<td>Plan and manage a stored grain program</td>
</tr>
<tr>
<td>AHCBC505</td>
<td>Plan and manage long-term weed, pest or disease control in crops</td>
</tr>
<tr>
<td>AHCBC506</td>
<td>Manage the harvest of crops</td>
</tr>
<tr>
<td>AHCBC507</td>
<td>Develop production plans for crops</td>
</tr>
<tr>
<td>AHCBC508</td>
<td>Apply plant biology to agronomic practices</td>
</tr>
</tbody>
</table>

**Business**
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS502</td>
<td>Market products and services</td>
</tr>
<tr>
<td>AHCBUS506</td>
<td>Develop and review a business plan</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
</tbody>
</table>

**Livestock**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK501</td>
<td>Manage livestock production</td>
</tr>
<tr>
<td>AHCLSK502</td>
<td>Arrange marketing of livestock</td>
</tr>
<tr>
<td>AHCLSK503</td>
<td>Develop and implement a breeding strategy</td>
</tr>
<tr>
<td>AHCLSK504</td>
<td>Develop livestock health and welfare strategies</td>
</tr>
<tr>
<td>AHCLSK505</td>
<td>Develop production plans for livestock</td>
</tr>
<tr>
<td>AHCLSK507</td>
<td>Plan, monitor and evaluate strategies to improve livestock through genetics</td>
</tr>
</tbody>
</table>

**Organic production**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCORG501</td>
<td>Develop an organic management plan</td>
</tr>
<tr>
<td>AHCORG502</td>
<td>Prepare the enterprise for organic certification</td>
</tr>
</tbody>
</table>

**Soils and media**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCSOL501</td>
<td>Monitor and manage soils for production projects</td>
</tr>
<tr>
<td>AHCSOL502</td>
<td>Manage soils to enhance sustainability</td>
</tr>
<tr>
<td>AHCSOL503</td>
<td>Manage erosion and sediment control</td>
</tr>
<tr>
<td>AHCSOL504</td>
<td>Develop and manage a plan to reclaim land affected by salinity</td>
</tr>
</tbody>
</table>

**Work health and safety**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
</tbody>
</table>
## Group B

### Agribusiness

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB502</td>
<td>Plan and manage infrastructure requirements</td>
</tr>
<tr>
<td>AHCAGB503</td>
<td>Plan and monitor production processes</td>
</tr>
<tr>
<td>AHCAGB504</td>
<td>Plan production for the whole business</td>
</tr>
<tr>
<td>AHCAGB506</td>
<td>Manage application technology</td>
</tr>
<tr>
<td>AHCAGB507</td>
<td>Select and use agricultural technology</td>
</tr>
<tr>
<td>AHCAGB508</td>
<td>Improve agricultural sustainability using renewable energy and recycle systems</td>
</tr>
<tr>
<td>AHCAGB509</td>
<td>Select and implement a Geographic Information System (GIS) for sustainable agricultural systems</td>
</tr>
<tr>
<td>AHCAGB510</td>
<td>Implement the introduction of biotechnology into the production system</td>
</tr>
<tr>
<td>AHCAGB511</td>
<td>Develop and manage a plan for sustainable production reflecting sustainable production principles</td>
</tr>
<tr>
<td>BSBWOR501</td>
<td>Manage personal work priorities and professional development</td>
</tr>
</tbody>
</table>

### Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>BSBFIM501</td>
<td>Manage budgets and financial plans</td>
</tr>
<tr>
<td>BSBHRM506</td>
<td>Manage recruitment selection and induction processes</td>
</tr>
<tr>
<td>BSBRES411</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>BSBRSK501</td>
<td>Manage risk</td>
</tr>
<tr>
<td>TLIL5019</td>
<td>Implement and monitor transport logistics</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
<tr>
<td>TLIR4003</td>
<td>Negotiate a contract</td>
</tr>
</tbody>
</table>
### Chemicals

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCCHM501</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
</tbody>
</table>

### Deer

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCDER401</td>
<td>Handle, store and grade deer velvet</td>
</tr>
<tr>
<td>AHCDER501</td>
<td>Comply with deer industry national velvet accreditation requirements</td>
</tr>
<tr>
<td>AHCDER502</td>
<td>Harvest deer velvet</td>
</tr>
</tbody>
</table>

### Drainage

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCDRG501</td>
<td>Design drainage systems</td>
</tr>
</tbody>
</table>

### Livestock

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK506</td>
<td>Design livestock effluent systems</td>
</tr>
</tbody>
</table>

### Merchandising and sales

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMER501</td>
<td>Develop a sales strategy for rural products</td>
</tr>
</tbody>
</table>

### Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM501</td>
<td>Manage machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM502</td>
<td>Implement a machinery management system</td>
</tr>
</tbody>
</table>

### Natural area restoration

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR506</td>
<td>Develop and implement sustainable land use strategies</td>
</tr>
</tbody>
</table>

### Organic production
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCORG401</td>
<td>Manage biodynamic production</td>
</tr>
<tr>
<td>AHCORG402</td>
<td>Manage organic livestock production</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCPCM505</td>
<td>Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs</td>
</tr>
<tr>
<td>AHCSHG405</td>
<td>Arrange employment for shearing operations</td>
</tr>
<tr>
<td>AHCSUS501</td>
<td>Develop and manage a plan for sustainable supply and use of water on a farm</td>
</tr>
<tr>
<td>AHCSUS502</td>
<td>Develop and manage a plan to improve biodiversity on a farm</td>
</tr>
<tr>
<td>AHCWAT502</td>
<td>Manage water systems</td>
</tr>
<tr>
<td>AHCWRK501</td>
<td>Plan, implement and review a quality assurance program</td>
</tr>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK504</td>
<td>Assess new industry developments</td>
</tr>
<tr>
<td>AHCWRK505</td>
<td>Manage trial and research material</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>AHCWRK511</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
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</table>
Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
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<tr>
<td>AHC50116 Diploma of Agriculture Release 3</td>
<td>AHC50116 Diploma of Agriculture Release 2</td>
<td>Corrected AHCPCM505 title. Updated chemical unit AHCCHM405 and removed prerequisite requirements table.</td>
<td>Equivalent qualification</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC50216 Diploma of Pork Production

Modification History

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<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Qualification Description

This qualification provides an occupational outcome for personnel working on piggeries who manage enterprise production units. The pork industry expects that graduates from this qualification will be able to perform a range of tasks associated with a person performing the job role of a piggery manager.

Possible job roles relevant to this qualification include:

- Production unit manager

The pork industry expects that graduates from this qualification will be able to perform tasks involving the analysis and synthesis of information, design and communication of solutions to complex problems, organise the work of self and others, and take broad responsibility for the quality of the work of others (teams).

No occupational licensing, legislative or certification requirements are known to apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 10

- Core Units = 2
- Elective Units = 8

Core Units

Livestock

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
</table>
AHCLSK504  Develop livestock health and welfare strategies
AHCLSK505  Develop production plans for livestock

**Elective Units**

- Select at least 6 units from the elective list
- 2 units aligned to AQF level 4 or above may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in pork production and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

**Agribusiness**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCAGB504</td>
<td>Plan production for the whole business</td>
</tr>
<tr>
<td>AHCAGB505</td>
<td>Develop a whole farm plan</td>
</tr>
<tr>
<td>AHCAGB604</td>
<td>Analyse business performance</td>
</tr>
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</table>

**Business**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
</tbody>
</table>

**Human Resource Management**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
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<tr>
<td>BSBHRM506</td>
<td>Manage recruitment selection and induction processes</td>
</tr>
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</table>

**Livestock**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK405</td>
<td>Implement intensive production systems</td>
</tr>
</tbody>
</table>
AHCLSK416 Identify and select animals for breeding
AHCLSK501 Manage livestock production
AHCLSK503 Develop and implement a breeding strategy

Pork production

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCPRK401</td>
<td>Implement a feeding strategy for pig production</td>
</tr>
</tbody>
</table>

Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

This qualification is not equivalent to AHC50213 Diploma of Pork Production.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC50316 Diploma of Production Horticulture

Modification History

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<td>Initial release</td>
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</tbody>
</table>

Qualification Description

The Diploma of Production Horticulture reflects the role of personnel working on production horticulture farms.

The qualification can be contextualised for a tree cropping, vegetable, berry or flower production or mushroom production context as a job focus or, in the case of mixed enterprises, both.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 10

- Core Units = 0
- Elective Units = 10

Elective Units

- Select 3 units from Group A
- Select 5 units from Group A or B
- 2 units aligned to AQF level 4 or above may be selected from this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in production horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

Group A
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>AHCPHT502</td>
<td>Develop a horticultural production plan</td>
</tr>
<tr>
<td>AHCPHT503</td>
<td>Manage a controlled growing environment</td>
</tr>
<tr>
<td>AHCHYD501</td>
<td>Develop a plan for a hydroponic system</td>
</tr>
<tr>
<td>AHCSOL501</td>
<td>Monitor and manage soils for production</td>
</tr>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCBER501</td>
<td>Manage active operational emergency disease or plant pest sites</td>
</tr>
<tr>
<td>AHCBER502</td>
<td>Manage the implementation of an emergency disease or plant pest control program</td>
</tr>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS502</td>
<td>Market products and services</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS506</td>
<td>Develop and review a business plan</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCCHM501</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
<tr>
<td>AHCDRG501</td>
<td>Design drainage systems</td>
</tr>
<tr>
<td>AHCIRG501</td>
<td>Develop a plan for a hydroponic system</td>
</tr>
<tr>
<td>AHCIRG502</td>
<td>Design irrigation system maintenance and monitoring programs</td>
</tr>
<tr>
<td>AHCIRG503</td>
<td>Design irrigation, drainage and water treatment systems</td>
</tr>
<tr>
<td>AHCIRG504</td>
<td>Develop an irrigation and drainage management plan</td>
</tr>
<tr>
<td>AHCMOM501</td>
<td>Manage machinery and equipment</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCMOM502</td>
<td>Implement a machinery management system</td>
</tr>
<tr>
<td>AHCORG501</td>
<td>Develop an organic management plan</td>
</tr>
<tr>
<td>AHCORG502</td>
<td>Prepare the enterprise for organic certification</td>
</tr>
<tr>
<td>AHCPCM505</td>
<td>Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs</td>
</tr>
<tr>
<td>AHCWAT501</td>
<td>Design water treatment systems</td>
</tr>
<tr>
<td>AHCWAT502</td>
<td>Manage water systems</td>
</tr>
<tr>
<td>BSBRSK501</td>
<td>Manage risk</td>
</tr>
<tr>
<td>TLIL5019</td>
<td>Implement and monitor transport logistics</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
<tr>
<td>TLIR4003</td>
<td>Negotiate a contract</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC50310 Diploma of Production Horticulture.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC50416 Diploma of Horticulture

Modification History

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</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Qualification Description

The Diploma of Horticulture reflects the role of those who manage amenity horticultural enterprises where a range of skills and knowledge across the breadth of the industry is required or personnel working in horticulture at a level requiring higher technical skills.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- Total number of units = 10
  - Core Units = 0
  - Elective Units = 10

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 8 units must be selected from the electives listed below
- 2 units may be selected from the remaining elective units listed below
- 2 units, packaged in qualifications aligned to AQF level 4 or above, may be selected from this or any other currently endorsed Training Package or Accredited Course.
### Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHCARB502</td>
<td>Identify, select and specify trees</td>
</tr>
<tr>
<td>AHCARB504</td>
<td>Develop an arboricultural impact assessment report</td>
</tr>
<tr>
<td>AHCARB505</td>
<td>Document and audit tree work</td>
</tr>
<tr>
<td>AHCARB601</td>
<td>Examine and assess trees</td>
</tr>
<tr>
<td>AHCARB602</td>
<td>Diagnose tree diseases</td>
</tr>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS502</td>
<td>Market products and services</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCCCHM501</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
<tr>
<td>AHCDES501</td>
<td>Design sustainable landscapes</td>
</tr>
<tr>
<td>AHCDES502</td>
<td>Prepare a landscape design</td>
</tr>
<tr>
<td>AHCDES503</td>
<td>Assess landscape sites</td>
</tr>
<tr>
<td>AHCHYD501</td>
<td>Develop a plan for a hydroponic system</td>
</tr>
<tr>
<td>AHCIRG501</td>
<td>Audit irrigation systems</td>
</tr>
<tr>
<td>AHCIRG502</td>
<td>Design irrigation system maintenance and monitoring programs</td>
</tr>
<tr>
<td>AHCIRG503</td>
<td>Design irrigation, drainage and water treatment systems</td>
</tr>
<tr>
<td>AHCIRG504</td>
<td>Develop an irrigation and drainage management plan</td>
</tr>
<tr>
<td>AHCIRG505</td>
<td>Establish and maintain an irrigation-related environmental protection program</td>
</tr>
<tr>
<td>AHCLPW501</td>
<td>Develop a management plan for a designated area</td>
</tr>
<tr>
<td>AHCLSC501</td>
<td>Survey and establish site levels</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
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<td>---------</td>
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<tr>
<td>AHCLSC502</td>
<td>Manage landscape projects</td>
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<td>AHCLSC503</td>
<td>Manage a tree transplanting program</td>
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<tr>
<td>AHCMOM501</td>
<td>Manage machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM502</td>
<td>Implement a machinery management system</td>
</tr>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>AHCPCM502</td>
<td>Collect and classify plants</td>
</tr>
<tr>
<td>AHCPCM505</td>
<td>Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs</td>
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<tr>
<td>AHCPCGD501</td>
<td>Manage plant cultural practices</td>
</tr>
<tr>
<td>AHCPCGD502</td>
<td>Plan the restoration of parks and gardens</td>
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<tr>
<td>AHCPCGD503</td>
<td>Manage parks and reserves</td>
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<tr>
<td>AHCPCGD504</td>
<td>Develop and implement a streetscape management plan</td>
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<tr>
<td>AHCPCGD505</td>
<td>Conduct comprehensive inspection of park facilities</td>
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<tr>
<td>AHCPCHT502</td>
<td>Develop a horticultural production plan</td>
</tr>
<tr>
<td>AHCPCHT503</td>
<td>Manage a controlled growing environment</td>
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<tr>
<td>AHCPMG413</td>
<td>Define the pest problem</td>
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<td>AHCPMG507</td>
<td>Develop a regional pest management plan</td>
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<td>Develop a system to monitor and evaluate the pest management plan</td>
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<td>AHCPMG510</td>
<td>Develop a pest survey strategy</td>
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<td>AHCSOL501</td>
<td>Monitor and manage soils for production projects</td>
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<td>AHCTRF501</td>
<td>Plan the establishment of sports turf playing surfaces</td>
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<td>Design water treatment systems</td>
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<td>AHCWAT502</td>
<td>Manage water systems</td>
</tr>
<tr>
<td>AHCWH501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK501</td>
<td>Plan, implement and review a quality assurance program</td>
</tr>
<tr>
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<td>Title</td>
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<td>Prepare reports</td>
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<tr>
<td>AHCWRK504</td>
<td>Assess new industry developments</td>
</tr>
<tr>
<td>AHCWRK505</td>
<td>Manage trial and research material</td>
</tr>
<tr>
<td>AHCWRK507</td>
<td>Implement professional practice</td>
</tr>
<tr>
<td>AHCWRK508</td>
<td>Interpret legislation</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>AHCWRK510</td>
<td>Audit site operations</td>
</tr>
<tr>
<td>AHCWRK511</td>
<td>Develop workplace policy and procedures for</td>
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<tr>
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<td>sustainability</td>
</tr>
<tr>
<td>BSBFIM501</td>
<td>Manage budgets and financial plans</td>
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<tr>
<td>BSBHRM506</td>
<td>Manage recruitment selection and induction processes</td>
</tr>
<tr>
<td>BSBPMG522</td>
<td>Undertake project work</td>
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<tr>
<td>BSBRES401</td>
<td>Analyse and present research information</td>
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<tr>
<td>CPPWMT5043A</td>
<td>Develop and implement an environmental management</td>
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<tr>
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<td>CPPWMT5045A</td>
<td>Develop site safety plans</td>
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<td>Implement and monitor transport logistics</td>
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<td>Source goods/services and evaluate contractors</td>
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## Qualification Mapping Information

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**Links**

AHC50516 Diploma of Arboriculture

Modification History

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<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides occupation outcomes with integrated knowledge and skills for skilled or paraprofessional work and as a pathway for further learning required for consulting arborists in the arboriculture industry.

Occupational licensing, legislative or certification requirements may apply to this qualification in some jurisdictions. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 10
- Core Units = 7
- Elective Units = 3

Core Units

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCARB601</td>
<td>Examine and assess trees*</td>
</tr>
<tr>
<td>AHCARB403</td>
<td>Perform a ground-based tree defect evaluation*</td>
</tr>
<tr>
<td>AHCARB302</td>
<td>Inspect trees for access and work*</td>
</tr>
<tr>
<td>AHCARB313</td>
<td>Identify trees</td>
</tr>
</tbody>
</table>
AHCARB502 Identify, select and specify trees
AHCARB602 Diagnose tree diseases
AHCARB504 Develop an arboricultural impact assessment report*
   *AHCARB502 Identify, select and specify trees
AHCARB505 Document and audit tree work
AHCARB506 Prepare arborist reports
AHCWRK508 Interpret legislation

Elective Units

- Select at least 1 unit from the elective list
- An additional 2 units may be selected from the elective list, or from this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in Arboriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCARB403</td>
<td>Perform a ground-based tree defect evaluation*</td>
</tr>
<tr>
<td></td>
<td><em>AHCARB302 Inspect trees for access and work</em>*</td>
</tr>
<tr>
<td></td>
<td>**AHCARB313 Identify trees</td>
</tr>
<tr>
<td>AHCARB507</td>
<td>Generate tree plans using computer-aided design software</td>
</tr>
<tr>
<td>AHCPCM601</td>
<td>Develop and implement a plant health management strategy</td>
</tr>
<tr>
<td>AHCNRM507</td>
<td>Manipulate and analyse data within geographic information systems</td>
</tr>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK504</td>
<td>Assess new industry developments</td>
</tr>
<tr>
<td>AHCWRK505</td>
<td>Manage trial and research material</td>
</tr>
<tr>
<td>AHCWRK507</td>
<td>Implement professional practice</td>
</tr>
<tr>
<td>AHCWRK510</td>
<td>Audit site operations</td>
</tr>
</tbody>
</table>
AHCWRK511 | Develop workplace policy and procedures for sustainability  
AHCPGD504 | Develop and implement a streetscape management plan  
AHCBUS504 | Prepare estimates, quotes and tenders  
BSBCOM602 | Develop and create compliance requirements  
BSBITU404 | Produce complex desktop published documents  
LGAPLEM512A | Provide geographic information systems data

**Qualification Mapping Information**

This qualification is not equivalent to AHC50510 Diploma of Arboriculture.

**Links**

AHC50616 Diploma of Landscape Design

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This is a specialist qualification for landscape designers.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 4 core units plus
  - 8 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 5 units from the electives listed below
- 3 units, aligned to AQF qualifications at level 4 or above, may be selected from this or any other endorsed Training Package or Accredited Course.

Core Units
<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCDES501</td>
<td>Design sustainable landscapes</td>
</tr>
<tr>
<td>AHCDES502</td>
<td>Prepare a landscape design</td>
</tr>
<tr>
<td>AHCDES503</td>
<td>Assess landscape sites</td>
</tr>
<tr>
<td>AHCDES504</td>
<td>Design for construction of landscape features</td>
</tr>
</tbody>
</table>

**Elective Units**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB502</td>
<td>Identify, select and specify trees</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCLSC501</td>
<td>Survey and establish site levels</td>
</tr>
<tr>
<td>AHCLSC502</td>
<td>Manage landscape projects</td>
</tr>
<tr>
<td>AHCPCM503</td>
<td>Specify plants for landscapes</td>
</tr>
<tr>
<td>AHCPCM504</td>
<td>Design specialised landscape</td>
</tr>
<tr>
<td>AHCPER401</td>
<td>Provide advice on permaculture principles and practices</td>
</tr>
<tr>
<td>AHCPER403</td>
<td>Design an urban permaculture system</td>
</tr>
<tr>
<td>AHCPER404</td>
<td>Plan and implement permaculture works</td>
</tr>
<tr>
<td>AHCPER505</td>
<td>Plan and supervise the implementation of permaculture project works</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
<tr>
<td>AHCWRK507</td>
<td>Implement professional practice</td>
</tr>
<tr>
<td>AHCWRK508</td>
<td>Interpret legislation</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>AHCWRK510</td>
<td>Audit site operations</td>
</tr>
<tr>
<td>BSBDES501</td>
<td>Implement design solutions</td>
</tr>
<tr>
<td>BSBDES502</td>
<td>Establish, negotiate and refine a design brief</td>
</tr>
<tr>
<td>CUAACD302</td>
<td>Produce computer-aided drawings</td>
</tr>
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</table>
Qualification Mapping Information

<table>
<thead>
<tr>
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<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
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<td>AHC50616 Diploma of Landscape Design Release 1</td>
<td>Amended typographical error in unit title</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC50716 Diploma of Parks and Gardens Management

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Qualification Description

The Diploma of Parks and Gardens Management reflects the role of those who manage private parks and gardens or personnel working in local government as parks managers.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 12
- Core Units = 5
- Elective Units = 7

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCPGD503</td>
<td>Manage parks and reserves</td>
</tr>
<tr>
<td>AHCPGD504</td>
<td>Develop and implement a streetscape management plan</td>
</tr>
<tr>
<td>AHCTRF501</td>
<td>Plan the establishment of sports turf playing surfaces</td>
</tr>
</tbody>
</table>
Elective Units

- Select 5 units from list below
- 2 units aligned to AQF level 4 or above may be selected from elective units below or from this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in parks and gardens and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC501</td>
<td>Manage plant cultural practices</td>
</tr>
<tr>
<td>AHC502</td>
<td>Examine and assess trees</td>
</tr>
<tr>
<td>AHC503</td>
<td>Identify, select and specify trees</td>
</tr>
<tr>
<td>AHC504</td>
<td>Diagnose tree diseases</td>
</tr>
<tr>
<td>AHC505</td>
<td>Develop an arboricultural impact assessment report</td>
</tr>
<tr>
<td>AHC506</td>
<td>Document and audit tree work</td>
</tr>
<tr>
<td>AHC507</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHC508</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
<tr>
<td>AHC509</td>
<td>Audit irrigation systems</td>
</tr>
<tr>
<td>AHC510</td>
<td>Design irrigation system maintenance and monitoring programs</td>
</tr>
<tr>
<td>AHC511</td>
<td>Design irrigation, drainage and water treatment systems</td>
</tr>
<tr>
<td>AHC512</td>
<td>Develop an irrigation and drainage management plan</td>
</tr>
<tr>
<td>AHC513</td>
<td>Survey and establish site levels</td>
</tr>
<tr>
<td>AHC514</td>
<td>Manage landscape projects</td>
</tr>
<tr>
<td>AHC515</td>
<td>Manage a tree transplanting program</td>
</tr>
<tr>
<td>AHC516</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>AHC517</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>AHC518</td>
<td>Collect and classify plants</td>
</tr>
<tr>
<td>AHC519</td>
<td>Specify plants for landscapes</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>AHCPCM504</td>
<td>Design and maintain a specialised landscape</td>
</tr>
<tr>
<td>AHCPCGD502</td>
<td>Plan the restoration of parks and gardens</td>
</tr>
<tr>
<td>AHCPCGD505</td>
<td>Conduct comprehensive inspection of park facilities</td>
</tr>
<tr>
<td>AHCWRK511</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>BSBFIM501</td>
<td>Manage budgets and financial plans</td>
</tr>
<tr>
<td>BSBHRM506</td>
<td>Manage recruitment selection and induction processes</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
<tr>
<td>TLIR4003</td>
<td>Negotiate a contract</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC50710 Diploma of Parks and Gardens Management.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC50816 Diploma of Production Nursery Management

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

The Diploma of Production Nursery Management reflects the role of those who manage commercial production nursery enterprises.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 10
- Core Units = 6
- Elective Units = 4

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG501</td>
<td>Audit irrigation systems</td>
</tr>
<tr>
<td>AHCMMOM501</td>
<td>Manage machinery and equipment</td>
</tr>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>AHCPCM506</td>
<td>Develop an integrated pest management program</td>
</tr>
<tr>
<td>AHCPCHT502</td>
<td>Develop a horticultural production plan</td>
</tr>
<tr>
<td>AHCWAT502</td>
<td>Manage water systems</td>
</tr>
</tbody>
</table>
Elective Units

- Select 2 units from list below
- 2 units aligned to AQF level 4 or above may be selected from the elective list below or from this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in the management of nursery production and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM501</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
<tr>
<td>AHCCHM502</td>
<td>Implement a machinery management system</td>
</tr>
<tr>
<td>AHCPCM502</td>
<td>Collect and classify plants</td>
</tr>
<tr>
<td>AHCPCM503</td>
<td>Manage a controlled growing environment</td>
</tr>
<tr>
<td>AHCPCMG413</td>
<td>Define the pest problem.</td>
</tr>
<tr>
<td>AHCPCMG507</td>
<td>Develop a regional pest management plan</td>
</tr>
<tr>
<td>HCPMG508</td>
<td>Develop a system to monitor and evaluate the pest management plan</td>
</tr>
<tr>
<td>AHCPCMG510</td>
<td>Develop a pest survey strategy</td>
</tr>
<tr>
<td>AHCSSOL501</td>
<td>Monitor and manage soils for production</td>
</tr>
<tr>
<td>AHCWAT501</td>
<td>Design water treatment systems</td>
</tr>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK501</td>
<td>Plan, implement and review a quality assurance program</td>
</tr>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
<tr>
<td>AHCWRK505</td>
<td>Manage trial and research material</td>
</tr>
<tr>
<td>AHCWRK507</td>
<td>Implement professional practice</td>
</tr>
<tr>
<td>AHCWRK508</td>
<td>Interpret legislation</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is equivalent to AHC50810 Diploma of Production Nursery Management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC50916 Diploma of Retail Nursery Management

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description
The Diploma of Retail Nursery Management reflects the role of those who manage garden centres, retail nurseries and plant sales outlets.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements
There are no entry requirements for this qualification.

Packaging Rules
Total number of units = 10
- Core Units = 0
- Elective Units = 10

Elective Units
- Select 3 units from Group A
- Select 5 units from Group A or B
- 2 units aligned to AQF level 4 or above may be selected from elective units below or from this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in retail nursery management and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

Group A

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>AHCPCM502</td>
<td>Collect and classify plants</td>
</tr>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>BSBCUS501</td>
<td>Manage quality customer service</td>
</tr>
<tr>
<td>SIRXCLM402</td>
<td>Manage store facilities</td>
</tr>
<tr>
<td>SIRRINV001</td>
<td>Receive and handle retail stock</td>
</tr>
<tr>
<td>SIRXSL506</td>
<td>Manage sales and service delivery</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM501</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
<tr>
<td>AHCIRG502</td>
<td>Design irrigation system maintenance and monitoring programs</td>
</tr>
<tr>
<td>AHCMER501</td>
<td>Develop a sales strategy for rural products</td>
</tr>
<tr>
<td>AHCPT503</td>
<td>Manage a controlled growing environment</td>
</tr>
<tr>
<td>AHCPMG507</td>
<td>Develop a regional pest management plan</td>
</tr>
<tr>
<td>AHCSOL501</td>
<td>Monitor and manage soils for production</td>
</tr>
<tr>
<td>AHCWAT502</td>
<td>Manage water systems</td>
</tr>
<tr>
<td>AHCWRK501</td>
<td>Plan, implement and review a quality assurance program</td>
</tr>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
<tr>
<td>AHCWRK505</td>
<td>Manage trial and research material</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>BSBSMB405</td>
<td>Monitor and manage small business operations</td>
</tr>
<tr>
<td>SIRXMER004</td>
<td>Manage merchandise and store presentation</td>
</tr>
<tr>
<td>SIRXMPR001</td>
<td>Profile a retail market</td>
</tr>
<tr>
<td>SIRXPRO007</td>
<td>Improve supply and distribution chains</td>
</tr>
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</table>
Qualification Mapping Information
This qualification is equivalent to AHC50910 Diploma of Retail Nursery Management.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC51016 Diploma of Sports Turf Management

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Qualification Description

The Diploma of Sports Turf Management applies to curators, golf course superintendents, sports turf managers, senior bowling greenkeepers and turf consultants.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

Entrants must have completed the Certificate III in Sports Turf Management by course work or by Recognition of Prior Learning or an equivalent trade level qualification in green keeping or turf management.

Packaging Rules

Total number of units = 10
- Core Units = 4
- Elective Units = 6

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM501</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>AHCSOL501</td>
<td>Monitor and manage soils for production</td>
</tr>
<tr>
<td>AHCTRF501</td>
<td>Plan the establishment of sports turf playing surfaces</td>
</tr>
</tbody>
</table>
Elective Units

- Select 4 units from the list below
- 2 units may be selected from the elective units or from units packaged in Certificate IV or above from this or any other endorsed Training Package or Accredited Course
Selected units must be relevant to job outcomes in sports turf management and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCDRG501</td>
<td>Design drainage systems</td>
</tr>
<tr>
<td>AHCIRG502</td>
<td>Design irrigation system maintenance and monitoring programs</td>
</tr>
<tr>
<td>AHCLSC502</td>
<td>Manage landscape projects</td>
</tr>
<tr>
<td>AHCWOM501</td>
<td>Manage machinery and equipment</td>
</tr>
<tr>
<td>AHCPCM601</td>
<td>Develop and implement a plant health management strategy</td>
</tr>
<tr>
<td>AHCPCM508</td>
<td>Develop a system to monitor and evaluate the pest management plan</td>
</tr>
<tr>
<td>AHCTRF502</td>
<td>Manage sports turf renovation programs</td>
</tr>
<tr>
<td>AHCTRF503</td>
<td>Develop sports turf management programs</td>
</tr>
<tr>
<td>AHCTRF504</td>
<td>Manage sports turf facility assets</td>
</tr>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>AHCWTK505</td>
<td>Manage trial and research material</td>
</tr>
<tr>
<td>BSBHRM506</td>
<td>Manage recruitment, selection and induction processes</td>
</tr>
<tr>
<td>SRXGOV004B</td>
<td>Work effectively with the Board of an organisation</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

This qualification is equivalent to AHC51010 Diploma of Sports Turf Management.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC51116 Diploma of Conservation and Land Management

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
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</tr>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.1.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

The Diploma of Conservation and Land Management reflects the role of personnel working in management positions with technical level skills in conservation and land management roles.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 10 units of competency:
  - 0 core units plus
  - 10 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- at least 4 units from Group A
- at least 4 units from the remaining units listed in Group A or from Group B, or from the Prerequisite Requirements list if a unit is a required for packaging the qualification.
• up to 2 units, packaged in qualifications aligned to AQF level 4 or above, may be selected from this or any other currently endorsed Training Package or Accredited Course.

Elective Units
An asterisk (*) next to the unit code indicates that there are prerequisite requirements which must be met when packaging the qualification. Please refer to the Prerequisite requirements table for details.

Group A

Fire

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC FIR502</td>
<td>Plan prescribed burning for fuel, ecological and cultural resource management</td>
</tr>
</tbody>
</table>

Indigenous land management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCASW501 *</td>
<td>Survey and report on Aboriginal cultural sites</td>
</tr>
<tr>
<td>AHCILM306</td>
<td>Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCILM501</td>
<td>Conduct field research into natural and cultural resources</td>
</tr>
<tr>
<td>AHCILM502</td>
<td>Develop conservation strategies for cultural resources</td>
</tr>
<tr>
<td>AHCILM503</td>
<td>Manage restoration of cultural places</td>
</tr>
<tr>
<td>AHCILM504</td>
<td>Develop strategies for Indigenous land or sea management</td>
</tr>
<tr>
<td>AHCILM505</td>
<td>Map relationship of business enterprise to culture and Country</td>
</tr>
<tr>
<td>AHCILM506</td>
<td>Operate within Community cultures and goals</td>
</tr>
<tr>
<td>AHCILM508</td>
<td>Propose a negotiated outcome for a given area of Country</td>
</tr>
<tr>
<td>AHCILM510 *</td>
<td>Plan for successful cultural practice at work</td>
</tr>
<tr>
<td>AHCILM601</td>
<td>Manage cultural processes in an Indigenous organisation</td>
</tr>
<tr>
<td>SITTGDE001</td>
<td>Interpret aspects of local Australian Indigenous culture</td>
</tr>
</tbody>
</table>

Lands, parks and wildlife
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLPW501</td>
<td>Develop a management plan for a designated area</td>
</tr>
<tr>
<td>AHCLPW503</td>
<td>Assess applications for legislative compliance</td>
</tr>
<tr>
<td>AHCLPW505</td>
<td>Implement natural and cultural resource management plans</td>
</tr>
<tr>
<td>AHCLPW506</td>
<td>Coordinate the preparation of a regional resource management plan</td>
</tr>
<tr>
<td>CPPWMT5043</td>
<td>Develop and implement an environmental management strategy</td>
</tr>
<tr>
<td>LGAPLEM612</td>
<td>Protect heritage and cultural assets</td>
</tr>
<tr>
<td>NWPIRR062</td>
<td>Develop and review irrigation system management plan</td>
</tr>
<tr>
<td>NWPIRR063</td>
<td>Develop and review surface water management plan</td>
</tr>
<tr>
<td>NWPIRR072</td>
<td>Implement and coordinate surface water management plan</td>
</tr>
<tr>
<td>NWPIRR073</td>
<td>Implement and coordinate catchment management plan</td>
</tr>
<tr>
<td>NWPSOU028</td>
<td>Prepare and report on data related to flood operations</td>
</tr>
<tr>
<td>SISXRES001</td>
<td>Conduct sustainable work practices in open spaces</td>
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</tbody>
</table>

### Natural area restoration

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCNAR501</td>
<td>Manage natural areas on a rural property</td>
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<tr>
<td>AHCNAR502</td>
<td>Conduct biological surveys</td>
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<tr>
<td>AHCNAR503</td>
<td>Design a natural area restoration project</td>
</tr>
<tr>
<td>AHCNAR504</td>
<td>Manage natural area restoration programs</td>
</tr>
<tr>
<td>AHCNAR505</td>
<td>Plan river restoration works</td>
</tr>
<tr>
<td>AHCNAR506</td>
<td>Develop and implement sustainable land use strategies</td>
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### Natural Resource Management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCNRM508</td>
<td>Investigate suspected breaches of Natural Resource</td>
</tr>
<tr>
<td>Course Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCNRM602</td>
<td>Develop a monitoring, evaluation and reporting program</td>
</tr>
<tr>
<td>AHCNRM603</td>
<td>Implement a monitoring, evaluation and reporting program</td>
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**Pest management**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCPMG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
</tr>
<tr>
<td>AHCPMG413</td>
<td>Define the pest problem</td>
</tr>
<tr>
<td>AHCPMG506</td>
<td>Manage the implementation of legislation</td>
</tr>
<tr>
<td>AHCPMG507</td>
<td>Develop a regional pest management plan</td>
</tr>
<tr>
<td>AHCPMG508</td>
<td>Develop a system to monitor and evaluate the pest management plan</td>
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</table>

**Plants**

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<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCPCM502</td>
<td>Collect and classify plants</td>
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**Soil and water conservation**

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<th>Description</th>
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<tbody>
<tr>
<td>AHCSAW501</td>
<td>Design control measures and structures</td>
</tr>
<tr>
<td>AHCSAW502</td>
<td>Plan erosion and sediment control measures</td>
</tr>
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<td>AHCSAW503</td>
<td>Plan conservation earthworks</td>
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**Group B**

**Biosecurity**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCBER502</td>
<td>Manage the implementation of an emergency disease or plant pest control program</td>
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**Business**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
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### Fauna

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHCFAU501</td>
<td>Manage fauna populations</td>
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### Fire

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<th>Code</th>
<th>Description</th>
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<tr>
<td>AHCFIR501</td>
<td>Manage wildfire hazard reduction programs</td>
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### Machinery operation and maintenance

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<tbody>
<tr>
<td>AHCMOM501</td>
<td>Manage machinery and equipment</td>
</tr>
<tr>
<td>AHCMOM502</td>
<td>Implement a machinery management system</td>
</tr>
<tr>
<td>BSBWHS503</td>
<td>Contribute to the systematic management of WHS risk</td>
</tr>
<tr>
<td>BSBWHS508</td>
<td>Manage WHS hazards associated with plant</td>
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### Workplace health and safety

<table>
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<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
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### Natural area restoration

<table>
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<tr>
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<tbody>
<tr>
<td>SITTPPD002</td>
<td>Develop interpretive activities</td>
</tr>
<tr>
<td>SITTPPD009</td>
<td>Develop environmentally sustainable tourism operations</td>
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</table>

### Natural resource management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AHCNRM501</td>
<td>Develop a coastal rehabilitation strategy</td>
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<tr>
<td>AHCNRM502</td>
<td>Develop a water quality monitoring program</td>
</tr>
<tr>
<td>Unit of competency</td>
<td>Prerequisite requirement</td>
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<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCNRM503</td>
<td>Support the implementation of waterways strategies</td>
</tr>
<tr>
<td>AHCNRM504</td>
<td>Interpret and report on catchment hydrology</td>
</tr>
<tr>
<td>AHCNRM505</td>
<td>Provide technical advice on sustainable catchment management</td>
</tr>
<tr>
<td>AHCNRM506</td>
<td>Plan and monitor works projects in catchments and waterways</td>
</tr>
<tr>
<td>AHCNRM507</td>
<td>Manipulate and analyse data within geographic information systems</td>
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**Parks and gardens**

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
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<tbody>
<tr>
<td>AHCPGD503</td>
<td>Manage parks and reserves</td>
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<td>AHCPGD505</td>
<td>Conduct comprehensive inspection of park facilities</td>
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**Work**

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
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<tbody>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
<tr>
<td>AHCWRK508</td>
<td>Interpret legislation</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>AHCWRK511</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>BSBPMG522</td>
<td>Undertake project work</td>
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</table>

**Prerequisite requirements**

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
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<tbody>
<tr>
<td>AHCASW501</td>
<td>Survey and report on Aboriginal cultural sites</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCILM510</td>
<td>Plan for successful cultural practice at work</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
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### Qualification Mapping Information

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<td>AHC51116 Diploma of Conservation and Land Management Release 3</td>
<td>AHC51116 Diploma of Conservation and Land Management Release 2</td>
<td>Updated prerequisite requirements and imported units list Amended minor typographical errors</td>
<td>Equivalent qualification</td>
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### Links

Companion Volumes, including Implementation Guides, are available at VETNet:  
AHC51216 Diploma of Community Coordination and Facilitation

Modification History

<table>
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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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Qualification Description

This qualification reflects the role of personnel working in community coordination and facilitation, which focuses on fostering, promoting and supporting community development, particularly in rural communities that are engaged in land management activities.

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Volunteer
- Project manager
- Community group leader/coordinator
- Regional coordinator

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 10 units of competency:
  - 0 core units plus
  - 10 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:
- Select a minimum of 4 units from Group A
- Select a minimum of 4 units from Group A or Group B
- A maximum of 2 units may be selected from the elective list of any Certificate IV or above of this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in community coordination and facilitation and must be chosen to ensure the integrity of the qualification outcome at AQF level 5.

Elective Units

Group A

Community coordination and facilitation

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCCCF501</td>
<td>Evaluate project submissions</td>
</tr>
<tr>
<td>AHCCCF502</td>
<td>Facilitate development of group goals and projects</td>
</tr>
<tr>
<td>AHCCCF503</td>
<td>Promote group formation and development</td>
</tr>
<tr>
<td>AHCCCF504</td>
<td>Support group and community changes in resource management</td>
</tr>
<tr>
<td>AHCCCF505</td>
<td>Contribute to regional planning process</td>
</tr>
<tr>
<td>AHCCCF506</td>
<td>Manage the incorporation of a group</td>
</tr>
<tr>
<td>AHCCCF601</td>
<td>Coordinate the development of regional plans</td>
</tr>
</tbody>
</table>

Group B

Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS502</td>
<td>Market products and services</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCBUS506</td>
<td>Develop and review a business plan</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>BSBADM504</td>
<td>Plan and implement administrative systems</td>
</tr>
<tr>
<td>BSBRES401</td>
<td>Analyse and present research information</td>
</tr>
</tbody>
</table>
Implement and monitor transport logistics
Source goods/services and evaluate contractors
Negotiate a contract

Community coordination and facilitation

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCCCF401</td>
<td>Prepare project acquittal</td>
</tr>
<tr>
<td>AHCCCF402</td>
<td>Report on project</td>
</tr>
<tr>
<td>AHCCCF403</td>
<td>Obtain and manage sponsorship</td>
</tr>
<tr>
<td>AHCCCF404</td>
<td>Contribute to association governance</td>
</tr>
<tr>
<td>AHCCCF405</td>
<td>Develop community networks</td>
</tr>
<tr>
<td>AHCCCF406</td>
<td>Facilitate ongoing group development</td>
</tr>
<tr>
<td>AHCCCF407</td>
<td>Obtain resources from community and groups</td>
</tr>
<tr>
<td>AHCCCF408</td>
<td>Promote community programs</td>
</tr>
<tr>
<td>AHCCCF409</td>
<td>Participate in assessments of project submissions</td>
</tr>
<tr>
<td>AHCCCF410</td>
<td>Support individuals in resource management change processes</td>
</tr>
<tr>
<td>AHCCCF411</td>
<td>Develop approaches to include cultural and human diversity</td>
</tr>
<tr>
<td>AHCCCF412</td>
<td>Coordinate board or committee elections</td>
</tr>
<tr>
<td>AHCCCF413</td>
<td>Service committees</td>
</tr>
<tr>
<td>AHCCCF414</td>
<td>Coordinate fundraising activities</td>
</tr>
<tr>
<td>AHCCCF415</td>
<td>Coordinate social events to support group purposes</td>
</tr>
<tr>
<td>AHCCCF416</td>
<td>Present proposed courses of action to meeting</td>
</tr>
<tr>
<td>CHCCDE002</td>
<td>Develop and implement community programs</td>
</tr>
<tr>
<td>LGACOM502B</td>
<td>Devise and conduct community consultations</td>
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</table>
### Lands, parks and wildlife

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PUACOM012</td>
<td>Liaise with media at a local level</td>
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<tr>
<td>AHCLPW501</td>
<td>Develop a management plan for a designated area</td>
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### Natural resource management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHCNRM602</td>
<td>Develop a monitoring, evaluation and reporting program</td>
</tr>
<tr>
<td>AHCNRM603</td>
<td>Implement a monitoring, evaluation and reporting program</td>
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</tbody>
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### Workplace Health and Safety

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
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</table>

### Work

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AHCWRK501</td>
<td>Plan, implement and review a quality assurance program</td>
</tr>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
<tr>
<td>AHCWRK504</td>
<td>Assess new industry developments</td>
</tr>
<tr>
<td>AHCWRK505</td>
<td>Manage trial and or research material</td>
</tr>
<tr>
<td>AHCWRK507</td>
<td>Implement professional practice</td>
</tr>
<tr>
<td>AHCWRK508</td>
<td>Interpret legislation</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>AHCWRK510</td>
<td>Audit site operations</td>
</tr>
<tr>
<td>AHCWRK511</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>BSBPMG522</td>
<td>Undertake project work</td>
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Qualification Mapping Information

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC51316 Diploma of Pest Management

Modification History

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Qualification Description

This qualification provides occupation outcomes for senior officers and managers in the pest management sector. These roles include functions such as planning, coordinating, managing and completing small to large scale pest management programs and may include participating in emergency operations such as disease outbreak or natural disasters.

The qualification is applicable to individuals who work in weed management as well as vertebrate pest management in a range of contexts, including conservation, land management, agriculture, horticulture, and parks and gardens.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 10 units of competency:
  - 0 core units plus
  - 10 elective units.
Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- Select at least 5 Units from Group A
- Select at least 3 Units from Group A or Group B
- A maximum of 2 units may be selected from the elective list of a Certificate IV or above of this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in Conservation and Land Management and must be chosen to ensure the integrity of the qualification outcome at AQF level 5.

**Elective Units**

**Group A**

**Natural area restoration**

| AHCNAR502 | Conduct biological surveys |

**Natural resource management**

| AHCNRM602 | Develop a monitoring, evaluation and reporting program |
| AHCNRM603 | Implement a monitoring, evaluation and reporting program |

**Pest management**

| AHCPMG506 | Manage the implementation of legislation |
| AHCPMG507 | Develop a regional pest management plan |
| AHCPMG508 | Develop a system to monitor and evaluate the pest management plan |
| AHCPMG509 | Investigate a pest control failure |
| AHCPMG510 | Develop a pest survey strategy |

**Work health and safety**

| AHCWHS501 | Manage work health and safety processes |

**Group B**
## Biosecurity

<table>
<thead>
<tr>
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<tr>
<td>AHCBER401</td>
<td>Plan and supervise control activities on infected premises</td>
</tr>
</tbody>
</table>

## Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCBUS606</td>
<td>Develop a monitoring, evaluation and reporting program</td>
</tr>
<tr>
<td>AHCBUS607</td>
<td>Implement a monitoring, evaluation and reporting program</td>
</tr>
</tbody>
</table>

## Community coordination and facilitation

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCCF502</td>
<td>Facilitate development of group goals and projects</td>
</tr>
<tr>
<td>AHCCCF505</td>
<td>Contribute to regional planning process</td>
</tr>
<tr>
<td>AHCCCF601</td>
<td>Coordinate the development of regional plans</td>
</tr>
</tbody>
</table>

## Chemicals

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AHCCHM404</td>
<td>Develop procedures to minimise risks in the use of chemicals</td>
</tr>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
<tr>
<td>AHCCHM501</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
</tbody>
</table>

## Lands, parks and wildlife

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLPW501</td>
<td>Develop a management plan for a designated area</td>
</tr>
</tbody>
</table>

## Plants

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM502</td>
<td>Collect and classify plants</td>
</tr>
</tbody>
</table>
Pest management

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC51316</td>
<td>Diploma of Pest Management</td>
</tr>
<tr>
<td>AHC51316</td>
<td>Current version</td>
</tr>
<tr>
<td>AHC51316</td>
<td>Previous version</td>
</tr>
<tr>
<td>Comments</td>
<td>Chemical unit codes AHCCCHM404 and AHCCCHM405 updated and removed prerequisite requirements table</td>
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<td>Equivalent qualification</td>
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**Pest management**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPMG409</td>
<td>Implement a pest management plan</td>
</tr>
<tr>
<td>AHCPMG413</td>
<td>Define the pest problem</td>
</tr>
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</table>

**Work**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM402</td>
<td>Supervise maintenance of property, machinery and equipment</td>
</tr>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
<tr>
<td>AHCWRK504</td>
<td>Assess new industry developments</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>BSBPMG522</td>
<td>Undertake project work</td>
</tr>
<tr>
<td>BSBRES411</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>CHCCDE010 B</td>
<td>Develop and lead community engagement strategies to enhance participation</td>
</tr>
<tr>
<td>LGACOM404 B</td>
<td>Establish cooperative arrangements with other organisations</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

<table>
<thead>
<tr>
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<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
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<td>AHC51316</td>
<td>Chemical unit codes AHCCCHM404 and AHCCCHM405 updated and removed prerequisite requirements table</td>
<td>Equivalent qualification</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHC51416 Diploma of Agribusiness Management

Modification History

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<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification reflects the role of personnel working on farms, stations and related rural businesses involved in administering and managing those businesses.

Industry expects individuals with this qualification to take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

This qualification is suitable for an Australian Apprenticeship.

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Farm manager/administrator
- Production unit manager/administrator
- Station/property manager/Agribusiness manager/administrator

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 10

- Core Units = 0
- Elective Units = 10

Elective Units

- Select at least 8 units from the elective list
2 units aligned to AQF level 4 or above may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course. Selected units must be relevant to job outcomes in rural business and must be chosen to ensure the integrity of the qualification outcome at AQF level 5.

### Agribusiness

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB501</td>
<td>Develop climate risk management strategies</td>
</tr>
<tr>
<td>AHCAGB502</td>
<td>Plan and manage infrastructure requirements</td>
</tr>
<tr>
<td>AHCAGB503</td>
<td>Plan and monitor production processes</td>
</tr>
<tr>
<td>AHCAGB504</td>
<td>Plan production for the whole business</td>
</tr>
<tr>
<td>AHCAGB505</td>
<td>Develop a whole farm plan</td>
</tr>
<tr>
<td>AHCAGB602</td>
<td>Manage estate planning</td>
</tr>
<tr>
<td>BSBADM504</td>
<td>Plan and implement administrative systems</td>
</tr>
<tr>
<td>BSBWOR501</td>
<td>Manage personal work priorities and professional development</td>
</tr>
</tbody>
</table>

### Business

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS401</td>
<td>Administer finance, insurance and legal requirements</td>
</tr>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS502</td>
<td>Market products and services</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCBUS506</td>
<td>Develop and review a business plan</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCBUS509</td>
<td>Develop and implement business structures and relationships</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>AHCBUS510</td>
<td>Manage finance, insurance and legal requirements</td>
</tr>
<tr>
<td>TLIL5019</td>
<td>Implement and monitor transport logistics</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
<tr>
<td>TLIR4003</td>
<td>Negotiate a contract</td>
</tr>
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</table>

**Machinery operation and maintenance**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR506</td>
<td>Develop and implement sustainable land use strategies</td>
</tr>
</tbody>
</table>

**Natural area restoration**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR506</td>
<td>Develop and implement sustainable land use strategies</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK511</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
</tbody>
</table>

**Work health and safety**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>BSBWHS503</td>
<td>Contribute to the systematic management of WHS risk</td>
</tr>
<tr>
<td>BSBWHS508</td>
<td>Manage WHS hazards associated with plant</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is equivalent to AHC51410 Diploma of Agribusiness Management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC51516 Diploma of Viticulture

Modification History

<table>
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</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification is designed to meet the needs of managers in the viticulture industry.

There are no formal entry requirements for this qualification. However, the qualification assumes that a learner has current or past work experience where operational or technical skills have already been gained and a production management level of responsibility exists.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 10 units of competency:
  - 4 core units plus
  - 6 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 4 units must be selected from the electives listed below
- 2 units may be selected from this or any other currently endorsed Training Package or Accredited Course.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>AHCPHT504</td>
<td>Develop a grape production plan</td>
</tr>
<tr>
<td>AHCSOL501</td>
<td>Monitor and manage soils for production projects</td>
</tr>
</tbody>
</table>

**Elective Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBCAC505</td>
<td>Plan and manage long-term weed, pest or disease control in crops</td>
</tr>
<tr>
<td>AHCBER501</td>
<td>Manage active operational emergency disease or plant pest sites</td>
</tr>
<tr>
<td>AHCBER502</td>
<td>Manage the implementation of an emergency disease or plant pest control program</td>
</tr>
<tr>
<td>AHCBUS502</td>
<td>Market products and services</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS506</td>
<td>Develop and review a business plan</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCCHM501</td>
<td>Develop and manage a chemical use strategy</td>
</tr>
<tr>
<td>AHCCEM501</td>
<td>Design drainage systems</td>
</tr>
<tr>
<td>AHCIRG502</td>
<td>Design irrigation system maintenance and monitoring programs</td>
</tr>
<tr>
<td>AHCIRG503</td>
<td>Design irrigation, drainage and water treatment systems</td>
</tr>
<tr>
<td>AHCIRG504</td>
<td>Develop an irrigation and drainage management plan</td>
</tr>
<tr>
<td>AHCCHM501</td>
<td>Manage machinery and equipment</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>AHCMOM502</td>
<td>Implement a machinery management system</td>
</tr>
<tr>
<td>AHCNAR506</td>
<td>Develop and implement sustainable land use strategies</td>
</tr>
<tr>
<td>AHCORG501</td>
<td>Develop an organic management plan</td>
</tr>
<tr>
<td>AHCORG502</td>
<td>Prepare the enterprise for organic certification</td>
</tr>
<tr>
<td>AHCPHT505</td>
<td>Evaluate wine</td>
</tr>
<tr>
<td>AHCPHT506</td>
<td>Manage a wine making process</td>
</tr>
<tr>
<td>AHCWAT502</td>
<td>Manage water systems</td>
</tr>
<tr>
<td>AHCWHSS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK501</td>
<td>Plan, implement and review a quality assurance program</td>
</tr>
<tr>
<td>BSBRSK501</td>
<td>Manage risk</td>
</tr>
<tr>
<td>TLIL5019</td>
<td>Implement and monitor transport logistics</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
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**Qualification Mapping Information**

<table>
<thead>
<tr>
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<tr>
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<td>AHC51516 Diploma of Viticulture Release 1</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC51616 Diploma of Irrigation Management

Modification History

<table>
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<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Qualification Description

This qualification reflects the skills and knowledge required to operate as an irrigation business manager.

Possible job titles relevant to this qualification include:
- Irrigation business manager.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 11
- Core Units = 6
- Elective Units = 5

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCIRG501</td>
<td>Audit irrigation systems</td>
</tr>
<tr>
<td>AHCIRG502</td>
<td>Design irrigation system maintenance and monitoring programs</td>
</tr>
<tr>
<td>AHCIRG503</td>
<td>Design irrigation, drainage and water treatment systems</td>
</tr>
</tbody>
</table>
AHCIRG504  Develop an irrigation and drainage management plan
AHCSOL501  Monitor and manage soils for production

Elective Units

- Select 3 units from the elective list below.
- 2 units may be selected from this or any other endorsed Training Package or Accredited Course
  Selected units must be relevant to job outcomes in irrigation management and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS502</td>
<td>Market products and services</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCBUS506</td>
<td>Develop and review a business plan</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCDRG501</td>
<td>Design drainage systems</td>
</tr>
<tr>
<td>AHCIRG505</td>
<td>Establish and maintain an irrigation-related environmental protection program</td>
</tr>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
<tr>
<td>AHCWRK507</td>
<td>Implement professional practice</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>AHCWRK510</td>
<td>Audit site operations</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>AHCWRK511</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>BSBCUS501</td>
<td>Manage quality customer service</td>
</tr>
<tr>
<td>BSBFIM501</td>
<td>Manage budgets and financial plans</td>
</tr>
<tr>
<td>BSBHHRM506</td>
<td>Manage recruitment selection and induction processes</td>
</tr>
<tr>
<td>BSBRES401</td>
<td>Analyse and present research information</td>
</tr>
<tr>
<td>PSPPM502B</td>
<td>Manage complex projects</td>
</tr>
<tr>
<td>PSPPM503B</td>
<td>Close complex projects</td>
</tr>
<tr>
<td>SIRXCLM402</td>
<td>Manage store facilities</td>
</tr>
<tr>
<td>SIRRINV001</td>
<td>Receive and handle retail stock</td>
</tr>
<tr>
<td>SIRXMER004A</td>
<td>Manage merchandise and store presentation</td>
</tr>
<tr>
<td>SIRXRSK404</td>
<td>Control store security</td>
</tr>
<tr>
<td>SIRXSL5406</td>
<td>Manage sales and service delivery</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC51610 Diploma of Irrigation Management.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC51816 Diploma of Organic Farming

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
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</table>

Qualification Description

This qualification reflects the role of personnel working within an organic farming enterprise who manage enterprise production units, manage the certification and continued compliance with organic standards and develop and maintain organic produce supply chains. It is designed to meet the needs of owners and managers of organic farming enterprises.

This qualification is suitable for people currently working or who wish to find employment on an organic farming enterprise or who own an organic farming enterprise.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 10 units of competency:
  - 2 core units plus
  - 8 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:
- select 2 units from Group A
- select 5 units from Group A or Group B
- 1 unit aligned to AQF level 4 or above may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in agriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 5.

**Core Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB504</td>
<td>Plan production for the whole business</td>
</tr>
<tr>
<td>AHCORG506</td>
<td>Manage an agroecology production system</td>
</tr>
</tbody>
</table>

**Elective Units**

**Group A**

**Organic farming**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCORG401</td>
<td>Manage biodynamic production</td>
</tr>
<tr>
<td>AHCORG402</td>
<td>Manage organic livestock production</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCORG407</td>
<td>Manage a landless organic production system</td>
</tr>
<tr>
<td>AHCORG408</td>
<td>Manage on farm composting</td>
</tr>
<tr>
<td>AHCORG501</td>
<td>Develop an organic management plan</td>
</tr>
<tr>
<td>AHCORG502</td>
<td>Prepare the enterprise for organic certification</td>
</tr>
<tr>
<td>AHCORG503</td>
<td>Design and document an organic farm landscape</td>
</tr>
<tr>
<td>AHCORG504</td>
<td>Develop and manage a community based marketing supply chain</td>
</tr>
<tr>
<td>AHCORG505</td>
<td>Develop and monitor a sustainable production plan</td>
</tr>
<tr>
<td>AHCPER507</td>
<td>Research and interpret requirements for a permaculture project</td>
</tr>
<tr>
<td>AHCSOL501</td>
<td>Monitor and manage soils for production projects</td>
</tr>
</tbody>
</table>

**Group B**
### Agribusiness

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB501</td>
<td>Develop climate risk management strategies</td>
</tr>
<tr>
<td>AHCBUS502</td>
<td>Market products and services</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCMER501</td>
<td>Develop a sales strategy for rural products</td>
</tr>
<tr>
<td>BSBFIM501</td>
<td>Manage budgets and financial plans</td>
</tr>
</tbody>
</table>

### Broadacre cropping

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBA508</td>
<td>Manage agricultural crop production</td>
</tr>
<tr>
<td>AHCBA503</td>
<td>Manage integrated crop and pasture production</td>
</tr>
<tr>
<td>AHCBA505</td>
<td>Plan and manage long-term weed, pest or disease control in crops</td>
</tr>
<tr>
<td>AHCBA506</td>
<td>Manage the harvest of crops</td>
</tr>
<tr>
<td>AHCBA507</td>
<td>Develop production plans for crops</td>
</tr>
</tbody>
</table>

### Business

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS506</td>
<td>Develop and review a business plan</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
<tr>
<td>BSBRSK501</td>
<td>Manage risk</td>
</tr>
</tbody>
</table>

### Chemicals

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHCCHM405</td>
<td>Plan and implement a chemical use program</td>
</tr>
</tbody>
</table>

### Livestock

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK501</td>
<td>Manage livestock production</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCLSK502</td>
<td>Arrange marketing of livestock</td>
</tr>
<tr>
<td>AHCLSK503</td>
<td>Develop and implement a breeding strategy</td>
</tr>
<tr>
<td>AHCLSK504</td>
<td>Develop livestock health and welfare strategies</td>
</tr>
<tr>
<td>AHCLSK505</td>
<td>Develop production plans for livestock</td>
</tr>
<tr>
<td>AHCLSK506</td>
<td>Design livestock effluent systems</td>
</tr>
</tbody>
</table>

**Natural area restoration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR506</td>
<td>Develop and implement sustainable land use strategies</td>
</tr>
</tbody>
</table>

**Production horticulture**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
<tr>
<td>AHCPHT502</td>
<td>Develop a horticultural production plan</td>
</tr>
<tr>
<td>AHCPHT503</td>
<td>Manage a controlled growing environment</td>
</tr>
</tbody>
</table>

**Water**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG503</td>
<td>Design irrigation, drainage and water treatment systems</td>
</tr>
<tr>
<td>AHCWAT502</td>
<td>Manage water systems</td>
</tr>
</tbody>
</table>

**Work health and safety**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWH501</td>
<td>Manage work health and safety processes</td>
</tr>
</tbody>
</table>

**Work**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWKR501</td>
<td>Plan, implement and review a quality assurance program</td>
</tr>
<tr>
<td>AHCWKR502</td>
<td>Collect and manage data</td>
</tr>
<tr>
<td>AHCWKR504</td>
<td>Assess new industry developments</td>
</tr>
<tr>
<td>AHCWKR511</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
</tbody>
</table>
### Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC51816 Diploma of Organic Farming Release 3</td>
<td>AHC51816 Diploma of Organic Farming Release 2</td>
<td>AHCORG506 and AHCORG408 typo in titles corrected. Updated chemical unit code and removed prerequisite requirements table.</td>
<td>Equivalent qualification</td>
</tr>
</tbody>
</table>

### Links

AHC52016 Diploma of Landscape Project Management

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description
This is a specialist qualification for landscape project managers.
No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements
There are no entry requirements for this qualification.

Packaging Rules
Total number of units = 10
- Core Units = 3
- Elective Units = 7

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSC502</td>
<td>Manage landscape projects</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
</tbody>
</table>

Elective Units
- Select 5 units from the elective list
- 2 units aligned to AQF level 4 or above may be selected from this or any other endorsed Training Package or Accredited Course.
Selected units must be relevant to job outcomes in landscape project management and must be chosen to ensure the integrity of the qualification outcome.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS508</td>
<td>Prepare and monitor budgets and financial reports</td>
</tr>
<tr>
<td>AHCDES503</td>
<td>Assess landscape sites</td>
</tr>
<tr>
<td>AHCLSC501</td>
<td>Survey and establish site levels</td>
</tr>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK503</td>
<td>Prepare reports</td>
</tr>
<tr>
<td>AHCWRK508</td>
<td>Interpret legislation</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
</tr>
<tr>
<td>AHCWRK510</td>
<td>Audit site operations</td>
</tr>
<tr>
<td>BSBHRM506</td>
<td>Manage recruitment selection and induction processes</td>
</tr>
<tr>
<td>BSBITU401</td>
<td>Design and develop complex text documents</td>
</tr>
<tr>
<td>CPPWMT5045A</td>
<td>Develop site safety plans</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

No equivalent qualification.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC52116 Diploma of Permaculture

Modification History

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<tr>
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<td>Initial release</td>
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</tbody>
</table>

Qualification Description

This qualification provides occupation outcomes for individuals to work in a leadership capacity for organisations, groups or enterprises. They require a whole system approach to planning, designing, managing and implementing integrated permaculture projects and programs, permaculture community programs, and the operation of permaculture enterprises.

The qualification is suited to learners who wish to work within organisations and enterprises where skills in strategic planning and project management, natural system and land use planning, and specialist permaculture design are required. Work is likely to involve working with teams of people at the strategic level as well as working with people of diverse backgrounds and abilities.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 12

- Core Units = 5
- Elective Units = 7

Core Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER401</td>
<td>Provide advice on permaculture principles and practices</td>
</tr>
<tr>
<td>AHCPER502</td>
<td>Design an integrated permaculture system</td>
</tr>
</tbody>
</table>
AHCPER503  Develop a strategic plan for a permaculture project or enterprise
AHCPER504  Manage a permaculture project
AHCPER507  Research and interpret requirements for a permaculture project

**Elective Units**

- Select 4 units from Group A
- Select 1 unit from Group A or B
- 2 units may be selected from Group B or from this or any other endorsed Training Package or Accredited Course.

Selected units must be relevant to job outcomes in Permaculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 5

**Group A**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCPER501</td>
<td>Carry out permaculture field research</td>
</tr>
<tr>
<td>AHCPER505</td>
<td>Plan and supervise the implementation of permaculture project works</td>
</tr>
<tr>
<td>AHCPER506</td>
<td>Develop a relocalisation or transition project</td>
</tr>
<tr>
<td>AHCPER508</td>
<td>Manage a permaculture aid and development project</td>
</tr>
<tr>
<td>AHCPER509</td>
<td>Design permaculture structures and features</td>
</tr>
<tr>
<td>AHCPER510</td>
<td>Prepare a sustainable community and bioregional development strategy</td>
</tr>
<tr>
<td>AHCPER511</td>
<td>Facilitate participatory planning and learning activities</td>
</tr>
<tr>
<td>AHCPER512</td>
<td>Plan community governance and decision making processes</td>
</tr>
<tr>
<td>AHCPER413</td>
<td>Evaluate suitability of species as solutions for permaculture applications</td>
</tr>
<tr>
<td>AHCORG402</td>
<td>Manage organic livestock production</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
</tbody>
</table>

**Group B**
### Qualification Mapping Information

No equivalent qualification.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
**AHC60216 Advanced Diploma of Horticulture**

**Modification History**

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<tbody>
<tr>
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<td>Initial release</td>
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</tbody>
</table>

**Qualification Description**

This qualification reflects the roles of individuals working in management roles in horticulture.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

**Entry Requirements**

There are no entry requirements for this qualification.

**Packaging Rules**

Total number of units = 8

- Core Units = 0
- Elective Units = 8

**Elective Units**

- Select 6 units from the elective list below
- 2 units may be selected from this or any other endorsed Training Package or Accredited Course
  
  Selected units must be relevant to job outcomes in horticulture and must be chosen to ensure the integrity of the qualification outcome at AQF level 6

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHPCM601</td>
<td>Develop and implement a plant health management strategy</td>
</tr>
<tr>
<td>AHCAGB501</td>
<td>Develop climate risk management strategies</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCAGB502</td>
<td>Plan and manage infrastructure requirements</td>
</tr>
<tr>
<td>AHCAGB601</td>
<td>Develop export markets for produce</td>
</tr>
<tr>
<td>AHCAGB602</td>
<td>Manage estate planning</td>
</tr>
<tr>
<td>AHCAGB603</td>
<td>Manage the production system</td>
</tr>
<tr>
<td>AHCAGB604</td>
<td>Analyse business performance</td>
</tr>
<tr>
<td>AHCAGB605</td>
<td>Manage business capital</td>
</tr>
<tr>
<td>AHCAGB606</td>
<td>Manage price risk through trading strategy</td>
</tr>
<tr>
<td>AHCBER601</td>
<td>Plan and oversee an emergency disease or plant pest control program</td>
</tr>
<tr>
<td>AHCBUS601</td>
<td>Manage capital works</td>
</tr>
<tr>
<td>AHCBUS602</td>
<td>Review land management plans and strategies</td>
</tr>
<tr>
<td>AHCBUS603</td>
<td>Develop and review a strategic plan</td>
</tr>
<tr>
<td>AHCBUS604</td>
<td>Design and manage the enterprise quality management system</td>
</tr>
<tr>
<td>AHCBUS605</td>
<td>Manage human resources</td>
</tr>
<tr>
<td>AHCBUS606</td>
<td>Develop a monitoring, evaluation and reporting program</td>
</tr>
<tr>
<td>AHCBUS607</td>
<td>Implement a monitoring, evaluation and reporting program</td>
</tr>
<tr>
<td>AHCBUS608</td>
<td>Manage risk</td>
</tr>
<tr>
<td>AHCMER501</td>
<td>Develop a sales strategy for rural products</td>
</tr>
<tr>
<td>AHCMMMM501</td>
<td>Analyse machinery options</td>
</tr>
<tr>
<td>AHCPCM601</td>
<td>Develop and implement a plant health management strategy</td>
</tr>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK601</td>
<td>Monitor projects in a program</td>
</tr>
<tr>
<td>AHCWRK602</td>
<td>Lead and manage community or industry organisations</td>
</tr>
<tr>
<td>CPPWMT5045A</td>
<td>Develop site safety plans</td>
</tr>
<tr>
<td>PSPPCY004</td>
<td>Support policy implementation</td>
</tr>
<tr>
<td>SRXGOV001B</td>
<td>Participate as a member of an effective Board of an organisation</td>
</tr>
<tr>
<td>SRXGOV004B</td>
<td>Work effectively with the Board of an organisation</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

This qualification is equivalent to AHC60210 Advanced Diploma of Horticulture.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC60316 Advanced Diploma of Agribusiness Management

Modification History

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<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Qualification Description

This qualification reflects the roles of individuals working in a range of agribusinesses. The units covered in this qualification are uniquely contextualised for the agribusiness sector and reflect the need for agribusiness specific management expertise in planning and analysis, financial and human resource management together with an emphasis on sustainability.

This qualification is also suited to the needs of individuals who possess significant theoretical agribusiness skills and knowledge that they would like to further develop in order to create further educational or employment opportunities.

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Rural and regional agribusiness manager (including lending managers, insurance brokers, machinery dealers, chemical resellers, stock agents, grain marketers, real estate agents)
- Agriculture enterprise business manager
- Production horticulture enterprise business manager

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

Total number of units = 8

- Core Units = 0
- Elective Units = 8
Elective Units

- Select at least 6 units from the elective list
- 2 units aligned to AQF level 5 or above may be selected from the elective list, or this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in agribusiness management and must be chosen to ensure the integrity of the qualification outcome at AQF level 6.

**Agribusiness**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB501</td>
<td>Develop climate risk management strategies</td>
</tr>
<tr>
<td>AHCAGB502</td>
<td>Plan and manage infrastructure requirements</td>
</tr>
<tr>
<td>AHCAGB601</td>
<td>Develop export markets for produce</td>
</tr>
<tr>
<td>AHCAGB602</td>
<td>Manage estate planning</td>
</tr>
<tr>
<td>AHCAGB603</td>
<td>Manage the production system</td>
</tr>
<tr>
<td>AHCAGB604</td>
<td>Analyse business performance</td>
</tr>
<tr>
<td>AHCAGB605</td>
<td>Manage business capital</td>
</tr>
<tr>
<td>AHCAGB606</td>
<td>Manage price risk through trading strategy</td>
</tr>
</tbody>
</table>

**Business**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS601</td>
<td>Manage capital works</td>
</tr>
<tr>
<td>AHCBUS602</td>
<td>Review land management plans and strategies</td>
</tr>
<tr>
<td>AHCBUS603</td>
<td>Develop and review a strategic plan</td>
</tr>
<tr>
<td>AHCBUS604</td>
<td>Design and manage the enterprise quality management system</td>
</tr>
<tr>
<td>AHCBUS605</td>
<td>Manage human resources</td>
</tr>
<tr>
<td>AHCBUS606</td>
<td>Develop a monitoring, evaluation and reporting program</td>
</tr>
<tr>
<td>AHCBUS607</td>
<td>Implement a monitoring, evaluation and reporting program</td>
</tr>
<tr>
<td>Unit Code</td>
<td>Unit Title</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>AHCBUS608</td>
<td>Manage risk</td>
</tr>
</tbody>
</table>

### Business Services

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBMGT623</td>
<td>Monitor corporate governance activities</td>
</tr>
</tbody>
</table>

### Machinery operation and maintenance

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMMOM601</td>
<td>Analyse machinery options</td>
</tr>
</tbody>
</table>

### Merchandising and sales

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMER501</td>
<td>Develop a sales strategy for rural products</td>
</tr>
</tbody>
</table>

### Work

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWORK601</td>
<td>Monitor projects in a program</td>
</tr>
<tr>
<td>AHCWORK602</td>
<td>Lead and manage community or industry organisations</td>
</tr>
<tr>
<td>AHCWORK603</td>
<td>Design and conduct a field-based research trial</td>
</tr>
<tr>
<td>CPPWMT5045A</td>
<td>Develop site safety plans</td>
</tr>
<tr>
<td>PSPPCY004</td>
<td>Support policy implementation</td>
</tr>
<tr>
<td>SRXGOV001B</td>
<td>Participate as a member of an effective Board of an organisation</td>
</tr>
<tr>
<td>SRXGOV004B</td>
<td>Work effectively with the Board of an organisation</td>
</tr>
</tbody>
</table>
Qualification Mapping Information

This qualification is equivalent to AHC60310 Advanced Diploma of Agribusiness Management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC60415 Advanced Diploma of Conservation and Land Management

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Qualification Description

This qualification reflects the roles of individuals working in regional and senior management roles in conservation and land management.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 8 units of competency:
  - 0 core units plus
  - 8 elective units.

Elective units must ensure the integrity of the qualification’s Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:

- 6 units from the elective list
- 2 units may be selected from the elective list of this or any other endorsed Training Package or Accredited Course.

Elective Units
**Biosecurity**

| AHCBER601 | Plan and oversee an emergency disease or plant pest control program |

**Business**

| AHCBUS605 | Manage human resources |
| AHCBUS608 | Manage risk |
| AHCNRM601 | Review land management plans and strategies |
| AHCNRM602 | Develop a monitoring, evaluation and reporting program |
| AHCNRM603 | Implement a monitoring, evaluation and reporting program |
| BSBFIM501 | Manage budgets and financial plans |
| BSBMGT617 | Develop and implement a business plan |
| PUFFPCY010 | Manage policy implementation |
| PUAFIR504B | Assist with the formulation and implementation of plans and policies |
| PUAFIR601B | Develop and administer agency policy, procedures and practices |

**Community coordination and facilitation**

| AHCCCF601 | Coordinate the development of regional plans |

**Indigenous land management**

| AHCLM601 | Manage cultural processes in an Indigenous organisation |

**Lands, parks and wildlife**

| AHCLPW601 | Coordinate the preparation of a regional resource management plan |
Work

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK511</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>AHCWRK601</td>
<td>Monitor projects in a program</td>
</tr>
</tbody>
</table>

Prerequisite requirements

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUAFIR601B</td>
<td>Develop and administer agency policy, procedures and practices</td>
</tr>
<tr>
<td>PUAFIR504B</td>
<td>Assist with the formulation and implementation of plans and policies</td>
</tr>
</tbody>
</table>

Qualification Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC60516 Advanced Diploma of Arboriculture

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides occupation outcomes with broad knowledge and skills for paraprofessional/highly skilled work and further learning required for consulting arborists in the arboriculture industry.

Possible job roles relevant to this qualification include:

- Consulting Arborist
- Senior Consulting Arborist
- Senior Arborist

Occupational licensing, legislative or certification requirements may apply to this qualification in some jurisdictions. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

AHC50516 Diploma of Arboriculture.

Packaging Rules

Total number of units = 10

- Core Units = 7
- Elective Units = 3

Core Units

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB601</td>
<td>Examine and assess trees*</td>
</tr>
</tbody>
</table>
Elective Units

- Select 1 unit from Group A
- An additional 2 units may be selected from Group A or this or any other endorsed Training Package or Accredited Course

Selected units must be relevant to job outcomes in Arboriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 6

NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.

### Group A

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB607</td>
<td>Review and develop strategic tree policy</td>
</tr>
<tr>
<td>LGAPLEM512A</td>
<td>Provide geographic information systems data</td>
</tr>
<tr>
<td>AHCNRM507</td>
<td>Manipulate and analyse data within geographic information systems</td>
</tr>
<tr>
<td>AHCPCPM601</td>
<td>Develop and implement a plant health management strategy</td>
</tr>
<tr>
<td>AHCARB507</td>
<td>Generate tree plans using computer-aided design software</td>
</tr>
<tr>
<td>AHCWRK603</td>
<td>Design and conduct a field-based research trial</td>
</tr>
<tr>
<td>MSL975017</td>
<td>Perform laboratory-based ecological techniques</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCLPW601</td>
<td>Coordinate the preparation of a regional resource management plan</td>
</tr>
<tr>
<td>BSBMGT616</td>
<td>Develop and implement strategic plans</td>
</tr>
<tr>
<td>FWPFGM6203</td>
<td>Manage sustainable tree inventory</td>
</tr>
<tr>
<td>FWPCOT6204A</td>
<td>Use carbon accounting to estimate emissions</td>
</tr>
<tr>
<td>FWPCOT6205A</td>
<td>Prepare an enterprise carbon management report</td>
</tr>
<tr>
<td>FWPCOT6207A</td>
<td>Develop forest management systems and processes</td>
</tr>
<tr>
<td>LGAPLEM612</td>
<td>Protect heritage and cultural assets</td>
</tr>
<tr>
<td>BSBMGT617</td>
<td>Develop and implement a business plan</td>
</tr>
<tr>
<td>PSPPCY010</td>
<td>Manage policy implementation</td>
</tr>
<tr>
<td>BSBCOM602</td>
<td>Develop and create compliance requirements</td>
</tr>
<tr>
<td>LGAGCM710A</td>
<td>Manage contracts and contractors</td>
</tr>
<tr>
<td>LGACOMP008A</td>
<td>Apply conflict resolution strategies</td>
</tr>
<tr>
<td>AHCWRK502</td>
<td>Collect and manage data</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

No equivalent qualification.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHC80116 Graduate Diploma of Arboriculture

Modification History

<table>
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<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Qualification Description

This qualification provides occupation outcomes with advanced knowledge and skills for professional or highly skilled work and/or further learning required for consulting arborists in the arboriculture industry.

Possible job roles relevant to this qualification include:

- Consulting Arborist
- Senior Consulting Arborist
- Senior Arborist

Occupational licensing, legislative or certification requirements may apply to this qualification in some jurisdictions. Specific determination should be sought through the relevant State or Territory.

Entry Requirements

AHC60516 Advanced Diploma of Arboriculture

Packaging Rules

Total number of units = 5

- Core units = 0
- Elective Units = 5

Elective Units

- Select 2 units from Group A
- An additional 3 units may be selected from Group A or B
  Selected units must be relevant to job outcomes in Arboriculture and must be chosen to ensure the integrity of the qualification outcome at AQF level 8
NOTE: Units marked with an asterisk (*) require completion of prerequisite Unit/s which is identified under the Unit.

**Group A**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB801</td>
<td>Contextualise diagnostic tests</td>
</tr>
<tr>
<td>AHCARB802</td>
<td>Develop an urban forest management framework*</td>
</tr>
<tr>
<td></td>
<td>AHCARB703 Research urban forest performance</td>
</tr>
<tr>
<td>AHCARB803</td>
<td>Analyse edaphic interactions of trees and structures*</td>
</tr>
<tr>
<td></td>
<td>AHCARB701 Analyse tree biomechanics</td>
</tr>
<tr>
<td>AHCARB701</td>
<td>Analyse tree biomechanics</td>
</tr>
<tr>
<td>AHCARB702</td>
<td>Analyse mycology cultures</td>
</tr>
<tr>
<td>AHCARB703</td>
<td>Research urban forest performance</td>
</tr>
<tr>
<td>AHCARB704</td>
<td>Conduct an entomology research project</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBRES801</td>
<td>Initiate and lead applied research</td>
</tr>
<tr>
<td>AMPMGT806</td>
<td>Commercialise research and technology product or idea</td>
</tr>
<tr>
<td>AHCARB607</td>
<td>Review and develop strategic tree policy</td>
</tr>
<tr>
<td>AHCWRK603</td>
<td>Design and conduct a field-based research trial</td>
</tr>
<tr>
<td>MSL975017</td>
<td>Perform laboratory-based ecological techniques</td>
</tr>
</tbody>
</table>

**Qualification Mapping Information**

No equivalent qualification.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
ACMEQU202 Handle horses safely

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with ACM Animal Care and Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to identify, safely catch, control and handle calm, consistent and obedient horses educated for the relevant activity. It covers knowledge of potential risks working with and around horses and following industry guidelines and procedures to ensure the welfare and safety of the individual, other workers and the horse.

The unit applies to individuals who have no experience, limited experience or no recent experience working in the relevant horse industry sector. They undertake defined routine activities under supervision and have limited responsibility for their own work. Working environments may include stables, paddocks, yards, tracks, exercise arenas and public areas.

No licensing or certification requirements apply to this unit at the time of publication, except for the racing industry, where requirements vary between states and territories. Users working in the racing industry are advised to contact the relevant Principal Racing Authority for advice on current requirements.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- ACMEQU205 Apply knowledge of horse behaviour.

Unit Sector

Equine (EQU)
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1. Identify features of horses</td>
<td>1.1 Distinguish horses by their features, and describe using industry terminology</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify common horse behaviour and social traits</td>
</tr>
<tr>
<td>2. Safely approach, catch, control and lead horses</td>
<td>2.1 Check and clarify supervisor instructions for tasks requiring involving approaching, catching and leading horse</td>
</tr>
<tr>
<td></td>
<td>2.2 Select and correctly fit personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify, select and prepare appropriate gear for handling horses safely</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify and report to supervisor potential safety risks prior to approaching horse</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify horse according to instructions and observe horse body language and behaviour before approaching</td>
</tr>
<tr>
<td></td>
<td>2.6 Prepare halter and lead in hand prior to approaching the horse</td>
</tr>
<tr>
<td></td>
<td>2.7 Approach calmly and catch horse using safe handling techniques under supervision</td>
</tr>
<tr>
<td></td>
<td>2.8 Apply safe control when leading and tying up horse and use safe handling practices around tied-up horses</td>
</tr>
<tr>
<td></td>
<td>2.9 Use safe handling procedures around other handlers and horses</td>
</tr>
<tr>
<td>3. Load and unload horses under supervision</td>
<td>3.1 Check and clarify supervisor instructions for tasks requiring the loading and unloading of horses</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify potential safety risks to handler and horse when loading and unloading horses, and discuss with supervisor</td>
</tr>
<tr>
<td></td>
<td>3.3 Select and correctly fit PPE for safe loading and/or unloading of horses</td>
</tr>
<tr>
<td></td>
<td>3.4 Select gear and equipment for loading horse and check gear for safety</td>
</tr>
<tr>
<td></td>
<td>3.5 Fit gear to horse correctly prior to loading under supervision</td>
</tr>
<tr>
<td></td>
<td>3.6 Load horses safely according to instructions under supervision</td>
</tr>
</tbody>
</table>
### Elements

*Elements describe the essential outcomes.*

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 Position horse according to transport configuration</td>
</tr>
<tr>
<td>3.8 Unload horse safely according to instructions under supervision</td>
</tr>
</tbody>
</table>

### Performance Criteria

#### 4. Control horses in exercise environments

- 4.1 Check and clarify supervisor instructions for tasks requiring the handling of horses in public areas
- 4.2 Identify potential safety risks to handler and horse when handling horses in public areas, and discuss with supervisor
- 4.3 Select and correctly fit PPE for safe handling of horses
- 4.4 Select gear and equipment, including safety check of gear
- 4.5 Observe and identify horse body language and behaviour prior to handling in exercise environments
- 4.6 Use safe control when leading and standing with a horse in a public area under supervision
- 4.7 Use safe control when leading and standing with a horse confined in a stable or yard

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Oral communication            | - Use active listening and questioning techniques to clarify and confirm supervisor instructions  
                                  - Use industry terminology to describe horses, gear and equipment used for handling horses |
| Navigate the world of work    | - Follow workplace procedures, including work health and safety and animal welfare requirements, relating to own role and work area  
                                  - Demonstrate a duty of care to self and others when working with horses |
| Get the work done             | - Assemble resources and follow clear, sequenced instructions for handling horses under supervision |
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
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<td>Not applicable</td>
<td>New unit</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
Assessment Requirements for ACMEQU202 Handle horses safely

Modification History

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with ACM Animal Care and Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual safely handled at least three different calm, consistent and obedient horses educated for the activity being performed including:

- carrying out a basic risk assessment prior to each activity, including observing and identifying horse body language
- communicating clearly with supervisor, including raising safety risks or concerns
- approaching, catching, controlling, leading, standing and tying up horses safely in at least one public space and one confined space, under supervision, including:
  - following work health and safety (WHS) procedures in the context of own work
  - applying safe horse handling techniques according to animal welfare requirements
  - fitting and correctly using horse handling gear and personal protective equipment (PPE)
- loading and unloading horses to a horse transport vehicle under supervision in a calm and humane manner.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common features of a horse, including points, colour, markings, gender, and common breeds
- basic characteristics of common horse behaviour and social traits
- features of horse body language
- communication protocols with supervisor, and procedures within the work environment
- potential hazards and risks when dealing with horses in open and confined spaces
- common types of injuries sustained by horses, handlers and others during handling activities
- safe horse handling zones
• purpose and use of PPE and gear for handling horses
• features of defective equipment and the implications to safety
• quick release knots and methods of securing horses
• types of horse transport and common loading configurations
• difficult situations that may occur when loading and unloading horses and procedures for dealing with difficulties.

Assessment Conditions
Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions, including open and confined spaces in suitable environments
• resources, equipment and materials:
  • various calm, consistent and obedient horses educated for the activity and assessed as suitable for the experience and skill of the individual
  • appropriate tack for individual, horse and activity
  • horse transport vehicle
  • PPE that is appropriate for activity and correctly fitted for individual
  • other people and horses in the vicinity of the assessment activity
• specifications:
  • work instructions
• relationships with others:
  • supervisor.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
ACMEQU205 Apply knowledge of horse behaviour

Modification History

<table>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with ACM Animal Care and Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to develop basic knowledge of horse behaviour, read horse body language and minimise risk to self and others when interacting with horses.

The unit applies to individuals who are new or inexperienced in handling, working with and/or riding horses. Individuals at this level work under supervision.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. As requirements vary between industry sectors and state/territory jurisdictions, users must check with the relevant authority for specific requirements.

NOTE: The terms ‘occupational health and safety’ (OHS) and ‘work health and safety’ (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Equine (EQU)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Identify basic horse behaviour</td>
<td>1.1 Outline the natural instincts, sensory perceptions and social behaviour of horses</td>
</tr>
<tr>
<td></td>
<td>1.2 Recognise how horse senses can influence their behaviour and reactions</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify environmental conditions that can unsettle horses</td>
</tr>
<tr>
<td></td>
<td>1.4 Distinguish ways horses can respond to different people and different situations</td>
</tr>
<tr>
<td>2. Observe and interpret basic body language of horses in different situations</td>
<td>2.1 Distinguish a range of horse body language</td>
</tr>
<tr>
<td></td>
<td>2.2 Recognise body language, including posture, facial features and vocalisation, indicating a horse is relaxed in its surroundings</td>
</tr>
<tr>
<td></td>
<td>2.3 Recognise body language, including vocalisation, posture and facial features, indicating a horse is unsettled or in a state of agitation in its surroundings</td>
</tr>
<tr>
<td>3. Examine how horses learn and respond to different handling cues</td>
<td>3.1 Recognise how pressure-release training works, including how horses learn to ‘go’, ‘slow’, ‘turn’ and ‘stop’</td>
</tr>
<tr>
<td></td>
<td>3.2 Distinguish different ways to reward a horse</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify a range of common cues used when handling horses</td>
</tr>
<tr>
<td></td>
<td>3.4 Observe how new cues are learned by the horse</td>
</tr>
<tr>
<td>4. Identify areas of personal risk around horses</td>
<td>4.1 Identify situations and behaviour that lead to common accidents and injuries when interacting with horses</td>
</tr>
<tr>
<td></td>
<td>4.2 Recognise human body language and behaviour to avoid around horses</td>
</tr>
<tr>
<td></td>
<td>4.3 Identify positive actions and behaviour that handlers or riders can take to minimise risks interacting with horses</td>
</tr>
<tr>
<td>5. Minimise risk to self and others around horses</td>
<td>5.1 Listen carefully to supervisor instructions and ask questions or raise concerns with the supervisor about the suitability of the horse selected for handling or riding</td>
</tr>
<tr>
<td></td>
<td>5.2 Select personal protective equipment (PPE) appropriate for tasks, fit correctly and wear during activities with horses</td>
</tr>
<tr>
<td></td>
<td>5.3 Assess hazards and potential risks to self, others and the horse, and take steps to minimise risks</td>
</tr>
<tr>
<td></td>
<td>5.4 Interpret and respond appropriately to horse body language prior to approaching, and maintain awareness of</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

| 5.5 Use body language and behaviour to achieve safe and positive responses from horses |

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication</td>
<td>Use industry terminology to describe horse behaviour, body language and cues</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>Know own responsibilities and obligations when working with horses. Demonstrate a duty of care to self and others when working with horses</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
<td></td>
<td>New unit</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4ce9-a5db-d3502d154103
Assessment Requirements for ACMEQU205 Apply knowledge of horse behaviour

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with ACM Animal Care and Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has:

- observed and interpreted horse behaviour and body language of at least three different horses on separate occasions
- identified hazards and determined how to minimise risk to self and others when interacting with horses in at least three different workplace areas, environments or scenarios.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- features of horse instinct and behaviour, including:
  - social organisation, need for space and companions
  - attachment, separation anxiety
  - flight and fear responses, arousal
- features of horse senses, including vision, touch, smell, hearing and vocalisation
- how to read horse body language, including posture and body position, facial features, ears, legs and tail
- how to read horse body language to identify:
  - flight response
  - threatened or defensive behaviour
  - stress, agitation or unsettled behaviour
- situations where horse behaviour may cause harm to handlers or other horses, including:
  - approaching from a horse’s blind spot
  - around other horses
• leading through gateways or restricted spaces
• safe handling zones when interacting with horses
• basic features of how horses learn:
  • cues
  • repetition and reward
  • exposure to new situations and activities
• basic handling and riding cues that assist in the control of horses
• types of rewards used for horses, including pressure release, food, scratch and rub, and rest
• potential hazards and risks associated with interacting with horses
• strategies to minimise and control common risks associated with interacting with horses.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a safe workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • opportunities to observe and interpret live horses displaying different behavioural states and body language in different environments.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
ACMEQ U206 Perform horse riding skills at walk, trot and canter

Modification History

<table>
<thead>
<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to control a horse under saddle that is suitably educated for a beginner rider. It focuses on walking, trotting and cantering calm, obedient and consistent horses that are suitable for the level of rider experience, during controlled, supervised horse riding activities.

It covers knowledge of potential risks when working with and around horses, and the application of industry guidelines and procedures to ensure the welfare and safety of the individual, other participants and horses.

The unit applies to individuals who have limited or no horse riding experience, and who are developing skills needed to ride horses for work tasks. They undertake defined routine activities under supervision with limited responsibility for their own work. Working environments may include exercise yards and fenced horse riding areas or arenas.

No licensing, legislative or certification requirements apply to this unit at the time of publication, except for the racing industry, where licensing or registration varies between states and territories. Users working in the racing industry are advised to contact the relevant Principal Racing Authority for advice on current requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

The prerequisite units of competency for this unit is:

- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
</table>

### Unit Sector

Equine (EQU)

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| **1. Prepare for horse riding activity** | 1.1 Discuss current skill level, riding skill development goals and horse suitability with riding instructor  
1.2 Identify potential hazards and risks associated with the specific location, environment and horse riding activity, and apply control measures as directed  
1.3 Select and correctly fit personal protective equipment (PPE) required for preparing and riding the horse according to WHS requirements  
1.4 Catch, groom and tack-up assigned horse as directed using tack appropriate for rider, horse and discipline  
1.5 Present horse to instructor appropriately tacked up for riding for gear check prior to mounting |
| **2. Demonstrate controlled riding skills** | 2.1 Mount horse in a safe and balanced manner as instructed  
2.2 Ride horse through gaits in a balanced and controlled manner  
2.3 Use recognised aids including legs, weight, hands and voice to control movement, speed and direction of horse at halt, walk, trot and canter  
2.4 Cue horse through a range of movements and direction, maintaining control of horse  
2.5 Control horse under saddle among other horse and rider combinations, maintaining safe group riding practices while performing a variety of required movements  
2.6 Negotiate potential hazards appropriately to minimise risks  
2.7 Dismount safely and lead horse in a controlled manner |
Elements | Performance Criteria
---|---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

3. Complete and report post-riding activities | 3.1 Perform post-riding cool down of horse as directed
3.1 Remove tack safely and check condition
3.3 Report to riding instructor on condition of gear and horse post-exercise
3.4 Discuss with riding instructor, using objective and positive language, personal performance and goals for future riding skill development

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Oral communication | • Active listening and questioning to clarify and confirm supervisor instructions
• Use industry standard terminology to describe horse riding-related activities |
| Learning | • Seek, reflect and respond to feedback from supervisor to improve own performance |
| Navigate the world of work | • Follow workplace procedures, including WHS and animal welfare requirements, relating to own role and work area
• Demonstrate a duty of care to self and others when working with horses |
| Get the work done | • Assemble resources and follow clear, sequenced instructions to ride horses at walk, trot and canter |

Unit Mapping Information

<table>
<thead>
<tr>
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<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU206 Perform horse riding</td>
<td>Not applicable</td>
<td>New unit</td>
<td>No equivalent</td>
</tr>
</tbody>
</table>
Skills at walk, trot and canter

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for ACMEQU206 Perform horse riding skills at walk, trot and canter

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual performed horse riding skills at walk, trot and canter, on at least two different horses assessed as suitable for rider skills and experience. The individual must have ridden each horse on at least three different occasions, with and without other horses and riders in the immediate vicinity, during which the individual has:

- discussed with instructor current skill level and suitability of chosen horse prior to riding
- used and correctly fitted personal protective equipment (PPE)
- fitted gear and equipment for nominated horses, including:
  - saddle
  - saddle cloth
  - bridle
  - accessory gear
- mounted horse using a stirrup mount, mounting block, leg-up assisted mount
- controlled horse under saddle at all times in the following tasks:
  - demonstrating an effective riding position at walk, trot (or jog) and canter (or lope) according to chosen discipline
  - using hand, seat and leg aids according to discipline
  - using transitions or increasing and decreasing speed within a gait according to chosen discipline
  - following arena figures of circles, straight and diagonal lines and changes of direction
  - cantering for a continuous distance of a minimum of 200 metres
- dismounted using a stirrup dismount and a vault dismount
- dealt with risks associated with riding horses around others
- accepted and applied feedback from riding instructor
- reported progress and discussed future personal riding skills needs with riding instructor.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic process for assessing horse suitability and matching to own skills
- purpose and use of different items of gear, including accessory tack and equipment and personal protective equipment (PPE)
- purpose of appropriate aids to communicate with a horse
- safe group riding techniques
- safe horse handling techniques
- key animal welfare principles and practices for handling horses
- basic work health and safety (WHS) risk assessment and control principles relating to interacting with horses, riding in an arena and with others
- how to address common undesirable horse behaviours including:
  - travelling too fast
  - reefing and pulling
  - jogging sideways
  - running backwards
- risk factors that influence riding horse behaviour, including:
  - other horses
  - vehicles, fences and equipment
  - other people or animals
  - wind, noise and environmental hazards
  - riding with others
- factors that influence horse ability to respond to rider position and application of the natural and artificial aids.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - confined arena in a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - various calm, consistent and obedient horses assessed as suitable for the experience and skill of the individual
  - other riders
  - appropriate tack for walk, trot and canter riding activities suitable for horse, rider and discipline
  - correctly fitted PPE for the individual, including riding boots, safety vest and Australian standard or equivalent compliant helmet.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

The following specific assessor requirements apply to this unit. The assessor must:

- hold a current, recognised qualification for instructing or coaching horse riding and handling skills (refer to User Guide for details), and
- have three years of experience organising groups and responding to different types of riders and horses in order to prevent incidents that could lead to injury of rider or horse.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet:


Companion Volumes, including Implementation Guides, are available at VETNet:

ACMGAS301 Maintain and monitor animal health and wellbeing

Modification History

<table>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to follow animal health management practices to monitor animal health via daily observations of behaviour and condition.

This unit is applicable to those working in animal care industry sectors where it may be necessary to care for a range of animal species and to monitor the wellbeing of healthy, ill or injured animals by observing and measuring indicators of ideal and poor development or response to treatments. These animals may be being kept long-term in the workplace or being raised or prepared for sale, rehousing or release to their native habitat.

This unit applies to individuals who work under broad supervision and provide and communicate solutions to a range of predictable problems.

Regulatory requirements apply to this unit but vary according to state/territory jurisdictions. Users are advised to check with the relevant regulatory authority.

Pre-requisite Unit

Nil

Unit Sector

General Animal Studies (GAS)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1. Follow animal health management practices | 1.1 Maintain personal health and hygiene standards  
1.2 Identify animal diseases and their impact on animals and humans  
1.3 Identify broad categories of parasitic infestations  
1.4 Prepare and maintain quarantine areas in accordance with quarantine protocols  
1.5 Identify and isolate animals requiring quarantine  
1.6 Maintain quarantine records  
1.7 Use and maintain personal protective equipment |
| 2. Monitor and maintain the physical wellbeing of animals | 2.1 Identify and examine different types of animals' anatomy and physiology to determine physical appearance and particular body structures, and record observations  
2.2 Monitor and test indicators of animal health regularly, and follow quarantine requirements involving movement of animals within or between facilities  
2.3 Assess the physical environment of animals for evidence of problems that may affect the physical wellbeing and welfare of animals  
2.4 Maintain records of animal activity monitoring, and health information |
| 3. Identify and report signs of ill health or injury in animals | 3.1 Recognise signs of illness or injury and report to supervisor  
3.2 Recognise abnormal animal behaviour and conditions and report to supervisor  
3.3 Collect samples and record as directed  
3.4 Separate sick or injured animals from other animals, as required, and care for as advised by supervisor or veterinarian  
3.5 Handle animals that are ill or injured appropriately |
| 4. Administer and record animal treatments | 4.1 Administer authorised animal treatments under supervision, and record dosages  
4.2 Monitor, administer and record routine preventative health treatments regularly  
4.3 Store treatments appropriately according to workplace procedures  
4.4 Complete records relating to the nature of treatment, and animal health status before and after treatment |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Accurately interpret animal treatment plans</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMGAS301 Maintain and monitor animal health and wellbeing</td>
<td>ACMGAS301A Maintain and monitor animal health and wellbeing</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
Assessment Requirements for ACMGAS301 Maintain and monitor animal health and wellbeing

Modification History

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<tbody>
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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has maintained and monitored the health and wellbeing of a minimum of three different animals and, on each occasion, the individual must have:

- applied work practices for personal safety and personal hygiene standards
- monitored and tested indicators of animal health
- assessed the physical environment of animals for evidence of problems that may have affected the physical wellbeing and welfare of animals
- maintained records of quarantine, observations, monitoring activities and samples
- administered treatments under supervision.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- anatomical and physiological structures and functions related to animal health and wellbeing
- anatomical and physiological terminology and glossary of terms
- broad categories of parasitic infestations
- common infectious diseases, including:
  - bacteria
  - fungi
  - internal and external parasites
  - virus
  - zoonoses
- common non-infectious diseases, including:
  - allergies
- chemical toxicities
- genetic
- metabolic
- neoplastic
- nutritional
- indicators of animal health
- observing and reporting unusual behaviour for nominated animal:
  - aggression or docility (depending on animal)
  - disinterest in surroundings, other animals, people or usual stimuli
  - excessive licking, scratching and rubbing
  - lethargy
  - nest building
  - self-mutilation
  - trembling
  - vocalising
- observing and reporting indicators of illness or injury:
  - bleeding
  - changes in drinking or eating patterns
  - lameness or reluctance to move and vocalising when attempting to move
  - swelling
  - unusual amounts, colour or texture of faeces
- indicators of poor response to treatment or management of young, ill, injured or compromised animals
- indicators of recovery from illness or injury
- quarantine protocols
- safe work practices
- the methods used to measure, interpret and record animals' weight and other objective measures of animal health
- the principles of animal welfare and ethics.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - a range of animals
  - equipment and resources typically available in an animal care environment
- specifications:
  - access to organisational policies and procedures, current legislation and relevant codes of practice
• relationships (internal and/or external):
  • interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**


ACMGAS303 Plan for and provide nutritional requirements for animals

Modification History

<table>
<thead>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to calculate rations based on animal species needs and availability of foodstuffs.

The unit applies to individuals working under supervision in the animal care industry where it may be necessary to plan nutritional requirements for animals, including but not restricted to companion animals in pet shops, boarding kennels and catteries, dog and cat breeding establishments, research technology animals, native and exotic animals in zoos, wildlife parks and animal rescue and rehabilitation facilities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

General Animal Studies (GAS)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify nutritional</td>
<td>1.1 Classify animals according to natural nutrient sources and types</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| requirements of animals | of digestive systems  
1.2 Align normal feeding behaviours and nutritional requirements of a range of animals  
1.3 Evaluate feeding strategies and methods to maximise activity and behavioural enrichment  
1.4 Identify characteristics of under- or over-supply of nutrients, and evaluate methods used to monitor nutritional uptake |
| 2. Evaluate food sources and calculate dietary requirements | 2.1 Classify foodstuffs according to nutrient content  
2.2 Evaluate foodstuffs for shelf life, preparation requirements, availability and cost  
2.3 Identify hazards to animal and human health from food sources, and implement procedures to manage risks  
2.4 Calculate feed weight and water requirements, based on animal profile  
2.5 Calculate protein, carbohydrate, vitamin and mineral supplement and fibre needs, based on animal profile  
2.6 Identify other dietary issues relevant to the animal’s profile, and factor into dietary calculations  
2.7 Prepare and document diet plans after supervisor approval and according to the organisation’s policies and procedures |
| 3. Prepare diets and provide food and water | 3.1 Prepare food as required by diet plan  
3.2 Store food safely to avoid contamination  
3.3 Provide food and water according to animal’s requirements |
| 4. Monitor feeding and watering practices | 4.1 Monitor and record food and water consumption according to the organisation’s policies and procedures  
4.2 Identify and report abnormal feed intake or feeding behaviour according to the organisation’s policies and procedures  
4.3 Monitor animals for condition, metabolic and behavioural changes  
4.4 Evaluate reasons for poor response to diet and seek specialist advice  
4.5 Determine required dietary changes in consultation with supervisor  
4.6 Document dietary variations and update records as required |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>• Measure, interpret and record animal weight, length and other relevant objective indicators of change in physiological status</td>
</tr>
</tbody>
</table>
| Get the work done   | • Maintain the highest standards of hygiene and infection control at all times to reduce the risk of infection and cross-infection  
|                     | • Problem-solve issues that arise with animal nutrition, and address them                      |

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
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<tbody>
<tr>
<td>ACMGAS303 Plan for and provide nutritional requirements for animals</td>
<td>ACMGAS303A Plan for and provide nutritional requirements for animals</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet:  

Companion Volumes, including Implementation Guides, are available at VETNet:  
Assessment Requirements for ACMGAS303 Plan for and provide nutritional requirements for animals

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has planned for and provided a diet that provided the appropriate nutritional requirements for a minimum of three different animals, covering two species, including:

- developing diets for animals in consultation with others
- preparing, storing and distributing food according to animal needs, workplace protocols and procedures, whilst maintaining quality control and hygiene practices
- monitoring response to feeding program and modifying diets as required in consultation with supervisor.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- animal classifications that influence dietary needs and styles of eating
- behavioural features related to feeding styles and unsuitable responses to diets
- methods used to monitor nutritional uptake:
  - blood and faecal tests to check nutritional uptake
  - comparing food distributed and food not eaten
  - estimating condition scores
  - weighing animals
- principles of contamination and cross-contamination
- feedstuffs available and approved in Australia for animals, their availability, cost, shelf life, method of storage, preparation and presentation to animals
- feeding methods of different animals
- appropriate containers for food for different animals
• common nutrition-related health problems
• protein, carbohydrate, vitamin and mineral supplement and fibre needs for a range of animal groups
• sources of nutrients for particular animal classes and groups
• the potential causes of poor response to diets
• safe and humane animal handling techniques.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • an environment that accurately reflects a real workplace setting
• resources, equipment and materials:
  • a range of animals
  • equipment and resources appropriate to work undertaken in an animal care environment
• specifications:
  • access to organisational policies and procedures
• relationships (internal and/or external):
  • interactions with supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet:  

Companion Volumes, including Implementation Guides, are available at VETNet:  
ACMGAS305 Rescue animals and apply basic first aid

Modification History

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Application

This unit of competency describes the skills and knowledge required to rescue and restrain animals, and to provide basic first aid.

The unit applies to individuals working as animal keepers and carers, where it may be necessary to identify where assistance is required in the rescue of animals and the management of animal stress and injuries. These individuals work under broad supervision and use discretion and judgement in the selection and use of available resources. Work routines must meet industry standards and compliance requirements for ethical handling and welfare of animals, work health and safety, and biosecurity appropriate to the work role.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

General Animal Studies (GAS)
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Assess the situation and plan response
   1.1 Assess risk posed to self, others and animals
   1.2 Evaluate options for assisting animals, and implement procedures with reference to workplace protocols and regulations
   1.3 Identify animals and select appropriate equipment for the rescue
   1.4 Use personal protective equipment (PPE) at all times when handling animals, and use safe work practices according to WHS requirements

2. Capture and protect animal
   2.1 Provide basic animal care to minimise stress to animals
   2.2 Catch animal and handle safely and humanely to minimise pain and potential injuries
   2.3 Reassure animal in a caring manner and make comfortable using available resources
   2.4 Assess physical condition and vital signs of the animal

3. Provide first aid assistance
   3.1 Provide basic first aid according to established animal first aid procedures
   3.2 Seek first aid assistance from others as appropriate and required
   3.3 Seek advice and assistance from supervisor or appropriate personnel in respect to future options for animal
   3.4 Record treatment and any additional information on the animal according to legislative and organisational requirements

Foundation Skills

The language, literacy, numeracy and employment skills that are essential for performance in this unit of competency are explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Accurately record events of the situation requiring first aid</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Speak clearly and calmly when seeking assistance from others</td>
</tr>
<tr>
<td></td>
<td>• Listen and respond to advice and assistance when requested from</td>
</tr>
<tr>
<td></td>
<td>supervisor or other personnel</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Get the work done | • Respond to the rescue situation promptly and problem solve the requirements of the animal in order to preserve its life

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMGAS305 Rescue animals and apply basic first aid</td>
<td>ACMGAS305A Rescue animals and apply basic first aid</td>
<td>Updated to meet Standard Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
Assessment Requirements for ACMGAS305 Rescue animals and apply basic first aid

Modification History

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<tr>
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<tbody>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual, on two different animals, has:

- planned and rescued according to WHS requirements
- applied basic first aid and care
- gathered information and accurately recorded and maintained records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the animal emergency network, including animal welfare bodies and support facilities
- animal first aid techniques
- examination techniques for health status
- first aid casualty management principles
- methods used to capture, restrain and examine animals, including equipment commonly used
- methods used to identify animals
- personal protective clothing and equipment and when and how it should be used
- safe animal handling techniques and procedures
- organisation policies and procedures, including WHS and emergency procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
Assessment Requirements for ACMGAS305 Rescue animals and apply basic first aid

- a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - live or simulated animals for capture
  - PPE for handling animals
  - first aid equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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ACMHBR201 Check and treat horses

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to carry out routine checks on horses, provide treatments under direction and assist with veterinary procedures when required.

The unit applies to workers who carry out work under routine supervision within organisation guidelines, while exercising limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context within horse breeding and other horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
</tbody>
</table>
# Unit Sector

Horse Breeding (HBR)

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>

### 1. Carry out routine horse checks
1.1 Identify and minimise risks relating to safe handling of horses in open and confined spaces
1.2 Observe signs of good health and condition in horses
1.3 Check horses for signs of lameness or soreness
1.4 Check horses for signs of heat or swelling in legs
1.5 Check horses for signs of distress
1.6 Report all abnormalities according to organisational guidelines

### 2. Carry out horse treatments
2.1 Check safety controls or required support and assistance are in place prior to treating horses
2.2 Ensure all horse restraints are suitable for the task
2.3 Provide routine medications and treatments, and record in workplace forms according to instructions
2.4 Clean hooves and examine shoes for wear and damage
2.5 Report faulty, broken or loose shoes

### 3. Support veterinary procedures
3.1 Report life-threatening ailments promptly to supervisor
3.2 Carry out basic emergency or first aid procedures
3.3 Report serious cuts and abrasions
3.4 Provide assistance during veterinary treatment
3.5 Treat cuts, abrasions and bruises
3.6 Report and record treatments and procedures
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret key information in work instructions and organisational guidelines</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record data and information about checking and treating horses accurately</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Follow instructions and workplace guidelines for safe work and horse handling practices in own role and work area</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Follow accepted practices and protocols for reporting issues to supervisors and knowing to act immediately in emergency situations</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan tasks and assemble resources needed to complete horse treatments and procedures</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR201 Check and treat horses</td>
<td>AHCHBR201A Monitor horse health and welfare</td>
<td>Updated to meet Standards for Training Packages Code and title changed to reflect outcomes and appropriate industry sector usage</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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Assessment Requirements for ACMHBR201 Check and treat horses

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has checked and treated at least two horses. Each horse must be checked on three separate occasions and include:

- identifying and minimising risks while handling each horse
- performing duties around each horse in a firm but calm, gentle and unhurried manner
- monitoring basic horse health and observing and identifying signs of:
  - ill health, injury or lameness
  - abnormal or depressed appetite
  - non-routine behaviour
- cleaning hooves and examining each horse for loose or broken shoes
- reporting signs of illness or injury
- controlling, leading and handling each horse in an open and a confined space.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic horse husbandry techniques
- animal welfare requirements, including ethical and humane treatment
- key horse breeds and characteristics
- indicators and signs of:
  - lameness or soreness
  - heat or swelling in legs
  - distress in horses
- detecting signs of illness
- recordkeeping systems
- hazard identification and actions to minimise risks working with horses in open and confined areas
- safe horse handling techniques.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - a workplace or an environment that accurately represents workplace conditions

- **resources, equipment and materials:**
  - various live horses assessed as suitable for the experience and skill of the individual
  - materials and equipment for checking and treating horses
  - appropriate tack for horse and activity
  - personal protective equipment (PPE) correctly fitted and appropriate for checking and treating horses
  - workplace recording forms

- **specifications:**
  - work instruction and organisation guidelines for checking and treating horses.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**


ACMHBR203 Provide daily care for horses

Modification History

<table>
<thead>
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</table>

Application

This unit of competency describes the skills and knowledge required to provide daily care for horses.

The unit applies to individuals who carry out work under routine supervision within organisation guidelines and with limited autonomy for their own work. They undertake defined activities and work in a structured context within horse breeding and other horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

The prerequisite unit of competency for this unit is:

- ACMEQU205 Apply knowledge of horse behaviour.

Unit Sector

Horse Breeding (HBR)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Prepare to work with horses</td>
<td>1.1 Interpret and confirm work program with management</td>
</tr>
<tr>
<td></td>
<td>1.2 Discuss work with others to ensure smooth operation of horse routines</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify work hazards, minimise risks and report safety concerns</td>
</tr>
<tr>
<td></td>
<td>1.4 Select, check and maintain work tools and equipment and personal protective equipment (PPE)</td>
</tr>
<tr>
<td>2. Clean stables and surrounding areas</td>
<td>2.1 Observe horse behaviour and characteristics, assessing potential risks before handling</td>
</tr>
<tr>
<td></td>
<td>2.2 Check horse for condition, health and soundness and remove from stable or yard, or tie up safely in stable or yard</td>
</tr>
<tr>
<td></td>
<td>2.3 Inspect and remove manure, soiled bedding and stale feed, and report abnormalities</td>
</tr>
<tr>
<td></td>
<td>2.4 Rake or fork bedding and add fresh quantities</td>
</tr>
<tr>
<td></td>
<td>2.5 Clean feed bins, hay nets and water troughs, and fill troughs with fresh water</td>
</tr>
<tr>
<td></td>
<td>2.6 Report buildings or fixtures that are in need of maintenance or are unsafe</td>
</tr>
<tr>
<td>3. Select, catch and tie up horses</td>
<td>3.1 Identify individual horses, catch using safe handling techniques and fit any required working gear</td>
</tr>
<tr>
<td></td>
<td>3.2 Inspect legs and hooves for abnormalities, cuts or damage, and report according to workplace practices</td>
</tr>
<tr>
<td></td>
<td>3.3 Lead horse to work area and secure to rail or another suitable tie-up point</td>
</tr>
<tr>
<td>4. Perform daily work program</td>
<td>4.1 Prepare horses for specified daily work program</td>
</tr>
<tr>
<td></td>
<td>4.2 Carry out work program for individual horses</td>
</tr>
<tr>
<td></td>
<td>4.3 Select and prepare horses for professional services</td>
</tr>
<tr>
<td></td>
<td>4.4 Wash down, dry, and return horses to their stable</td>
</tr>
<tr>
<td></td>
<td>4.5 Measure quantities of feed and provide feed to horses</td>
</tr>
<tr>
<td></td>
<td>4.6 Keep and maintain work routines and performance records</td>
</tr>
<tr>
<td>5. Groom and rug horses</td>
<td>5.1 Groom horses and check for illness or injury, and report any irregularities</td>
</tr>
<tr>
<td></td>
<td>5.2 Clean hooves, check for cracks, heat and other abnormalities, and check shoes if applied</td>
</tr>
</tbody>
</table>
### Elements

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>5.3 Report abnormalities according to workplace practices</td>
<td></td>
</tr>
<tr>
<td>5.4 Fit rugs if required by workplace or other conditions to avoid chafing and rubbing</td>
<td></td>
</tr>
<tr>
<td>6. Clean and maintain stable gear</td>
<td></td>
</tr>
<tr>
<td>6.1 Check all gear regularly for wear and damage</td>
<td></td>
</tr>
<tr>
<td>6.2 Clean and polish gear and apply oils or preservatives</td>
<td></td>
</tr>
<tr>
<td>6.3 Maintain or repair working gear according to stable procedures</td>
<td></td>
</tr>
<tr>
<td>6.4 Clean and store working gear and saddlery after use</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret key information in work program and stable routine</td>
</tr>
<tr>
<td>Writing</td>
<td>• Enter data and information accurately into workplace records</td>
</tr>
</tbody>
</table>
| Numeracy | • Measure quantities required for feed  
• Estimate, calculate and record routine workplace measures |
| Oral communication | • Use active listening and questioning to clarify instructions and seek advice from supervisor |
| Navigate the world of work | • Follow instructions and workplace guidelines for safe work and horse handling practices, in own role and work area |
| Interact with others | • Use basic teamwork strategies to work collaboratively with others in providing daily care to horses |
| Get the work done | • Plan and sequence tasks and assemble resources needed to provide daily care for horses |
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
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<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR203 Provide daily care for horses</td>
<td>AHCHBR203A Provide daily care for horses</td>
<td>Updated to meet Standards for Training Packages Code changed to reflect appropriate industry sector usage Edits to clarify intent of unit and evidence requirements Addition of prerequisite unit</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>

Links

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Assessment Requirements for ACMHBR203 Provide daily care for horses

Modification History

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</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has carried out daily care for at least two calm, consistent and obedient horses. Prior to carrying out tasks with horses there must be evidence that the individual has:

- checked and confirmed safety requirements, stable routines and instructions
- identified and reported safety concerns
- acquired required tools, equipment and personal protective equipment (PPE)

There must be evidence that the individual has carried out the following tasks for each horse:

- handling horses safely and ethically
- cleaning and caring for saddlery and equipment
- completing basic hoof care procedures
- grooming and rugging horses
- measuring quantities required for feed
- exercising horses according to instructions
- monitoring horse health and welfare
- reporting signs of illness or injury.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key features of horse behaviour and psychology
- indicators of horse health
- common feed stuffs
- care and maintenance of hooves and the lower limbs
Assessment Requirements for ACMHBR203 Provide daily care for horses

Date this document was generated: 18 March 2019

- organisational procedures for care of horses:
  - cleaning of stables, yards and gear
  - safe work practices, including safe handling of horses
  - types and purpose of personal protective equipment (PPE).

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions

- resources, equipment or materials:
  - a range of calm, consistent and obedient horses assessed as suitable for the experience and skill of the individual
  - appropriate tack for horses and activity
  - personal protective equipment (PPE) correctly fitted and applicable for task for handler
  - materials and equipment for providing daily care of horses
  - workplace recording or reporting forms

- specifications:
  - work instruction and stable routine or program.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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ACMHBR302 Carry out basic hoof care procedures

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to maintain horse hooves in premium condition.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding and other horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
</tbody>
</table>
Unit Sector
Horse Breeding (HBR)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Prepare to perform hoof care on horses

1.1 Interpret work instructions and confirm with management
1.2 Identify organisational requirements for the care and handling of horses according to animal health and welfare, and work health and safety (WHS) requirements
1.3 Hold discussions with other workers to ensure smooth operation of the process
1.4 Identify work health and safety (WHS) hazards while handling horses, assess risks and implement suitable controls
1.5 Select, check and maintain work tools and equipment

2. Provide hoof care to horse

2.1 Select basic farriery tools and personal protective equipment (PPE) appropriate for task
2.2 Lift horse feet, check health and condition, and pick and clean hooves according to set leg routines
2.3 Hold leg and present hoof
2.4 Provide basic hoof care, including administration of hoof treatment medications

3. Complete maintenance and administration

3.1 Clean equipment according to organisational procedures
3.2 Clean and store attachments and other equipment
3.3 Dispose of all containers, leftover fluids, waste and debris safely, according to environmental and organisational requirements
3.4 Record and document hoof care procedures for horses

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.
### Skill Description

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>• Interpret information in written work program and instructions</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>• Record information relating to hoof care undertaken in the workplace accurately and legibly</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>• Estimate, calculate and record routine measures relating to basic hoof care</td>
</tr>
<tr>
<td><strong>Oral communication</strong></td>
<td>• Use active listening and questioning techniques to clarify and confirm instructions and requirements</td>
</tr>
<tr>
<td></td>
<td>• Use clear language, correct concepts and industry terminology to ensure clarity of meaning when reporting information and requesting assistance</td>
</tr>
<tr>
<td><strong>Navigate the world of work</strong></td>
<td>• Take responsibility for following workplace procedures, including safe work, safe horse handling practices, and animal welfare requirements, in own role and work area</td>
</tr>
<tr>
<td><strong>Interact with others</strong></td>
<td>• Work cooperatively with a range of personnel in different roles, using clear communication techniques to carry out basic hoof procedures</td>
</tr>
<tr>
<td><strong>Get the work done</strong></td>
<td>• Plan and sequence tasks and assemble equipment to achieve outcomes</td>
</tr>
<tr>
<td></td>
<td>• Make decisions about routine hoof care activities, taking responsibility for actions taken</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
<td>ACMHBR302 Carry out basic hoof care procedures</td>
<td>AHCHBR302A Carry out basic hoof care procedures</td>
<td>Updated to meet Standards for Training Packages</td>
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<td></td>
<td></td>
<td>Edits to clarify intent of unit. Element 3 deleted</td>
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<tr>
<td></td>
<td></td>
<td>Additional prerequisite requirements</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: -

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for ACMHBR302 Carry out basic hoof care procedures

Modification History

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<tbody>
<tr>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has carried out basic hoof procedures on at least two compliant and manageable horses, including:

- identifying hazards, assessing risks and implementing suitable controls related to hoof procedures
- checking horse body language and behaviour prior to handling each horse, as part of risk assessment
- handling and restraining each horse safely for hoof procedures working around them in a firm, calm and unhurried manner
- using and maintaining farriery tools and personal protective equipment (PPE) to perform basic hoof care
- providing basic hoof care for each horse, including administration of hoof treatment medications
- completing maintenance and administrative requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types and purpose of items of farriery equipment
- hoof care procedures
- hoof injuries
- hygiene practices and awareness
- structure of the hoof and associated problems
- common horse behaviour and reactions to hoof care
- safe work practices:
• safe horse handling techniques
• hazard and risk identification and minimisation
• key requirements of work health and safety legislation
• types and purpose of personal protective equipment (PPE).

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • various compliant and manageable horses requiring basic foot care, assessed as suitable for the experience and skill of the individual
  • appropriate tack for horse and activity
  • farrier equipment and materials
  • personal protective equipment (PPE) correctly fitted and applicable to tasks for individual
  • workplace recording and reporting forms or systems
• specifications:
  • work instructions or program for carrying out basic hoof procedures.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
ACMHBR303 Carry out natural mare mating procedures

Modification History

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<tbody>
<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to carry out mare mating procedures using stallions for natural service to maximise conception rates and live foal outcomes. It includes identifying mares in oestrus, attending mares for service, providing support for reproductive services and keeping accurate records.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
</tbody>
</table>
**Unit Sector**

Horse Breeding (HBR)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| **1. Prepare to perform mare mating procedures** | 1.1 Interpret the work program to determine work to be undertaken, and confirm with supervisor  
1.2 Communicate with other workers to ensure smooth operation of the production process  
1.3 Adhere to requirements for the care and handling of horses  
1.4 Select, use and maintain personal protective equipment (PPE) |
| **2. Identify mares in a state of oestrus** | 2.1 Identify and select mares due for teasing or service  
2.2 Identify work health and safety hazards, including horse behaviour and body language, assess risks and implement suitable controls  
2.3 Catch and restrain selected mare and foal if present, using safe horse handling techniques, for teasing or other oestrus identification procedures  
2.4 Complete stud records according to workplace requirements |
| **3. Attend mares for service** | 3.1 Prepare mare for hand service according to stud practice  
3.2 Separate from mare and safely restrain foal, if present, according to stud practice  
3.3 Restrain mare safely for natural service, using appropriate equipment according to stud practice  
3.4 Attend mare for the service process  
3.5 Return mare to box or paddock  
3.6 Complete workplace records |
<p>| <strong>4. Handle mares for routine</strong> | 4.1 Handle mare and foal to ensure both are settled and safe |</p>
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>veterinary reproductive procedures</td>
<td>4.2 Lead mare (and foal) into crush, ensuring safety and wellbeing of both mare and foal, if present</td>
</tr>
<tr>
<td></td>
<td>4.3 Use an appropriate restraint method in the crush</td>
</tr>
<tr>
<td></td>
<td>4.4 Provide support for manual or ultrasound follicle and pregnancy testing procedures</td>
</tr>
<tr>
<td></td>
<td>4.5 Assist the veterinarian to prepare for examination, swabbing or treatment of the mare</td>
</tr>
<tr>
<td>5. Maintain accurate identification and records</td>
<td>5.1 Complete records of identification and breeding according to industry standards</td>
</tr>
<tr>
<td></td>
<td>5.2 Report details of any treatment performed, including follow-up treatment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret information in written work program and instructions</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record information relating to mating mares and breeding, accurately and legibly</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Estimate, calculate and record routine measures relating to mating and breeding</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following regulatory and workplace procedures, including safe work, safe horse handling practices, and animal welfare requirements, in own role and work area</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Work cooperatively with a range of personnel in different roles using clear communication techniques to carry out mating activities</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan and sequence multiple tasks; monitor activity and prioritise tasks to achieve outcomes</td>
</tr>
<tr>
<td></td>
<td>• Make decisions about routine mating activities, taking responsibility for actions taken</td>
</tr>
</tbody>
</table>
**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| ACMHBR303 Carry out natural mare mating procedures | AHCHBR303A Carry out mare mating or artificial insemination procedures | Updated to meet Standards for Training Packages  
Code and title changed to reflect outcome and appropriate industry sector usage  
Prerequisite added | No equivalent unit |
| | AHCHBR204A Assist with mating procedures and parturition of horses | Incorporates natural mare mating content only | No equivalent unit |

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet:  

Companion Volumes, including Implementation Guides, are available at VETNet:  
Assessment Requirements for ACMHBR303 Carry out natural mare mating procedures

Modification History

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<tbody>
<tr>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has carried out mating procedures for at least three mares, including at least one with a foal at foot, including:

- using industry accepted oestrus detection methods, including teasing
- handling mare for serving using safe horse handling techniques
- preparing mare for serving, cleaning and bandaging according to stud practice
- loading mare in crush and securing or controlling foal according to stud practice
- applying restraints appropriate for procedure to mare
- providing support to veterinarian or stallion manager
- keeping and maintaining accurate records of mating and breeding activities for individual horses.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices relevant to mare mating procedures:
  - relevant horse breeding terminology
  - relevant anatomy and physiology of male and female reproductive systems in horses, including conception and gestation
  - key regulatory requirements relating to animal welfare
- safe work practices:
  - safe horse handling techniques
  - hazard and risk identification and minimisation
  - personal protective equipment (PPE)
  - biosecurity and hygiene practices relevant to mating procedures
Assessment Requirements for ACMHBR303 Carry out natural mare mating procedures

Date this document was generated: 18 March 2019

- procedures for preparation for mating
- requirements of veterinarians in carrying out follicle and pregnancy testing
- mare handling procedures
- mare identification methods, including mare status and stallion booking
- types and purpose of different handling restraints for mares
- common infertility in mares and what may be treated by veterinarians
- oestrus cycle in mares and dioestrous behaviour and its detection
- workplace recording and reporting procedures, including stud recordkeeping requirements.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace with teasing yards, stud veterinary facilities, breeding area or barn and foal restraint areas
- resources, equipment and materials:
  - various classes of mares to be mated, assessed as suitable for the experience and skill of the individual
  - at least one working stallion and teaser
  - tack, equipment and restraints required for teasing, mating and veterinary testing for follicle and pregnancy testing, and uterine infection treatment
  - personal protective equipment (PPE) correctly fitted and applicable to activity for the individual
- specifications:
  - workplace recording and reporting forms or systems
  - work instructions or program for carrying out mating procedures.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
ACMHBR304 Assist with artificial insemination of mares

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to assist with mare artificial insemination (AI) procedures to maximise conception rates and live foal outcomes. It includes identifying mares in oestrus, attending mares for service, providing support for reproductive services and keeping accurate records.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

The prerequisite unit of competency for this unit is:

- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
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<tbody>
<tr>
<td>ACMEQU202 Handle horses</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
<tr>
<td>safely</td>
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</table>
Unit Sector
Horse Breeding (HBR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Prepare for AI mare procedures | 1.1 Interpret the work program to determine work to be undertaken, and confirm with management  
1.2 Communicate with other workers to ensure smooth operation of the production process  
1.3 Adhere to requirements for the care and handling of horses  
1.4 Select, use and maintain personal protective equipment (PPE) |
| 2. Identify mares in a state of oestrus | 2.1 Identify and select mares due for teasing or service  
2.2 Identify work health and safety hazards, including horse behaviour and body language, assess risks and implement suitable controls  
2.3 Catch and restrain selected mare, and foal if present, using safe horse handling techniques, for teasing or other oestrus identification procedures  
2.4 Complete stud records according to workplace requirements |
| 3. Attend mares for artificial insemination | 3.1 Prepare mare for AI routines according to stud practice  
3.2 Restrain mare safely for AI and secure any foal at foot in close proximity  
3.3 Attend mare for the artificial insemination process  
3.4 Return mare, and foal if present, to box or paddock  
3.5 Complete workplace records |
| 4. Handle mares for routine veterinary reproductive procedures | 4.1 Handle mare and foal to ensure both are settled and safe  
4.2 Lead mare (and foal) into crush, ensuring safety and wellbeing of both mare and foal, if present |
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

4.3 Use an appropriate restraint method in the crush
4.4 Provide support for manual or ultrasound follicle and pregnancy testing procedures and AI
4.5 Assist the veterinarian to prepare for examination, swabbing, treatment or AI of the mare

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret information in written work program and instructions</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record information relating to mare artificial insemination (AI) and breeding, accurately and legibly</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Estimate, calculate and record routine measures relating to AI and breeding</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following regulatory and workplace procedures, including safe work, safe horse handling practices, and animal welfare requirements, in own role and work area</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Work cooperatively with a range of personnel in different roles using clear communication techniques to carry out AI activities</td>
</tr>
</tbody>
</table>
| Get the work done | • Plan and sequence multiple tasks; monitor activity and prioritise tasks to achieve outcomes
• Make decisions about routine AI activities, taking responsibility for actions taken |

Unit Mapping Information

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<td>AHCHBR303A Carry out</td>
<td>Updated to meet</td>
<td>No equivalent</td>
</tr>
<tr>
<td>with artificial insemination of mares</td>
<td>mare mating or artificial insemination procedures</td>
<td>Standards for Training Packages</td>
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<tr>
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<td></td>
<td>Code and title changed to reflect outcome and appropriate industry sector usage</td>
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<tr>
<td></td>
<td></td>
<td>Prerequisite added</td>
<td></td>
</tr>
<tr>
<td>AHCHBR204A Assist with mating procedures and parturition of horses</td>
<td>Incorporates artificial insemination content only</td>
<td>No equivalent unit</td>
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</table>

**Links**


Assessment Requirements for ACMHBR304 Assist with artificial insemination of mares

Modification History

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</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has carried out artificial insemination (AI) procedures with at least three mares, including at least one with foal at foot, including:

- using industry-accepted oestrus detection methods, including teasing
- handling mare and foal, if present, for AI and assisting using safe horse handling techniques
- preparing mare for AI, cleaning and bandaging according to stud practice
- loading mare in crush and securing or controlling foal appropriately
- applying restraints appropriate for procedure to mare
- providing support to veterinarian or AI technician
- keeping and maintaining accurate records of AI and breeding activities for individual horses.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant horse breeding terminology
- relevant anatomy and physiology of male and female reproductive systems in horses, including conception and gestation
- procedures for preparation for AI
- requirements of veterinarians in carrying out follicle and pregnancy testing
- mare handling procedures
- mare identification methods, including mare status and stallion booking
- types and purpose of different handling restraints for mares
- common infertility in mares and what may be treated by veterinarians
- oestrus cycle in mares and dioestrous behaviour and its detection
• key regulatory requirements relating to animal welfare
• safe work practices:
  • safe horse handling techniques
  • hazard and risk identification and minimisation
  • personal protective equipment (PPE)
  • biosecurity and hygiene practices relevant to mating procedures
• workplace recording and reporting procedures, including stud recordkeeping requirements.

**Assessment Conditions**
Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • various mares requiring artificial insemination (AI) assessed as suitable for the experience and skill of the individual
  • tack, equipment and restraints required for AI
  • personal protective equipment (PPE) correctly fitted and applicable for task for individual
  • workplace recording and reporting forms or systems
• specifications:
  • work instructions or program for carrying out AI procedures.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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ACMHBR305 Assess suitability of horses for specific uses

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to assess the suitability of horses for specific uses, and defines the standard required to identify horse conformation, assess soundness and temperament of horses, and maintain accurate data documentation.

The unit applies to individuals who work under broad direction, taking responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding and other horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:
- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
</tbody>
</table>
### Unit Sector
Horse Breeding (HBR)

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Assess horse conformation | 1.1 Observe horse body language and behaviour to identify potential safety risks prior to approaching individual horses  
1.2 Determine conformation requirements for specific use of a horse  
1.3 Evaluate the conformation of a horse using relevant horse sector criteria and practices  
1.4 Report on the desirable conformation of a horse |
| 2. Report on unsoundness and blemishes in the horse | 2.1 Examine the horse for unsoundness and blemishes using safe horse handling techniques  
2.2 Observe unsoundness and report blemishes detected, including those on the fore and hind limbs and hooves, and assess level of effect for specific use |
| 3. Report on the way of going of horses | 3.1 Evaluate and report on essential elements of the way of going of the horse  
3.2 Assess and report on the natural gaits of the horse  
3.3 Detect and report defects in the way of going of the horse, including lameness |
| 4. Report on the undesirable vices and habits of horses | 4.1 Observe and determine any behavioural issues the horse has that could pose a workplace risk  
4.2 Report behavioural issues that may be hazardous to people and other horses, according to workplace practices |
| 5. Evaluate overall suitability of the horse for specific uses | 5.1 Identify the horse characteristics needed for a specific use  
5.2 Analyse findings from examining and observing individual horses to determine suitability for the specified use  
5.3 Identify breed of horse and determine the effect this may have on suitability for use  
5.4 Report on the findings of horse suitability for specific uses using correct concepts and horse industry terminology |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Record data and observations in workplace forms accurately and legibly</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Estimate, calculate and record measurements relating to assessing a horse</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use active listening and questioning techniques to clarify and confirm requirements</td>
</tr>
<tr>
<td></td>
<td>• Use clear language suitable for intended audience to ensure clarity of meaning when reporting and giving reasons for findings to others</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following workplace procedures, including safe horse handling practices and animal welfare requirements, in own role and work area</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Apply specialist knowledge to analyse assessment findings and make decisions about horse suitability; taking responsibility for decisions and the outcome of the assessment</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
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<th>Equivalence status</th>
</tr>
</thead>
</table>
| ACMHBR305 Assess suitability of horses for specific uses | AHCHBR307A Assess suitability of horses for stock work | Updated to meet Standards for Training Packages  
Code and Title changed to reflect outcome and appropriate industry sector usage  
Changes to elements and performance criteria to clarify intent of unit  
Additional prerequisite | No equivalent unit |
Links

Companion Volumes, including Implementation Guides, are available at VETNet: -

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for ACMHBR305 Assess suitability of horses for specific uses

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with ACM Animal Care and Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has assessed and reported on the suitability of at least three horses for specific uses, including:

- identifying each horse by colour, markings, sex, age and brands or microchips
- assessing horse conformation
- determining soundness and detecting blemishes in fore and hind limbs and hooves
- evaluating and reporting on the way of going of the horse, including:
  - evaluating horse gait
  - observing and detecting horse temperament, behavioural issues and vices
  - researching and identifying breeding or parentage of individual horse
  - maintaining appropriate records of horse viewed and assessed
  - making final assessment and reporting on findings of horse suitability both short- and long-term for specific use.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- desirable and undesirable conformations for specific uses
- common blemishes on fore and hind limbs and hooves
- common behavioural issues and vices in horses
- desirable and undesirable natural gaits
- process for determining characteristics needed for specific uses
- impact of breeding or parentage on individual horse suitability for a specific use
- factors that affect suitability of an individual horse for a specific use, including gender, class and age
- how the final assessment could affect value of horse
• horse industry terminology relevant to assessing horse suitability.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions

• resources, equipment and materials:
  • various live horses assessed as suitable for the experience and skill of the individual to be assessed for suitability for specific uses
  • forms for recording and reporting horse suitability for a specific use

• specifications:
  • criteria for specific uses the horses are to be used for.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
ACMHBR307 Handle young horses

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Release 1</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to handle young horses in order to conduct a range of routine tasks, including catching and weaning foals and preparing yearlings for sale.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding and horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
</tbody>
</table>
## Unit Sector

Horse Breeding (HBR)

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for work with young horses | 1.1 Interpret and clarify work instructions and workplace procedures for handling young horses  
| | 1.2 Identify hazards and risks associated with catching and handling young horses, and implement control measures to minimise use  
| | 1.3 Assemble and check gear, equipment and yard, and crush for safe use  
| | 1.4 Ensure records relating to young horses are updated regularly and accurately according to workplace requirements |
| 2. Catch and handle foals | 2.1 Catch foals of various ages using safe and ethical horse handling techniques  
| | 2.2 Restrain foals for routine health and husbandry procedures according to workplace practices |
| 3. Assist with weaning foals | 3.1 Identify suitable facilities for the safe handling, training and weaning of foals  
| | 3.2 Fit foals with a halter  
| | 3.3 Lead weanling foals  
| | 3.4 Handle weanling foal legs  
| | 3.5 Pick up weanling foal feet |
| 4. Perform routine tasks preparing and presenting yearlings for sale | 4.1 Carry out routine daily checks of yearlings according to workplace procedures  
| | 4.2 Lead yearlings for exercise and presentation  
| | 4.3 Exercise yearlings on horse walkers and lungeing  
| | 4.4 Shampoo, groom and trim yearlings in safe facility  
| | 4.5 Fit bridles, bits, rugs and safety gear |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigate the world of work</td>
<td>• Follow work health and safety, safe horse handling and animal welfare requirements associated with own role and area of work with young horses</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan and sequence tasks, prioritising activities to achieve work outcomes for handling young horses</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR307 Handle young horses</td>
<td>AHCHBR202A Handle young horses</td>
<td>Updated to meet Standards for Training Packages Code changed to reflect appropriate industry sector usage and to meet AQF policy requirements. Element 1 added Additional prerequisite requirements</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for ACMHBR307 Handle young horses

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has safely handled and conducted a range of routine activities with at least three young horses (one foal, one weanling and one yearling), including:

- assessing and minimising risk associated with handling young horses
- checking facilities and equipment for safety
- observing and monitoring young horse behaviour and recognising abnormalities
- catching and handling a foal safely and humanely
- fitting rugs, bits, bridles and halters
- teaching a weanling to lead and accept a halter
- grooming and exercising yearling
- preparing yearling for sale, including:
  - trimming and tidying yearling for presentation for sale
  - teaching a yearling to stand correctly for presentation at sale.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- suitable facilities for weaning
- potential dangers to the foal during weaning and appropriate actions to reduce them
- stress responses sometimes associated with weaning:
  - fretting
  - over-heating
  - refusing food
  - overeating
  - self-inflicted injuries
- suitable facilities for yearling preparation
• potential dangers to the yearlings during sale preparation and appropriate actions to reduce them:
  • removing any potential hazards from stalls and handling areas
  • exercising in confined areas
  • monitoring exercise
• effects of exercise on joints and bones of the legs
• various responses in yearlings associated with sale preparation:
  • fretting
  • poor appetite
  • overeating
  • stable vices
• safe horse handling techniques for young horses
• key features of regulatory requirements for:
  • work health and safety
  • animal welfare.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions, including a small handling yard and crush
• resources, equipment and materials:
  • various young horses including weaning foals and weanlings – note that young horses can be less compliant and highly reactive, and should be assessed as suitable for the experience and skill of the individual
  • appropriate tack for handling and caring for young horses
  • personal protective equipment (PPE) correctly fitted and applicable for task for individual
• specifications:
  • work instructions and workplace procedures for handling young horses.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
ACMHBR309 Follow stud operational procedures

Modification History

<table>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to carry out stud stable management duties, including gathering information, nominating horses for sale or exhibitions, and maintaining stud records.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding or other horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Horse Breeding (HBR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
### Elements describe the essential outcomes.

| 1. Gather stable management information | 1.1 Interpret and confirm work program with supervisor  
1.2 Obtain and follow production program documents  
1.3 Maintain records accurately |
|---|---|
| 2. Nominate horses for sale or exhibition | 2.1 Obtain, complete and submit entry forms for specified activity  
2.2 Nominate horses for sale or exhibition according to workplace procedures  
2.3 Ensure entry fees are paid before the required nomination time |
| 3. Complete relevant requirements | 3.1 Obtain from, or supply pedigrees and histories to controlling agents  
3.2 Complete and forward horse transfer and registration forms to the controlling body |
| 4. Maintain stud records | 4.1 Identify arriving horses according to stud procedures, including safe work practices around horses  
4.2 Keep accurate breeding and operational records  
4.3 Enter receipts and expenditure in workplace financial records |

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret entry requirements and application processes for exhibiting and selling horses</td>
</tr>
<tr>
<td>Writing</td>
<td>• Enter data and information accurately to complete records and forms for internal and external purposes</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following workplace procedures for own role and area of work</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan, sequence and prioritise activities to achieve work outcomes</td>
</tr>
</tbody>
</table>
## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>ACMHBR309 Follow stud operational procedures</td>
<td>AHCHBR401A Carry out stud stable management duties</td>
<td>Updated to meet Standards for Training Packages Code and title changed to reflect appropriate industry sector usage Edits to improve safety when interacting with horses</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
Assessment Requirements for ACMHBR309 Follow stud operational procedures

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has followed stud operational procedures for the sale or exhibition of at least three horses, including:

- organising the nomination of horses for sale and exhibition
- gathering information, records and registrations for others, including breed societies and stud book keepers
- completing forms and records related to:
  - sales and exhibitions
  - breeding records
- entering financial information and data into workplace systems
- maintaining accurate financial and business management records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- nature of stud business in which the individual works
- processes and protocols of the stud business in which the individual works
- requirements and procedures laid down by the relevant breed societies or the keeper of the relevant stud book
- legislative requirements and workplace procedures and instructions relevant to role for:
  - animal health and welfare
  - workplace health and safety.

Assessment Conditions

Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions
• specifications:
  • stud or organisational records for selected horses
  • application or entry forms for exhibitions or sales
  • financial and other workplace records.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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ACMHBR310 Prevent and treat equine injury and disease

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to recognise ailments in horses and apply procedures for the prevention and treatment of equine injury and disease.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding or other horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms ‘occupational health and safety’ (OHS) and ‘work health and safety’ (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Horse Breeding (HBR)

Elements and Performance Criteria

<p>| Elements | Performance Criteria |</p>
<table>
<thead>
<tr>
<th>Elements describe the essential outcomes.</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare to treat horses</td>
<td>1.1 Confirm the work program with supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Communicate with other workers to ensure smooth operation of the process</td>
</tr>
<tr>
<td></td>
<td>1.3 Select, check and maintain suitable tools and equipment, including personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>1.4 Assess and minimise risks in treatment areas, reporting risks beyond control to supervisor</td>
</tr>
<tr>
<td>2. Recognise and report common ailments</td>
<td>2.1 Schedule and conduct regular checks to detect abnormal conditions</td>
</tr>
<tr>
<td></td>
<td>2.2 Determine common ailments, interpreting signs of distress, elevated temperatures or skin or joint condition</td>
</tr>
<tr>
<td></td>
<td>2.3 Report abnormal conditions, record in workplace documentation and perform actions under supervision</td>
</tr>
<tr>
<td></td>
<td>2.4 Perform initial first aid procedures until professional help arrives</td>
</tr>
<tr>
<td>3. Apply disease or ailment prevention procedures</td>
<td>3.1 Perform stable and paddock quarantine procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Maintain stable hygiene practices</td>
</tr>
<tr>
<td></td>
<td>3.3 Conduct routine annual or outbreak stimulated vaccination of horses under supervision of the veterinary practitioner</td>
</tr>
<tr>
<td></td>
<td>3.4 Conduct routine drenching and skin washing procedures</td>
</tr>
<tr>
<td></td>
<td>3.5 Identify work hazards, assess risks and implement suitable controls while handling horses</td>
</tr>
<tr>
<td></td>
<td>3.6 Maintain workplace records of veterinary medication and treatment</td>
</tr>
<tr>
<td>4. Treat equine injury and disease</td>
<td>4.1 Use twitches, yard crush and/or other restraining devices appropriate to individual horse temperament</td>
</tr>
<tr>
<td></td>
<td>4.2 Administer prescribed veterinary medicines under supervision</td>
</tr>
<tr>
<td></td>
<td>4.3 Apply dressings and poultices according to treatment practices</td>
</tr>
<tr>
<td></td>
<td>4.4 Handle horses safely and ethically</td>
</tr>
<tr>
<td>5. Complete hygiene and administration</td>
<td>5.1 Clean and store equipment used in treating horses</td>
</tr>
<tr>
<td></td>
<td>5.2 Dispose of containers, leftover fluids, waste and debris according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.3 Complete records and documentation</td>
</tr>
</tbody>
</table>
Foundation Skills

>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret key information in horse treatment programs and veterinary instructions</td>
</tr>
<tr>
<td>Writing</td>
<td>• Keep accurate records of horse condition, treatments and medications</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Measure and interpret results for temperature, pulse, respiration and capillary refill</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Participate in verbal exchanges to convey and obtain information about horse injury and disease prevention, and treatment programs, with a range of personnel</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following workplace procedures, including safe work, safe horse handling practices and animal welfare principles, relating to own role and work area</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Develop and maintain strong reporting relationships with supervisor</td>
</tr>
<tr>
<td></td>
<td>• Support and liaise with health practitioners in prevention and treatment programs for horses</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan and sequence tasks and organise resources to complete work activities; monitoring outcomes and adjusting plans to address priorities and contingencies</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR310 Prevent and treat equine injury and disease</td>
<td>AHCHBR306A Prevent and treat equine injury and disease</td>
<td>Updated to meet Standards for Training Minor changes to clarify intent of unit Code changed to reflect appropriate industry sector usage</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: -

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for ACMHBR310 Prevent and treat equine injury and disease

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has implemented disease or injury prevention measures including performing each of the following points at least once:

- performing stable hygiene practices procedures
- disease and ailment prevention procedures
- quarantine procedures.

There must also be evidence that the individual has treated equine injury or disease for at least two horses including:

- assessing and recording vital signs of horses, including temperature, pulse, respiration and capillary refill
- handling and restraining horses for observation and treatment
- detecting and reporting signs of common ailments, ill health and injury
- treating equine injury and disease according to instructions.

When performing all of the above points there must be evidence that the individual has:

- assessed and controlled risks handling horses and in work area
- handled horses safely and ethically in a firm but calm, gentle and unhurried manner
- completed horse health and medication records in accordance with requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types and signs of common horse injuries
- types and signs of common ailments that affect horses
• indicators that can be used to assess horse health
• signs and symptoms of:
  • abnormal or depressed appetite
  • life threatening conditions
• range of treatments that must be applied under veterinary supervision
• common horse behavioural problems
• safe and ethical horse handling techniques and restraints
• animal health and welfare principles and practices
• hygiene and environmental practices relevant to maintaining healthy horse environments
• work health and safety practices:
  • assessing and controlling risks
  • use of personal protective equipment
  • safe horse handling techniques
  • safe areas to carry out procedures.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • various compliant and manageable horses assessed as suitable for the experience and skill of the individual
  • materials and equipment for treating horses
  • appropriate tack for individual, horse and activity
  • personal protective equipment (PPE) correctly fitted and applicable to activity for the individual
• specifications:
  • work instructions and treatment and prevention program for individual horses
  • workplace recording or reporting forms.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4ce9-a5db-d3502d154103
ACMHBR311 Raise young horses

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to raise young horses, including observing foal development, meeting dietary needs, and handling and assisting with educating young horses.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding and horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

The prerequisite unit of competency for this unit is:

- ACMHBR307 Handle young horses.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR307 Handle young horses</td>
<td>ACMEQU202 Handle horses safely</td>
</tr>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
</tbody>
</table>
Unit Sector
Horse Breeding (HBR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Monitor foal development
   1.1 Observe and assess foal health and development
   1.2 Detect and report symptoms of ill health, common diseases and developmental disorders
   1.3 Record foal health and growth rate according to workplace practices
   1.4 Vaccinate foals under instruction

2. Meet the dietary requirements of young horses
   2.1 Monitor mares for adequate nutrition for milk supply
   2.2 Wean foals onto suitable pasture and supplement with feeds
   2.3 Meet feed requirements of growing horses
   2.4 Ensure feeding plans for yearlings allow growth and development for sale or growing on

3. Handle and assist with the education of young horses
   3.1 Check paddocks and facilities to minimise the risk of injury and blemishes to young horses
   3.2 Use safe and ethical horse handling techniques to assist in educating young horses to be led and tied up
   3.3 Provide young horses with social support of other young horses or foster mares
   3.4 Train weanlings and yearlings to parade for sale

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Record and report health and development information about young horses accurately in workplace forms</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Follow regulatory and workplace procedures, including work health and safety, safe horse handling and animal welfare requirements, associated with own role and area of work with young horses</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan and sequence tasks, prioritising activities to achieve work outcomes for raising young horses</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR311 Raise young horses</td>
<td>AHCHBR402A Supervise raising young horses</td>
<td>Updated to meet Standards for Training Packages Code and Title changed to reflect outcome, appropriate industry sector usage and to meet AQF policy requirements Prerequisite added</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Assessment Requirements for ACMHBR311 Raise young horses

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with ACM Animal Care and Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has safely handled and raised at least three young horses (covering new born foals to yearlings), including:

- assessing and minimising risk associated with handling each young horse
- safely and ethically handling and educating each young horse including a foal, weanling and yearling
- monitoring the health and wellbeing of a foal, weanling and yearling to help them settle and adapt from weaning
- vaccinating, worming and carrying out seasonal parasite checks to each young horse according to instructions
- detecting signs of abnormal behaviour and development in each young horse
- training a weanling and yearling to be led, tied up and paraded for sale
- recording and reporting health and development information for individual young horses.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices for raising young horses, including:
  - desirable and undesirable conformation and strategies to address undesirable conformation or characteristics
  - developmental disorders of young horses
  - diseases and common illnesses associated with young horses
- animal health and welfare practices for young horses:
  - feeding and nutrition requirements for young horses and weaning foals
  - vaccination, worming and rotational or seasonal parasite programs
  - weaning practices
- work health and safety practices applicable to working with young horses
• safe horse handling techniques for educating young horses
• key principles and features of animal welfare legislation.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • various young horses, including weaning foals and weanlings (Note that young horses can be less compliant and highly reactive, and should be assessed as suitable for the experience and skill of the individual)
  • appropriate tack and equipment used for handling and caring for young horses
  • personal protective equipment (PPE) correctly fitted and applicable for task of individual
• specifications:
  • work instructions and workplace procedures for handling young horses.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4ec9-a5db-d3502d154103
ACMHBR312 Carry out procedures for foaling down mares

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to monitor mares and their newborn at foaling, and refer high risk issues or problems for expert advice.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts within horse breeding and other horse industry environments.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms ‘occupational health and safety’ (OHS) and ‘work health and safety’ (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Horse Breeding (HBR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Prepare for foaling</td>
<td>1.1 Assess and monitor condition and health status of pregnant mare prior to foaling</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify hazards and assess and control risks in assisting with birthing, and follow safe work and safe horse handling practices</td>
</tr>
<tr>
<td></td>
<td>1.3 Check and prepare birthing equipment, resources and materials, and environment</td>
</tr>
<tr>
<td></td>
<td>1.4 Move mares to an area where intervention can be carried out with minimal disruption and where biosecurity and quarantine procedures can be implemented</td>
</tr>
<tr>
<td></td>
<td>1.5 Check mating or artificial insemination records and confirm anticipated foaling date</td>
</tr>
<tr>
<td></td>
<td>1.6 Prepare a foaling plan according to workplace practices</td>
</tr>
<tr>
<td>2. Monitor the foaling process</td>
<td>2.1 Make regular observations to detect the signs of parturition</td>
</tr>
<tr>
<td></td>
<td>2.2 Prepare a pregnant mare for foaling</td>
</tr>
<tr>
<td></td>
<td>2.3 Check regularly for signs of problems that may occur during foaling, and seek professional advice if required</td>
</tr>
<tr>
<td></td>
<td>2.4 Make regular observations of mare and foal during foaling</td>
</tr>
<tr>
<td></td>
<td>2.5 Ensure the foaling environment, facilities and equipment are maintained in a safe, hygienic and operational state</td>
</tr>
<tr>
<td></td>
<td>2.6 Update and maintain records of foaling and foaling outcomes</td>
</tr>
<tr>
<td>3. Carry out monitoring after foal has been born</td>
<td>3.1 Allow mare to lie and rest for as long as possible</td>
</tr>
<tr>
<td></td>
<td>3.2 Allow the foal to stand to break the umbilical cord and treat stump with iodine</td>
</tr>
<tr>
<td></td>
<td>3.3 Assist with tying the placenta after the mare stands and checking for expulsion</td>
</tr>
<tr>
<td></td>
<td>3.4 Examine the placenta to ensure no part of it has been retained</td>
</tr>
<tr>
<td></td>
<td>3.5 Monitor the mare and foal for nursing and general health</td>
</tr>
<tr>
<td></td>
<td>3.6 Maintain foaling environment, facilities and equipment in a safe, hygienic and operational state, and report or fix faults</td>
</tr>
<tr>
<td></td>
<td>3.7 Update foaling records accurately according to workplace practices</td>
</tr>
<tr>
<td>4. Care for newborn foals</td>
<td>4.1 Monitor and report on the health of newborn foal</td>
</tr>
<tr>
<td></td>
<td>4.2 Record the markings and other identifying features of newly born foals</td>
</tr>
</tbody>
</table>
ACMHBR312 Carry out procedures for foaling down mares

Date this document was generated: 18 March 2019

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>4.3 Report conditions or signs of ill health requiring veterinary assistance</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>• Use basic arithmetic to calculate gestation times and expected birthing dates</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Comply with workplace procedures, including safe work and horse handling practices, and animal welfare requirements, in own role and work area</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Work cooperatively with other personnel using clear communication techniques to report foaling activity</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan and sequence multiple tasks, monitoring activity and prioritising tasks to achieve outcomes</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR312 Carry out procedures for foaling down mares</td>
<td>AHCLSK330A Implement procedures for foaling down mares</td>
<td>Updated to meet Standards for Training Packages Code and title changed to reflect outcome and appropriate industry sector usage</td>
<td>Equivalent unit</td>
</tr>
<tr>
<td>AHCHBR204A Assist with mating procedures and</td>
<td></td>
<td>Incorporates foaling down content only</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>
Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
Assessment Requirements for ACMHBR312 Carry out procedures for foaling down mares

Modification History

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with ACM Animal Care and Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has foaled down at least one mare, including:

- identifying hazards and controlling risks in foaling environment
- preparing foaling environment, materials and resources to industry standards
- carrying out mare husbandry procedures and detecting signs of imminent foaling
- monitoring mare condition and wellbeing
- assisting at foaling in the event of difficulties
- assisting with tying up placenta once mare stands
- detecting abnormalities in foaling behaviour, expulsion of foetus and placenta, and progress of foal immediately after birth
- handling newly born foals safely
- recording and reporting details of mares and foals according to workplace requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices for foaling down mares, including:
  - signs of dystocia or malpresentation by timing rate of progress in giving birth and the initial presentation of the foal
  - stages of foaling, including water breaking, expulsion of the foetus, and expulsion of afterbirth
  - scenarios where specialist advice or assistance is needed
  - reasons for undertaking and timing of IgG (immunoglobulin) test on newborn foals
  - features of safe and secure post-foaling environment
- safe work practices:
  - safe and ethical horse handling techniques
Assessment Requirements for ACMHBR312 Carry out procedures for foaling down mares

- hazard identification and practices for controlling risks in foaling and post-foaling environment
- personal protective equipment (PPE)
- maintaining hygienic and environmentally responsible workplace practices
- workplace recording and reporting requirements.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - various live mares in-foal and newborn foals assessed as suitable for the experience and skill of the individual
  - appropriate tack for horse and activity
  - PPE correctly fitted and applicable to activity for the individual
  - equipment required for foaling down
- specifications:
  - work instructions for carrying out foaling down of mares
  - foaling recording/reporting forms.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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ACMHBR401 Carry out stud stable management duties

Modification History

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to nominate horses for sale or exhibition, complete and forward required pedigrees, transfer forms and stud records for the property, and other administrative matters.

The unit applies to individuals who use specialised knowledge and skills, have responsibility for a work activity, area or team, and provide and communicate solutions to a range of predictable and sometimes unpredictable problems in the horse breeding sector.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

Nil

Unit Sector

Horse Breeding (HBR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>

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© Commonwealth of Australia, 2019 Skills Impact
### Elements describe the essential outcomes.

<table>
<thead>
<tr>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Gather and manage information for managing the stable</strong></td>
</tr>
<tr>
<td>1.1 Interpret work to be undertaken from work program and confirm with management</td>
</tr>
<tr>
<td>1.2 Identify and obtain documents within the organisation that detail the requirements of the production program</td>
</tr>
<tr>
<td>1.3 Maintain and manage recordkeeping systems within the stud to ensure sound records can be accessed at any time</td>
</tr>
<tr>
<td>1.4 Hold discussions with operational personnel and immediate management to discuss requirements in relation to recordkeeping and horse identification</td>
</tr>
<tr>
<td>1.5 Supply breeding returns to relevant breed societies and individuals</td>
</tr>
<tr>
<td><strong>2. Nominate horses for sales or exhibition</strong></td>
</tr>
<tr>
<td>2.1 Obtain, complete and submit appropriate entry forms for the specified activity</td>
</tr>
<tr>
<td>2.2 Nominate horses manually or electronically through established systems according to organisational procedures</td>
</tr>
<tr>
<td>2.3 Pay entry fees prior to the required nomination time</td>
</tr>
<tr>
<td><strong>3. Apply relevant requirements</strong></td>
</tr>
<tr>
<td>3.1 Obtain from or supply to the controlling agents required pedigrees and histories</td>
</tr>
<tr>
<td>3.2 Complete horse transfer and registration forms and forward to the relevant controlling body</td>
</tr>
<tr>
<td>3.3 Observe work health and safety procedures and practices to minimise risk when working around the stud</td>
</tr>
<tr>
<td><strong>4. Maintain stud record</strong></td>
</tr>
<tr>
<td>4.1 Identify horses arriving and departing the stud, in line with established stud protocols</td>
</tr>
<tr>
<td>4.2 Keep accurate breeding and operational records either manually or electronically</td>
</tr>
<tr>
<td>4.3 Enter financial records of receipts and expenditure in the designated stud or property records</td>
</tr>
</tbody>
</table>

### Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
</table>
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret key information in a range of documentation, including work program, and entry requirements and application processes for exhibiting and selling horses</td>
</tr>
<tr>
<td>Writing</td>
<td>• Prepare and present data and information clearly in a logical and sequenced structure to enhance readability</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following workplace procedures and requirements from external bodies for the sale or exhibition of horses</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Use communication practices and protocols suitable for liaising with management, operational personnel and external personnel</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning and sequencing tasks and workload; meeting requirements of stud stable management and expectations of own role</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMHBR401 Carry out stud stable management duties</td>
<td>AHCHBR401A Carry out stud stable management duties</td>
<td>Updated to meet Standards for Training Packages Code changed to reflect appropriate industry sector usage</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

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Assessment Requirements for ACMHBR401 Carry out stud stable management duties

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has carried out stud stable management duties for the sale or exhibition of at least three horses, including for following points for each horse:

- managing the nomination of horse for sale or exhibition
- collating and forwarding information, records and registrations for horse to others, including:
  - breed societies
  - stud book keepers
  - horse owners
- preparing and presenting forms and records for horse related to:
  - sale or exhibition
  - breeding records
- overseeing and maintaining accurate financial and business management records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- operations and business objectives of the workplace stud
- workplace stud program, procedures and instructions
- requirements and procedures for:
  - breed societies
  - keeper of the relevant stud book
  - sales and exhibition bodies
- regulatory requirements relevant to role for:
  - animal health and welfare
• work health and safety
• employment of staff and contractors
• financial reporting.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • application or entry forms for exhibitions or sales
  • financial and other workplace records or systems
• specifications:
  • stud or organisational records for selected horses.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

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ACMHBR403 Handle and care for stallions

**Modification History**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**Application**

This unit of competency describes the skills and knowledge required to handle and care for stallions, particularly throughout the mating process.

The unit applies to individuals who use specialised horse breeding knowledge and skills and have experience working with stallions. They have responsibility for a work activity, area or team, and provide and communicate solutions for a range of predictable and sometimes unpredictable problems in the horse breeding sector.

Licensing, legislative, regulatory or certification requirements apply to this unit. Users are advised to check with the relevant Principal Racing Authority for current licence or registration requirements.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

**Pre-requisite Unit**

Prerequisite unit of competency for this unit is:

- ACMEQU202 Handle horses safely.

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACMEQU202 Handle horses safely</td>
<td>ACMEQU205 Apply knowledge of horse behaviour</td>
</tr>
</tbody>
</table>
Unit Sector
Horse Breeding (HBR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td><strong>Performance Criteria</strong></td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Prepare to handle stallions | 1.1 Identify work hazards, assess risks and implement suitable controls for activities involving stallions  
1.2 Confirm the work program with management  
1.3 Communicate with other workers to ensure smooth operation of the mating process  
1.4 Ensure workers involved with activities have the skills needed to safely handle stallions  
1.5 Select, check and maintain tools and equipment  
1.6 Select, use and maintain personal protective equipment (PPE) |
| 2. Care for stallions | 2.1 Observe body language and behaviour of stallions before handling, and assess safety risks  
2.2 Catch, groom and exercise stallions using safe horse handling techniques to maintain fitness and monitor for condition and general health  
2.3 Conduct checks and observe, identify and record changes in stallion behaviour and health  
2.4 Comply with prescribed nutritional programs and complete records  
2.5 Monitor work hazards, assess risks and implement suitable controls on an ongoing basis  
2.6 Maintain prescribed horse health routines throughout and between breeding seasons |
| 3. Serve mares or dummy | 3.1 Select and fit appropriate halter, bit and/or chain to control stallion  
3.2 Approach mare to pre-tease  
3.3 Allow stallion to mount mare or dummy safely  
3.4 Ensure stallion ejaculates and dismounts mare safely |
<table>
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<tr>
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</tr>
<tr>
<td>3.5 Collect semen for sampling or mating according to workplace procedures, and minimising stress to stallion</td>
<td></td>
</tr>
<tr>
<td>3.6 Wash stallion down according to workplace hygiene practices</td>
<td></td>
</tr>
<tr>
<td>4. Complete hygiene and administration activities</td>
<td></td>
</tr>
<tr>
<td>4.1 Clean equipment, collection and mating areas, and store equipment according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>4.2 Dispose of all containers, leftover fluids, waste and debris following environmental and biosecurity procedures</td>
<td></td>
</tr>
<tr>
<td>4.3 Complete all records and documentation</td>
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</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret information in written work program and instructions</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record information relating to mating stallions accurately and legibly</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Estimate, calculate and record routine measures relating to caring for and mating stallions</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following regulatory and workplace procedures, including safe work, safe horse handling practices, animal welfare and biosecurity requirements, in own role and work area</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Work cooperatively with a range of personnel in different roles using clear communication techniques to carry out mating activities</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan and sequence multiple tasks; monitoring activity and prioritising tasks to achieve outcomes</td>
</tr>
<tr>
<td></td>
<td>• Make decisions about routine mating activities, taking responsibility for actions taken</td>
</tr>
</tbody>
</table>
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| ACMHBR403 Handle and care for stallions | AHCHBR305A Handle and care for stallions | Updated to meet Standards for Training Packages  
Code changed to reflect appropriate industry sector usage and AQF policy requirements  
Edits to clarify intent of unit and address safety  
Addition of prerequisite requirements to address safety aspects | No equivalent unit |

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54e9-4cc9-a5db-d3502d154103
Assessment Requirements for ACMHBR403 Handle and care for stallions

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with ACM Animal Care and Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has handled, cared for and assisted at least one stallion throughout the mating process, including:

- using safe handling techniques and safe work practices to ensure safety of handlers, mares and foals
- catching, grooming, feeding and exercising stallion
- preparing teasing mare and teasing area
- handling stallion safely to ensure satisfactory mating or semen collection
- providing support to veterinarian for a range of procedures
- observing and detecting signs of disease, ill health or injury in stallion
- reporting and recording information about stallion according to workplace practices.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices for handling and caring for stallions, including:
  - stallion behaviour, body language and potential safety risks
  - common equine injury and disease that affects breeding stallions
  - procedures for monitoring stallion health
  - indicators of stallion health and welfare
  - accurate identification and recording in the mating process
  - strategies for managing efficient and well-managed stud activities to maximise conception rates and live foal outcomes
- work health and safety requirements and safe work practices:
  - safe horse handling techniques
• hazard identification, risk assessment and controls
• handling frozen semen and working with liquid nitrogen
• types and correct fit of personal protective equipment (PPE)
• duty of care for workers
• key requirements of environmental and biosecurity procedures for disposing of wastes
• workplace recording and reporting procedures.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
• a workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
• at least one live stallion – note that stallions can be less compliant and highly reactive, and should be assessed as suitable for the experience and skill of the individual
• various mares for mating, or dummies
• equipment and restraints required for mating activities
• appropriate tack for horse and activity
• personal protective equipment (PPE) correctly fitted and applicable to activity for the individual
• specifications:
• workplace recording and reporting forms or systems
• work instructions or program for carrying out mating procedures.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
AHCAGB301 Keep production records for a primary production business

Modification History

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<td>Initial release</td>
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Application

This unit of competency describes the skills and knowledge required to keep production business records such as paddock and livestock activity in accordance with workplace requirements auditing purposes.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Develop a system to collect and store production records             | 1.1 Determine physical records and inventories required for the organisation in consultation with the management team  
1.2 Identify short-term methods for collecting information that are reliable, timely and efficient  
1.3 Identify longer-term methods for sorting and storing information that allow effective analysis  
1.4 Identify the most appropriate information collection and storage methods according to business requirements  |
| 2. Collect and maintain production records                               | 2.1 Collect and maintain livestock records  
2.2 Collect and maintain crop and pasture records  
2.3 Collect and maintain records relating to farm vehicle and machinery use and maintenance  
2.4 Collect and maintain property maintenance records  
2.5 Collect and maintain records relating to stored produce  
2.6 Collect and maintain relevant climatic records  
2.7 Collect and maintain records relating to input purchases and use  
2.8 Collect and maintain records relating to staff activities               |
| 3. Organise information for analysis                                   | 3.1 Transfer collected information into a manual or computerised recording system  
3.2 Organise information into a format suitable for analysis, interpretation and dissemination  
3.3 Use and maintain business equipment and technology in accordance with organisational and work health and safety requirements |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCAGB301A Keep records for a primary production business.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCAGB301 Keep production records for a primary production business

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- communicate with others to obtain information
- collect information relating to primary production
- organise and store information
- maintain inventory records
- complete a livestock reconciliation
- follow enterprise work health and safety policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the organisation’s policies and procedures applying to production records
- relevant legislation and codes, relating to the operation of a business and to the tasks undertaken
- recording processes to meet QA requirements
- the organisation’s software and technology used to record and analyse production information.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB401 Plan and implement property improvement

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and implement property improvement.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work. They undertake a range of routine and non-routine activities and work in known and changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

<table>
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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Determine the</td>
<td>1.1 Discuss possible improvements for the planning period with the</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| improvement to be carried out | relevant people  
1.2 Prioritise improvements to be implemented  
1.3 Make plans to construct and maintain the improvements in line with medium-term property management and strategic plans  
1.4 Make allocations from the available budget for the planned improvements |
| 2. Arrange the design and layout of the property improvement | 2.1 Investigate alternative plans and layouts based on how appropriate they are for the management plan and environmental and work health and safety considerations  
2.2 Determine the most appropriate location for the improvement  
2.3 Determine the most appropriate design for the improvement and calculate dimensions  
2.4 Draw up plans for the improvement for the agreed improvement |
| 3. Order materials for property improvement | 3.1 Calculate materials required for the construction of the improvement from the drawn plans and discuss with relevant colleagues  
3.2 Obtain quotes from suppliers for the materials and select suitable suppliers  
3.3 Place orders with the chosen suppliers for the quantities, sizes and types of materials required |
| 4. Prepare site for installation | 4.1 Inspect site, and note key features for the planned property improvement  
4.2 Inform all relevant people, including neighbours, of the proposed activities  
4.3 Measure and peg selected site according to the prepared plans  
4.4 Prepare the site to be ready for the improvement and take precautions to ensure that adverse environmental impacts are eliminated or minimised  
4.5 Identify and assess work health and safety hazards and take responsible action throughout the site preparation activities |
| 5. Supervise implementation of property improvement | 5.1 Obtain all materials required for each work period and ensure they are on site ready for implementation  
5.2 Implement property improvement according to the drawn plans and the prepared schedules  
5.3 Undertake all work so that adverse environmental impacts are minimised or eliminated  
5.4 Identify and assess work health and safety hazards and take responsible action throughout the work  
5.5 Maintain communication between those working at the site  
5.6 Check the work regularly to ensure consistency with the drawn plans |
<table>
<thead>
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<tbody>
<tr>
<td>plans</td>
<td>5.7 Dispose of any waste material responsibly</td>
</tr>
<tr>
<td></td>
<td>5.8 Take corrective action where required</td>
</tr>
<tr>
<td>6. Carry out and monitor planned maintenance</td>
<td>6.1 Undertake and monitor planned maintenance to the improvement</td>
</tr>
<tr>
<td></td>
<td>6.2 Take precautions throughout the maintenance works to ensure adverse environmental impacts are minimised or eliminated</td>
</tr>
<tr>
<td></td>
<td>6.3 Identify and assess work health and safety hazards and take responsible action throughout the maintenance works</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB401A Implement and monitor a property improvement plan.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB401 Plan and implement property improvement

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan and implement the construction of physical resources
- organise and schedule the maintenance of physical resources
- analyse and assess the costs and benefits of plans and layouts in the light of all considerations including: work health and safety, financial, environmental and animal welfare
- prepare written plans and procedures for implementation by others
- prepare drawn plans or sketches
- estimate and order the materials required
- follow enterprise work health and safety policies
- follow enterprise sustainability practices.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- function and requirements of infrastructure requirements
- sustainable land and water use principles and practices applicable in the region
- environmental controls and codes of practice applicable to the business and to the improvement works
- whole property plan
- legislation, regulations and codes of practice relating to soil and water degradation issues, animal health and welfare, chemical use, building construction and workplace health and safety.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB402 Analyse and interpret production data

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to analyse and interpret animal, crop and horticultural production data.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who take responsibility for their own work. They undertake a range of routine and non-routine activities and work in known and changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Collect and organise production data</td>
<td>1.1 Collect, organise and interpret information in a format suitable for analysis</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1.      | 1.2 Determine accuracy and relevance of information held by the production unit  
|         | 1.3 Ensure methods of collecting data are reliable and make efficient use of resources  
|         | 1.4 Use business equipment to access, organise and monitor data  
|         | 1.5 Update, modify, maintain and store information  |
| 2.      | 2.1 Define objectives of analysis clearly  
|         | 2.2 Ensure methods of data analysis are reliable and consistent  
|         | 2.3 Ensure assumptions used in analyses are clear, justified and consistent with enterprise objectives  
|         | 2.4 Ensure conclusions are supported by evidence and contribute to the achievement of business objectives  |
| 3.      | 3.1 Prepare and report data in an appropriate format, style and structure using suitable business technology  
|         | 3.2 Ensure structure and format of reports are clear and conform to enterprise requirements  
|         | 3.3 Obtain feedback and comments on suitability and sufficiency of findings  |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB402A Analyse and interpret production data.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB402 Analyse and interpret production data

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect and organise production data
- use business equipment
- assess data accuracy
- analyse and interpret data
- present data with conclusions.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant legislation, industry and enterprise codes of practice and quality assurance procedures that impact on production
- enterprise record keeping and data storage practices
- enterprise policies and procedures relating to collection, analysis and maintenance of production data
- methods to collect and analyse production data
- data management systems and methods
- principles of report writing and data presentation.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCAGB403 Keep financial records for primary production business

Modification History

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Application

This unit of competency describes the skills and knowledge required to keep primary production financial records such as invoices and other related documents in accordance with workplace requirements for taxation and auditing purposes.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They must use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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</table>
| 1. Undertake farm office procedures          | 1.1 List the functions to be performed in the rural office  
1.2 Design a rural office and identify and assess appropriate office furniture and equipment  
1.3 Process and sort incoming mail  
1.4 Maintain, update and store records in accordance with organisational requirements  
1.3 Use and maintain business equipment and technology in accordance with organisational and Work Health and Safety (WHS) requirements |
| 2. Establish and maintain a petty cash system | 2.1 Identify transactions that are eligible for inclusion in the petty cash system  
2.2 Check petty cash claims and vouchers for accuracy and authenticity  
2.3 Process and record petty cash transactions  
2.4 Balance petty cash book |
| 3. Establish and maintain a cash book in accordance with organisational requirements | 3.1 Create a manual or computerised cashbook and a chart of accounts to record financial transactions of the business  
3.2 Check documentation relating to financial transactions for validity  
3.3 Record details of income and expenditure transactions in the cashbook  
3.4 Reconcile cashbook balances with bank and creditor statements  
3.5 Use cashbook balances to complete legislative reporting requirements  
3.6 Prepare cash flow statements on the basis of summarised cashbook entries |
| 4. Reconcile invoices for payment to creditors | 4.1 Identify, report and rectify adjustments and errors  
4.2 Process invoices and make payments |
| 5. Prepare invoices for debtors               | 5.1 Prepare invoices accurately and, if required, distribute to nominated person for verification before despatch  
5.2 Make adjustments as required following advice from the nominated person |
| 6. Maintain financial records                | 6.1 Copy and file invoices and other related documents required for taxation and auditing purposes  
6.2 Implement processes to archive historical documents  
6.3 Implement processes to properly destroy redundant documents |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB403 Keep financial records for primary production business

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- complete office processes efficiently
- collect relevant paperwork for input purchases
- process basic financial transactions
- reconcile invoices within the primary production business
- copy and file invoices and other related documents in accordance with organisational requirements for taxation and auditing purposes.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- office and filing procedures
- the organisation's policies and procedures applying to financial documents
- relevant legislation and codes, relating to the operation of a business and to the tasks undertaken
- procedures for handling cheques, vouchers and cash
- banking procedures and guidelines
- manual or computerised financial recording systems
- methods of calculating and presenting financial data
- the organisation's software and technology used to record and transmit financial information.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCAGB501 Develop climate risk management strategies

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop climate risk management strategies.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Survey climate and</td>
<td>1.1 Obtain and interpret historical climate data from a range of</td>
</tr>
<tr>
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</tbody>
</table>
| enterprise data | sources  
1.2 Identify weather and climate risk factors  
1.3 Collect information on normal and significant climate events and their impact on natural and rural systems  
1.4 Detail current and historical property and enterprise production  
1.5 Review short and long term enterprise goals to ensure they fit within climatic constraints  
1.6 Source, present and update climate and enterprise data according to enterprise requirements |
| 2. Climate risks and opportunities are identified and analysed | 2.1 Analyse forecasted changes of seasonal climate  
2.2 Identify climate risks and opportunities  
2.3 Determine impact on production of different weather and climate risk factors according to enterprise requirements  
2.4 Identify and develop qualitative and quantitative risk and opportunity factors  
2.5 Evaluate importance of climate variability and significant climate events  
2.6 Outline tactics to address a range of different climate variability risks and opportunities  
2.7 Identify contingency options for enterprises and the business |
| 3. Prepare climate risk management strategies | 3.1 Analyse climate variability and seasonal climate forecasts  
3.2 Address insurance and other options in business strategies  
3.3 Address major climate risk factors in business strategies  
3.4 Prepare financial outcomes for all strategies according to enterprise guidelines  
3.5 Predict impacts on the environment, property value and equity for the preferred strategies  
3.6 Review preferred production, enterprise or alternative strategies and select options according to enterprise requirements  
3.7 Present a planned strategy to cope with variable climate and climate risk management |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCAGB501A Develop climate risk management strategies.

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCAGB501 Develop climate risk management strategies

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research, analyse and interpret climate and enterprise data
- prepare risk management strategies
- integrate climate risk with opportunities and management strategies at a business management level
- implement enterprise sustainability policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- current forecasting techniques and phenomena, such as El Nino, ENSO, Southern Oscillation Index (SOI) and Pacific and Indian Ocean SST patterns
- impact of weather and climate on business activities
- causes of general patterns of weather and climate over Australia
- climate variability and climate change
- direct and indirect impacts of climate variability on land management and sustainability
- property and enterprise management decisions affected by the variable climate
- recognition of climate risks and opportunities
- seasonal climate forecasting systems and related indicators
- natural disaster planning
- climate and weather issues pertaining to sustainable agriculture
- potential impacts of greenhouse warming on land and natural resource management
- strategic options and planning in response to climate variability for a range of seasons (normal, drier or wetter than normal), and other risks and opportunities
• calculating financial returns for different strategic options
• computer applications and Internet to access, record and analyse data
• principles of decision-making based on the variable climate and seasonal climate forecasts.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB502 Plan and manage infrastructure requirements

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and manage infrastructure requirements.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine infrastructure</td>
<td>1.1 Access information regarding the characteristics of the products</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>requirements</td>
<td>and their respective market requirements</td>
</tr>
<tr>
<td>1.2</td>
<td>Confirm characteristics of the land under production and the production processes to be used from colleagues and other planning processes</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify and access data from organisational records for input to infrastructure planning processes</td>
</tr>
<tr>
<td>1.4</td>
<td>Collect and use information regarding other organisational planning processes and potential for improvements or innovations collected to inform the infrastructure planning process</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify and compare the infrastructure required to efficiently achieve the targeted production requirements with those existing and available in the organisation</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify work health and safety hazards, assess risks and incorporate suitable controls into the planning process</td>
</tr>
<tr>
<td>1.7</td>
<td>Plan and budget for replacements, purchases and sales of plant and vehicles</td>
</tr>
<tr>
<td>1.8</td>
<td>Use details regarding infrastructure requirements as input to other organisational planning processes</td>
</tr>
<tr>
<td>2. Obtain, prepare or build infrastructure</td>
<td>2.1 Identify solutions to bridging the gaps between required and existing infrastructure</td>
</tr>
<tr>
<td>2.2</td>
<td>Determine preferred solution to filling gaps in required infrastructure from a cost benefit analysis</td>
</tr>
<tr>
<td>2.3</td>
<td>Undertake negotiations to obtain infrastructure or componentry at the best rate for the organisation</td>
</tr>
<tr>
<td>2.4</td>
<td>Organise preparation work required for existing infrastructure and undertaken as necessary</td>
</tr>
<tr>
<td>2.5</td>
<td>Plan and commission works required</td>
</tr>
<tr>
<td>2.6</td>
<td>Ensure all alterations to infrastructure or new developments give due consideration to environmental and waste management requirements</td>
</tr>
<tr>
<td>3. Manage infrastructure</td>
<td>3.1 Determine infrastructure maintenance programs including scheduling and responsibilities</td>
</tr>
<tr>
<td>3.2</td>
<td>Undertake replacements, purchases and sales of infrastructure according to plans made</td>
</tr>
<tr>
<td>3.3</td>
<td>Ensure any reallocations of land required are undertaken with the planning and consultation required by the organisation and within all relevant guidelines and regulations</td>
</tr>
<tr>
<td>3.4</td>
<td>Manage situations that require unplanned maintenance within organisation guidelines and policy</td>
</tr>
<tr>
<td>3.5</td>
<td>Make checks to ensure that program specifications are adhered to and amendments are made where necessary</td>
</tr>
<tr>
<td>Element</td>
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<tr>
<td>3.6 Make checks to ensure that all work health and safety requirements are adhered to including the appropriate use of personal protective equipment</td>
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<tr>
<td>3.7 Make checks to ensure that potential detrimental environmental impacts are minimised or eliminated</td>
<td></td>
</tr>
<tr>
<td>4. Record and manage information</td>
<td>4.1 Analyse data, observations and documentation recorded during the production cycle against the plan</td>
</tr>
<tr>
<td>4.2 Prepare recommendations for future plans based on the analysis of the data</td>
<td></td>
</tr>
<tr>
<td>4.3 Prepare a report that documents the plan’s implementation</td>
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</tr>
<tr>
<td>4.4 Create, maintain and keep records and documentation as described in the business plan</td>
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<tr>
<td>4.5 Complete records and documentation clearly and accurately throughout production in the organisation</td>
<td></td>
</tr>
<tr>
<td>4.6 Ensure relevant records are available, accessible, meaningful and useful</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB502A Plan and manage infrastructure requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB502 Plan and manage infrastructure requirements

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify infrastructure requirements for the enterprise
- source, construct and modify infrastructure to meet enterprise requirements
- develop an infrastructure maintenance program including scheduling and responsibilities
- establish a recording system for infrastructure purchase, construction and maintenance
- interpret, analyse and extract information from a range of sources
- identify, build and use network and support groups
- recognise potential opportunities to use or install more environmentally efficient systems or equipment
- implement enterprise work health and safety policies
- implement enterprise sustainability practices.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- sustainable land use principles and practices
- property planning, financial management and enterprise budgeting systems and procedures
- environmental controls and codes of practice available to the organisation
- sound management practices and processes to minimise noise, odours and debris from production processes
- sustainable land use principles and practices applicable in the region
- relevant legislation and regulations relating to infrastructure management.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB503 Plan and monitor production processes

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and monitor production processes.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine production</td>
<td>1.1 Obtain production information for consideration</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>process requirements</td>
<td>1.2 Confirm characteristics of the resources under production&lt;br&gt;1.3 Obtain recent and historical data from organisational records for input to production planning&lt;br&gt;1.4 Identify potential for improvements or innovations to inform production planning&lt;br&gt;1.5 Identify production processes required to achieve the targeted production and compare with those that currently exist&lt;br&gt;1.6 Use production planning information as input to other organisational planning processes&lt;br&gt;1.7 Establish appropriate biosecurity and Quality Assurance requirements</td>
</tr>
<tr>
<td>2. Determine monitoring requirements and systems</td>
<td>2.1 Establish targets for each production unit from the organisational management and strategic plans&lt;br&gt;2.2 Schedule production taking varying organisational factors into consideration&lt;br&gt;2.3 Establish and include environmental sustainability controls in the production plan&lt;br&gt;2.4 Establish monitoring points and performance indicators using target, environmental management and scheduling information&lt;br&gt;2.5 Develop and use risk management strategies when necessary</td>
</tr>
<tr>
<td>3. Monitor and evaluate the effectiveness of production processes</td>
<td>3.1 Ensure that performance indicators, targets and specifications are met and amendments to the process are made where necessary&lt;br&gt;3.2 Evaluate the effectiveness of the production processes at key points and make adjustments as necessary&lt;br&gt;3.3 Identify monitor and assess environmental impacts and workplace health and safety hazards throughout the production cycle&lt;br&gt;3.4 Modify the production process by shifting priorities and results when necessary&lt;br&gt;3.5 Analyse data, observations and documentation from the production process against the plan</td>
</tr>
<tr>
<td>4. Record and manage information</td>
<td>4.1 Prepare recommendations for future plans based on the analysis of production data&lt;br&gt;4.2 Prepare a report that documents the plan’s implementation&lt;br&gt;4.2 Create, maintain and keep records and documentation as described in the production plan, the work health and safety requirements, and machinery and equipment management programs&lt;br&gt;4.4 Ensure that required information is available, accessible, meaningful and useful</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCAGB503A Plan and monitor production processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB503 Plan and monitor production processes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- interpret gathered information on production processes
- interpret, analyse and extract information from a range sources such as professional literature, contracts, discussions and workshops
- identify, build and use network and support groups
- observe, identify and react appropriately to environmental implications and work health and safety hazards
- assess and adopt profitable innovations
- set yield targets and objectives and estimate timelines
- contribute to preparing enterprise budgets and financials
- implement enterprise work health and safety policies
- implement enterprise biosecurity policies
- implement enterprise sustainability policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- environmental controls and codes of practice available to the organisation
- sustainable management practices
- sustainable land use principles and practices applicable in the region
- planning processes
- biosecurity and Quality Assurance requirements
- relevant legislation and regulations relating to production.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB504 Plan production for the whole business

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan production for the whole business.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Review and confirm the organisations</td>
<td>1.1 Compare the organisation’s business goals and vision against</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>business goals and vision</td>
<td>actual business activities</td>
</tr>
<tr>
<td></td>
<td>1.3 Review the organisation’s operating environment to identify potential opportunities and threats</td>
</tr>
<tr>
<td></td>
<td>1.4 Analyse the strengths and weaknesses of the organisation to identify potential areas for development</td>
</tr>
<tr>
<td></td>
<td>1.5 Access and discuss information on available innovations for use in the organisation with colleagues</td>
</tr>
<tr>
<td></td>
<td>1.6 Document the organisation’s goals and vision</td>
</tr>
<tr>
<td>2. Prepare human resource development plans</td>
<td>2.1 Identify personal values, attributes and skills of the management team</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify specific areas of expertise in the business</td>
</tr>
<tr>
<td></td>
<td>2.3 Assign specific areas of responsibility based on identified skills and attributes</td>
</tr>
<tr>
<td></td>
<td>2.4 Discuss and establish succession planning with management team</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify skill development and training requirements</td>
</tr>
<tr>
<td></td>
<td>2.6 Obtain commitment to ongoing skill development from the management team</td>
</tr>
<tr>
<td></td>
<td>2.7 Establish communication strategies and develop a collaborative environment</td>
</tr>
<tr>
<td>3. Prepare a plan to manage land use</td>
<td>3.1 Survey land to identify natural resources, soil characteristics, water resources, and cultural heritage values of the property</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine land use capacities from land condition tests and history of yields</td>
</tr>
<tr>
<td></td>
<td>3.3 Determine land use for individual paddocks based on land use capacities, products being produced, and the organisation’s goals and vision</td>
</tr>
<tr>
<td></td>
<td>3.4 Develop a plan to improve the management and use of land on the property, based on property resources and the organisation’s goals and vision, and incorporate into the production plan</td>
</tr>
<tr>
<td></td>
<td>3.5 Develop organisational policy in relation to the environmental management of the land based on land use, prevalent pests and diseases, and the organisation’s goals and vision</td>
</tr>
<tr>
<td>4. Plan production processes</td>
<td>4.1 Obtain production information for product under consideration</td>
</tr>
<tr>
<td></td>
<td>4.2 Confirm characteristics of the land under production and the quality of existing infrastructure</td>
</tr>
<tr>
<td></td>
<td>4.3 Obtain recent and historical data from organisational records for input to production planning</td>
</tr>
<tr>
<td></td>
<td>4.4 Collect and use information about organisational planning processes and potential for improvements or innovations to</td>
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<td></td>
<td>inform production planning</td>
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<td></td>
<td>4.5 Identify production processes required to achieve the targeted production and compare with those that currently exist</td>
</tr>
<tr>
<td></td>
<td>4.6 Use production planning information as input to other organisational planning processes</td>
</tr>
<tr>
<td>5. Develop financial goals and risk management strategies</td>
<td>5.1 Identify the key financial performance indicators of each enterprise in the business from analysis of cash flow, profitability and net worth</td>
</tr>
<tr>
<td></td>
<td>5.2 Assess the financial performance of each enterprise in the business from analysis of key financial performance indicators and their impacts on business performance</td>
</tr>
<tr>
<td></td>
<td>5.3 Identify financial goals for each enterprise in the business from financial performance assessment and the organisation’s goals and vision</td>
</tr>
<tr>
<td></td>
<td>5.4 Identify areas of risk in the organisation from analysis of the operating environment, production strategies, work health and safety records and staff skills</td>
</tr>
<tr>
<td></td>
<td>5.5 Identify and implement risk management strategies</td>
</tr>
<tr>
<td>6. Prepare and communicate the organisations vision, goals and plan</td>
<td>6.1 Integrate the organisation’s goals and vision, human resource development, land-use, production and financial plans to reflect the decisions taken in each area</td>
</tr>
<tr>
<td></td>
<td>6.2 Articulate the organisation’s goals, vision and plans to relevant staff</td>
</tr>
<tr>
<td></td>
<td>6.3 Establish a program to regularly review the organisations vision, goals and plans</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB504A Plan production for the whole land/farm based business.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB504 Plan production for the whole business

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- review strategic plans and production goals
- prepare enterprise budgets and calculate financial returns of the business
- develop financial management and marketing plans for the business
- review the natural resource base of the enterprise and incorporating principles of sustainability
- incorporate into production planning the personal aims and priorities of management and, the availability, productivity and training needs of labour
- assess the skills and expertise of self and colleagues
- facilitate group decision making within the business
- plan production processes
- assess environmental impacts and implement impact reduction techniques
- implement enterprise sustainability policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- holistic business planning and benchmarking
- marketplace in which the organisation operates
- land use planning including sustainable land use principles and practices
- soil nutrient cycling potential and limitations
- chemical and biological methods for pest control
- property planning, financial management and enterprise budgeting systems and procedures
• relevant State or Territory legislation, regulations and codes of practice which impact on rural production businesses
• monitoring strategies for financial, production, land use, and human resource development plans
• methods for assessing skills and expertise
• reasons for and methods of succession planning
• value and methods of risk assessment.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB505 Develop a whole farm plan

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop a whole farm plan.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine directions</td>
<td>1.1 Establish long-term directions and purposes of the business through identification and analysis of the values, expectations and</td>
</tr>
<tr>
<td>Element</td>
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<tr>
<td>for the business</td>
<td>personal goals of the people involved</td>
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<tr>
<td></td>
<td>1.2 Identify business and personal strengths, weaknesses, opportunities and threats (SWOT)</td>
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<tr>
<td></td>
<td>1.3 Develop strategies to address the SWOT consistent with the business vision</td>
</tr>
<tr>
<td>2. Audit the natural resources and infrastructure of the property</td>
<td>2.1 Identify and record physical characteristics of the soil resource</td>
</tr>
<tr>
<td></td>
<td>2.2 Produce a soil map of property and record land classes using classification terminology</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine land capability and identify land management options for each land class</td>
</tr>
<tr>
<td></td>
<td>2.4 Show natural property features and infrastructure on property map</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify areas at risk of soil degradation</td>
</tr>
<tr>
<td></td>
<td>2.6 Classify native vegetation and assess condition</td>
</tr>
<tr>
<td></td>
<td>2.7 Identify endangered species as appropriate</td>
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<td></td>
<td>2.8 Identify other natural resource issues as appropriate</td>
</tr>
<tr>
<td></td>
<td>2.9 Identify infrastructure to assist with planning and maintenance</td>
</tr>
<tr>
<td>3. Monitor legal requirements impacting on the management of the property</td>
<td>3.1 Develop knowledge of relevant Acts and regulations impacting on the property</td>
</tr>
<tr>
<td></td>
<td>3.2 Address legal requirements through management plans</td>
</tr>
<tr>
<td>4. Develop management strategies to address natural resource management issues</td>
<td>4.1 Develop, cost and prioritise property improvement plans to assist natural resource management</td>
</tr>
<tr>
<td></td>
<td>4.2 Develop plans to repair land degradation</td>
</tr>
<tr>
<td></td>
<td>4.3 Prepare water supply and water management, vegetation and revegetation management, and wildlife management strategies as appropriate to the property</td>
</tr>
<tr>
<td></td>
<td>4.4 Develop strategies for weed and pest management</td>
</tr>
<tr>
<td></td>
<td>4.5 Develop plans to address fire risk and fire management as appropriate</td>
</tr>
<tr>
<td>5. Review whole farm plan</td>
<td>5.1 Review and revise plans to meet changing circumstances</td>
</tr>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCAGB505A Develop a whole farm plan.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB505 Develop a whole farm plan

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- audit the natural resources of the property
- monitor legal requirements impacting on the management of the property
- develop management strategies to address natural resource management issues
- integrate business objectives and production plans with sustainable land management in a whole farm plan.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- SWOT analysis
- sustainable land management practices
- property planning processes and approaches
- land capability
- water, vegetation, soil, fire and wildlife management strategies
- legal requirements impacting on whole farm planning
- risk management.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB506 Manage application technology

Modification History

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Application

This unit of competency specifies the outcomes required to provide information or manage application technology in crops or pastures. The technology applies to the application of chemicals such as herbicides, fungicides, insecticide and fertilisers as well as biological and organic agents.

The unit involves the application of a broad knowledge base to identify and apply solutions to a range of problems. This includes plant morphology and physiology, plant protection, nutrition requirements, environmental impacts, the use of information technology and occupational health and safety hazards.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit of competency applies to work in a range of agricultural or support enterprises, such as agronomists and rural merchants. Work will be undertaken without supervision. Responsibility for and organisation of the work of others involved in the program may be required.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)
Elements and Performance Criteria

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<tbody>
<tr>
<td>1. Analyse application requirements</td>
<td>1.1 Determine goals for application of agents following a review of enterprise production plans and in consultation with land manager</td>
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<tr>
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<td>1.2 Access and review records of previous nutrition, pest, weed and disease management including the application of any agents</td>
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<tr>
<td></td>
<td>1.3 Access and review relevant climate, environmental and geographic data from available information systems and sources</td>
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<td></td>
<td>1.4 Access and review yield monitoring data including yield variability</td>
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<td></td>
<td>1.5 Access and review relevant soil, plant and water information from tests and records</td>
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<tr>
<td>2. Develop an application plan</td>
<td>2.1 Identify performance targets and indicators in the plan</td>
</tr>
<tr>
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<td>2.2 Select appropriate agent/s, including adjuvants, method of application and equipment based on site analysis, recommendations, production requirements, environmental conditions and manufacturer’s specifications</td>
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<td>2.3 Select spray nozzles to achieve the optimum droplet size with minimal variation and deliver the appropriate liquid flow rate for the selected agent in the desired spray distribution pattern</td>
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<td>2.4 Determine and monitor measures to control factors influencing the level of spray drift</td>
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<td></td>
<td>2.5 Determine procedures to ensure compliance with the range of appropriate federal, state and local government legislation and regulations</td>
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<td>2.6 Identify work health and safety hazards, assess risks and implement appropriate controls</td>
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<td>2.7 Determine environmental impacts of application and implement appropriate clean up strategies to the area</td>
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<td></td>
<td>2.8 Determine scheduling for applications taking the range of seasonal, geographic and resourcing factors into consideration</td>
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<tr>
<td></td>
<td>2.9 Determine the type, format, frequency and detail of record keeping required by legislation and undertaken by manager(s) and operators</td>
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</table>
| 3. Monitor and evaluate the effectiveness of the application plan | 3.1 Evaluate the effectiveness of the application at key points and make adjustments as necessary  
3.2 Monitor and assess environmental impacts and work health and safety hazards relating to application strategies throughout the implementation process  
3.3 Make modifications to the plan as and when necessary for environmental, work health and safety, resourcing or effectiveness reasons  
3.4 Analyse data, observations and documentation from the implementation of the application plan against the plan according to enterprise guidelines  
3.5 Prepare recommendations for future strategies based on the analysis of the data  
3.6 Record details of the implementation including information on any difficulties or issues faced, technical details, environmental and work health and safety impacts, recommendation for future action, results, costs and any available data analysis |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to VU21628 Manage application technology

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB506 Manage application technology

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret, analyse and extract information from a range of sources
- establish processes, strategies, procedures and controls for the application of chemical and biological agents
- prepare written plans and procedures for implementation by others
- explain and deliver instructions about the plans and scheduling of operations
- identify and react appropriately to environmental implications and work health and safety hazards
- identify and assess weeds, pests, diseases and nutritional and other deficiencies
- formulate efficient, cost effective control programs
- read and interpret manufacturer’s instructions and agent labels
- record recommendations and applications.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- characteristics of pest, weed and disease species including their life cycles and reproduction capability
- principles of integrated pest and weed management
- range and classes of fertilisers, herbicides, insecticides and fungicides available and their basic chemistry
- growth stages of weeds and plant morphology
- the effects on crops of weeds, pests, diseases and/or lack of soil fertility
- mode of action of chemical or biological control agents and long term effects of these agents with respect to plant back periods and resistance
- range and effect of different nozzles, pressures, spray patterns, droplet sizes and basic physics of droplets and fluids
- work health and safety hazards and controls and environmental impacts
- best management practices and processes to minimise the impact of agents
- federal, state and local government legislation and regulations.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB507 Select and use agricultural technology

Modification History

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Application

This unit of competency covers the selection and application of modern agricultural technology in production systems. Applications include the recording and reporting of farm activities, mapping, farm and production planning, data collection and analysis and variable rate technology. This unit assists land managers to make informed decisions specific to production systems and applications.

Applications in agricultural science range from spatial information tools to the precision application of production inputs and growth models for the improvement of production.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to persons who have a role in managing or operating a land based production business or providing expert advice such as consultants, industry specialists and extension officers.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)
Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Evaluate the need for agricultural technology</td>
<td>1.1 Identify and evaluate organisational tasks and processes that could be supported by technology applications&lt;br&gt;1.2 Assess opportunities and limitations for operational improvements that may result from adopting specific technology applications&lt;br&gt;1.3 Evaluate equipment, tool and resource requirements and select the most appropriate options&lt;br&gt;1.4 Evaluate the cost-benefit of using technology&lt;br&gt;1.5 Seek independent technical advice and sources of information as required&lt;br&gt;1.6 Develop a plan to incorporate the use of technology to improve operational efficiency, productivity and sustainability</td>
</tr>
<tr>
<td>2. Implement technology to manage production</td>
<td>2.1 Record, analyse and manage production data using technology&lt;br&gt;2.2 Develop treatment strategies or input requirements using technology&lt;br&gt;2.3 Collect, store and analyse data across the land based business using technology&lt;br&gt;2.4 Research information resources, report and communicate production management using technology&lt;br&gt;2.5 Integrate the use of technology to improve operational efficiency, production, profitability and sustainability</td>
</tr>
<tr>
<td>3. Evaluate the use of technology</td>
<td>3.1 Develop and review strategies to ensure the use of technology is cost effective and consistent with operational goals&lt;br&gt;3.2 Assess the need for additional training and support&lt;br&gt;3.3 Develop strategies to address barriers to the effective use of technology when necessary&lt;br&gt;3.4 Evaluate the impact of technology use on production levels, input costs and the cash flow budget&lt;br&gt;3.5 Develop strategies for monitoring, evaluating and incorporating future developments in technology</td>
</tr>
</tbody>
</table>

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to VU21629 Select and use agricultural technology

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB507 Select and use agricultural technology

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify a range of technologies and how to apply them in an agricultural system
- obtain and process data and information using technology
- assess and review production information for application into farm management
- identify appropriate training and support for staff
- identify and manage issues that may arise in the use of the technology
- complete a cost and benefits analysis
- analytical skills to evaluate opportunities.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- basic principles of technology used for agricultural applications
- basic principles of cost-benefit analysis
- equipment, tool and resource requirements
- context in which particular organisations operate and how this may impact on the selection and use of technology
- potential barriers to learning, and strategies to address these
- range of technology options available to support organisational activities
- strategies that can be used to evaluate technology use
- training and technical support options available to the organisation to develop skills in the use of technology
- sources of information related to agricultural technology
- trends and developments in technology relevant to agriculture.
Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB508 Improve agricultural sustainability using renewable energy and recycle systems

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Application

This unit of competency covers the development of planning strategies to address sustainability issues, using renewable energy sources and opportunities to recycle products, improve the efficiency of the business and reduce off-site impacts from the production system.

It will involve working in a safe manner and applying sustainable renewable energy systems to rural, regional and local conditions. All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to a person who has role in the management of the following land based business:

- Agricultural related industries
- Production Horticulture
- Agro-Forestry

This unit will require the consultation with external experts such as alternative energy consultants and suppliers of alternative energy equipment, planning authorities, State and Federal Government Departments who administer subsidies and provide advice.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.
### Unit Sector

Agribusiness (AGB)

### Elements and Performance Criteria

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</table>
| 1. Identify opportunities to reduce greenhouse gas emissions and use recycling | 1.1 Identify areas of each enterprise to improve efficient use of energy and cost savings to work practices, using renewable energy resources, recycling products and other ways to reduce greenhouse gas emissions.  
1.2 Identify available government subsidies for the implementation of strategies using renewable energy or recycling and potential cost savings to the business in the longer term.  
1.3 Identify the specified standards of quality, licensing, regulatory requirements, government legislation and safety issues for the introduction of any renewable energy resources and recycled products  
1.4 Identify potential income earnings capabilities to business by on selling energy excesses or recycled products.  
1.5 Measure improvement outcomes from the introduction of renewable energy sources and recycling products in relation to achieving greater sustainability.  
1.6 Identify and conduct risk assessment for work health and safety hazards |
| 2. Develop strategies to reduce greenhouse gas emissions and use recycling | 2.1 Develop strategies to apply principles of sustainability to address greenhouse gas emissions from using renewable energy resources, recycled products and improved work practices.  
2.2 Estimate plant, material, labour and other associated costs in consultation with appropriate person(s) or organization(s).  
2.3 Develop a budget for estimated plant, material, labour and other associated costs  
2.4 Develop effective work plan strategies for the introduction of renewable energy resources and recycled products.  
2.5 Investigate sources and availability of materials and human resources needed to complete work plan  
2.6 Develop risk management strategies including contingencies to maintain supply to contract on time and incorporate into the plan.  
2.7 Develop work health and safety risk control measures and establish procedures |
### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

New unit - equivalent to VBP477 Improve agricultural sustainability using renewable energy and recycle system/s

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB508 Improve agricultural sustainability using renewable energy and recycle systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify key parts of the enterprise operation that may be converted to renewable energy sources, reducing greenhouse emissions and recycling opportunities using key principles of sustainability
- establish a budget, organising materials and staff
- develop a plan to use renewable energy and recycling systems in agricultural systems including environmental risk management strategies
- develop workflow plan strategies and monitor progress of the plan during the implementation stages including work health and safety issues
- establish and evaluate improvement outcomes
- identify sustainability issues and implement associated systems for the use of renewable energy and recycling systems
- plan and budget cost efficient savings by implementing renewable energy of project
- monitor the plan and address contingency plans including risk management strategies
- recognise work health and safety hazards and implement control measures on the work site
- recognise environmental safety issues associated with the use of renewable energy
- organise materials, plant and human resources for implementation for the adoption of renewable energy or recycling opportunities
- measure and evaluate improvement outcomes.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• key principles of sustainability associated with using of renewable energy and recycling systems
• government legislation, regulatory requirements, licensing and subsidies
• environmental and work health and safety risk management strategies.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
AHCAGB509 Select and implement a Geographic Information System (GIS) for sustainable agricultural systems

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Application

This unit of competency covers identification and application of current technology, selecting and inputting appropriate data, processing and evaluating information and data produced. This unit assists land managers to make informed decisions in a number of production systems and applications, integrating into an overall holistic planning tool.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to persons who have a role in managing a land based production business. This unit is likely to require consultation with external experts, such as extension officers from State Agricultural Departments and agronomists.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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**Element** | **Performance criteria**
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**essential outcomes.** | achievement of the element.

1. **Select a GIS to incorporate into the land based business**
   1.1 Identify appropriate GIS management software appropriate to a land based business requirement
   1.2 Identify the purpose and business requirements of the GIS for developing a sustainable land management system
   1.3 Collect enterprise and land use management data requirements from all sources of information and enter into the software program
   1.4 Identify and assess opportunities and limitations for operational improvements that may result from adopting GIS
   1.5 Identify potential cost savings benefits as a result of using GIS and adjust enterprise production budgets
   1.6 Develop a plan to incorporate the use of a GIS into the land based business to improve operational efficiency, profitability and sustainability

2. **Implement GIS into the land based business**
   2.1 Identify appropriate training requirements for personnel to optimise the efficient use of machinery and technology
   2.2 Select required machinery and technology to incorporate into production operation
   2.3 Complete work operations to minimise environmental impacts by improving soil profile and productivity
   2.4 Identify and implement corrective action as a result of precise measurement data provided by satellite imagery

3. **Review production data using GIS**
   3.1 Review enterprise operations regularly to identify opportunities for improvements in sustainable production systems using GIS
   3.2 Monitor and assess impact of natural conditions on enterprise to maximise sustainability of land-based business
   3.3 Review production data to identify increases in productivity and reduced input costs
   3.4 Review monitoring procedures and recorded operating costs against production cash flow budget

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to VBP153 Select and implement a Geographic Information System (GIS) for sustainable agricultural systems.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB509 Select and implement a Geographic Information System (GIS) for sustainable agricultural systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify a range of software systems and how to apply them into a production system
- interpret production and land management maps to apply into everyday farming management
- identify erosion, soil management techniques, salinity, farming systems, bio-diversity and weeds by using GIS
- apply solutions to erosion, soil management techniques, salinity, farming systems, bio-diversity and weeds using GIS
- manage and co-ordinate work teams using GIS and associated technology
- complete a cost and benefits analysis
- use a computer, including computer aided drafting
- analysis digital map images
- communicate with staff and other parties on instruction and training in the use of GIS
- use self-diagnosis manuals to identify technical systems faults.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- financial management and strategic planning benefits from the implementation of a GIS
- legal concepts on the gathering of data to be used in GIS applications
- GIS applications and associated technology
- mapping principles of GIS
- computer concepts
• spatial calculations using GIS.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB510 Implement the introduction of biotechnology into the production system

Modification History

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Application

This unit of competency covers the process of evaluating the implications of introducing bio-technology and genetically modified organisms into the current production system. Strategies are developed to implement and monitor the integration of bio-technology products in a sustainable system by preparing strategies for the implementation, monitoring and evaluating the integration bio-technology products into the production plan.

This technology will require producers to identify potential risks and benefits, responsibly manage all aspects of risks to the neighbours, local community, and to the environment, relevant to the existing and new production system.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to persons who have a role in managing a land based production business. This unit is likely to require consultation with external experts, such as extension officers from State Agricultural Departments, Agri-business representatives, agronomists and regulators including insurance agencies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Evaluate benefits and applications of introducing bio-technology in the production system | 1.1 Identify information on bio-technology relevant to the enterprise by researching and analysing potential benefits and ramifications to the production system, the environment and others in the district  
1.2 Explain how bio-technology can be integrated into the current production system, to improve business profitability and sustainability  
1.3 Compare current and historical production data for the production system with potential for increased production  
1.4 Investigate potential risks involved in the introduction of bio-technology to the current production system  
1.5 Collate information in a clear and concise manner to determine informed decisions  
1.6 Evaluate the implications for the integration of bio-technology into current production plan |
| 2. Develop an implementation plan for the introduction of bio-technology into production system | 2.1 Select the application of bio-technology suitable to local environment, climate, seasonal conditions, business goals and marketing objectives  
2.2 Identify required changes to current production systems and develop suitable strategies for the application of a farm production management plan  
2.3 Develop risk management strategies including quality assurance (QA) system principles consistent with production plan requirements and marketing boards  
2.4 Identify all relevant legislation, regulatory and product supplier requirements and implement according to the production plan  
2.5 Identify key roles and responsibilities of personnel including training requirements  
2.6 Develop an implementation production management plan including risk management strategies and QA systems |
| 3. Implement and manage bio-technology into the production system | 3.1 Implement production, infrastructure and land management plans  
3.2 Implement the risk management strategies for the production plan and record information in QA system  
3.3 Manage scheduling of production processes taking organization factors and paddock operation into consideration  
3.4 Manage integration of environmental values into the production system |
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<tbody>
<tr>
<td>3.5 Monitor risk management strategies plan and identify problems and issues by conducting a risk management audit on property</td>
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<tr>
<td>4. Evaluate management strategies</td>
<td>4.1 Evaluate potential results of threats in terms of natural resources, business assets, infrastructure, environmental and community</td>
</tr>
<tr>
<td>4.2 Identify preventative and reactive action and develop further contingency plans to minimise threats and maximise opportunities</td>
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</tr>
<tr>
<td>4.3 Review risk management strategies plan aimed at ensuring business stability, sustainability and profitability, while protecting and preserving natural resources and business assets</td>
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</tr>
<tr>
<td>4.4 Evaluate production plan for the introduction of bio-technology into production system</td>
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</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to VBP154 Implement the introduction of biotechnology into the production system.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB510 Implement the introduction of biotechnology into the production system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research implications of introducing bio-technology for business
- identify applications for business and production systems
- develop and implement plans for production systems and risk management strategies
- recognise potential opportunities of introducing bio-technology (business and production)
- assess and adopt profitable innovations from the use of bio-technology products
- interpret, analyse and extract information from a range of sources such as professional literature, legal documents, discussions and workshops
- undertake cost benefit analysis in relation to the introduction of bio-technology
- communicate with industry contacts, colleagues and family regarding the land/farm based business
- design risk management strategies including installing a Total Quality Management System (TQMS)
- conduct a risk management audit before and after the introduction of bio-technology products
- complete and maintain appropriate quality assurance documentation for a TQMS.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- benefits and risks of introducing biotechnology into a production system
- principles of sustainability
- relevant State/Territory legislation, regulations and codes of practice with regards to work health and safety, use and control of hazardous substances and biotechnology in production systems
• financial cost analysis tools and techniques
• methods of risk assessment audits for the production system
• implementing, monitoring and maintenance of a Total Quality Management System (TQMS)
• stewardship to fellow farmers and community when using bio-technology in a production system.

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB511 Develop and manage a plan for sustainable production reflecting sustainable production principles

Modification History

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Application

This unit of competency covers the process of developing a farm plan for a rural enterprise to reflect organic, biodynamic and biological farming principles. It requires the ability to determine the philosophy of the farm business. An audit of the farm and the resources will be undertaken to assess the current status of the property. A management plan is developed to ensure sustainability of the farm business and the natural areas on the property. The plan is to convert the property and the management system to reflect the philosophy and the orderly transition to the new short term and long-term goals. It is also to manage the production system including crops, pasture and livestock within the organic, biodynamic and biological farming system. Records will be kept to maintain the integrity and quality of the product and meet legal requirements for accreditation.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to a person who has a role in managing a farm. This unit is likely to require consultation with certification bodies, auditors and producers with similar philosophies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)
## Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</table>
| 1. Develop goals and objectives for an organic, biodynamic or biological enterprise | 1.1 Establish long-term direction and purpose of the business by identifying and analysing the values, expectations and personal goals of the people involved  
1.2 Identify business and personal strengths, weaknesses, opportunities and threats and strategies to address them  
1.3 Investigate sources of information and support for conversion and plan the property conversion over a period of time including time lines and conversion costs |
| 2. Audit the existing and natural resources on the property              | 2.1 Draw a property map to include land classes using classification terminology, fences and water systems, natural property features and infrastructure  
2.2 Conduct a risk assessment of previous land use and an inventory of chemicals applied or evidence of application on the site  
2.3 Identify areas at risk of soil degradation and develop strategies to protect the area  
2.4 Develop and implement strategies to improve the health and the regeneration of remnant vegetation to support a diversity of living systems  
2.5 Assess potential problem pests and weeds and use strategies to implement an eradication program, within the guidelines of the certification body |
| 3. Develop and implement grazing and cropping strategies to improve biodiversity, recycling and sustainability in an organic, biodynamic or biological farm | 3.1 Use soil test results to make recommendations for soil improvement with appropriate organic fertilisers and soil conditioners to ensure a mineral-balanced and healthy soil  
3.2 Develop and implement an annual grazing program and strategies to optimize pasture growth and animal production  
3.3 Develop and implement a strategy for the recycling of farm waste and effluent  
3.4 Assess soil biological activity and apply suitable preparations and grazing strategies to improve the soil biota  
3.5 Identify appropriate mulching and composting systems  
3.6 Design and implement a plan using crop rotations to optimise soil fertility  
3.7 Research the principles and application of biodynamic preparations |
<p>| 4 Manage animal health and welfare for                                   | 4.1 Plan strategies to preserve animal health including allowable treatments and grazing management in the short term and genetic |</p>
<table>
<thead>
<tr>
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</table>
| organic, biodynamic or biological production | improvement in the long term  
4.2 Maintain livestock records to identify treated animals, including a record of all treatments including homeopathic remedies  
4.3 Sustain the animal enterprise with pasture and suitable fodder and maintain consumption records to meet certification protocols |
| 5 Manage customer feedback and satisfaction with organic, biodynamic or biological product quality and integrity | 5.1 Develop and implement procedures to obtain, analyse and respond to customer feedback on farm product quality and integrity  
5.2 Identify legal requirements to maintain organic, biodynamic or biological certification |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to VBP155 Develop and manage a plan for sustainable production reflecting organic, biodynamic and biological farming principles.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB511 Develop and manage a plan for sustainable production reflecting sustainable production principles

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- determine directions for the organic, biodynamic or biological business
- audit the natural resources on the property
- monitor legal and certification requirements impacting on the management of the property
- develop management strategies to address natural resource management issues
- research information on production changes and methods for the chosen philosophy
- ability to interpret accurate data
- communicate information to people and groups inside and outside the industry sector
- record treatments of parasites and diseases of animals with suitable preparations according to animal welfare and organic, biodynamic and biological farming principles
- assess and sample soils
- interpret and make recommendations regarding outcomes of soil tests
- recognise plants and pasture species
- calculate a feed budget
- document production processes and activities including developing a flow chart for the supply chain
- document a risk assessment
- develop procedures to respond to customer feedback
- analyse benefits to the family and farm from adopting the philosophy.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• sustainable land management practices
• property planning process
• water, vegetation, livestock, pasture, soil, fire and wildlife management strategies within the accreditation guidelines
• legal requirements impacting on the whole farm plan
• risk management strategies
• credible sources of information relating to organic, biodynamic and biological farming principles and practices
• supply chain for the organic, biodynamic and biological farming sector and your position in the chain
• permitted/restricted and prohibited inputs and activities for Organic Production
• grazing management including feed budgeting and grazing strategies
• animal health and options for maintaining health based on pathogen life cycles and the use of suitable preparations
• maintaining biodiversity to complement the organic, biodynamic and biological farming philosophy
• principles of sowing according to moon phase and maintaining crops with biodynamic preparations.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB601 Develop export markets for produce

Modification History

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Application

This unit of competency describes the skills and knowledge required to evaluate and develop a product for export.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They work in contexts that are subject to change and adapt a range of fundamental principles accordingly.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

<table>
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<tr>
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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1. Evaluate export | 1.1 Identify competitive advantages and disadvantages for the }
<table>
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<tbody>
<tr>
<td>potential</td>
<td>proposed product in respect to the products entry to overseas markets</td>
</tr>
<tr>
<td></td>
<td>1.2 Analyse features of potential markets in respect to cultural factors, quality requirements, government regulations and other economic, political and social factors</td>
</tr>
<tr>
<td></td>
<td>1.3 Analyse business resources for their appropriateness and capacity to contribute to the marketing effort</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify available capital and time for the development of the export plan</td>
</tr>
<tr>
<td>2. Develop export strategy</td>
<td>2.1 Conduct customer analysis and the market niche defined</td>
</tr>
<tr>
<td></td>
<td>2.2 Develop operational plan to address the market mix</td>
</tr>
<tr>
<td></td>
<td>2.3 Prepare budgets to address the investment required in the operational plan</td>
</tr>
<tr>
<td></td>
<td>2.4 Plan overseas visit to confirm the target market and initiate negotiations</td>
</tr>
<tr>
<td>3. Implement export strategy</td>
<td>3.1 Identify and address steps in an export transaction</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify and prepare documentation requirements for export</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB601A Develop export markets.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524bf524b2322cf72
Assessment Requirements for AHCAGB601 Develop export markets for produce

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- research and analyse product knowledge
- analyse a market and establish market potential
- develop and implement the export market strategy.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- sources of information in respect to export requirements
- requirements set out in standards, codes of practice, quality assurance (QA) processes and procedures
- marketing plan formats
- cash flow budgeting techniques
- sensitivity analysis and investment evaluation.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB602 Manage estate planning

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage and plan the succession and distribution of an estate within a family agricultural business context.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They work in contexts that are subject to change and adapt a range of fundamental principles accordingly.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Identify estate planning requirements | 1.1 Identify and assess contingency and succession arrangements against enterprise and individual requirements  
1.2 Identify and evaluate income continuation options to find best fit for enterprise requirements  
1.3 Identify and distinguish personal and business goals  
1.4 Consider needs of those affected by succession arrangements in estate planning |
| 2. Clarify estate planning arrangements | 2.1 Make clear plans for retirement and inheritance to all relevant parties  
2.2 Consider legal and financial implications of succession planning in determining succession arrangements and estate distribution  
2.3 Discuss, clarify and mediate apparent inequities in estate distribution  
2.4 Seek external advice as required to clarify obligations and potential effects on business performance |
| 3. Implement estate planning | 3.1 Determine and implement strategies for estate distribution and succession  
3.2 Monitor and review estate structures and transfer arrangements against tax and legislative requirements  
3.3 Monitor estate planning and succession against enterprise performance  
3.4 Complete relevant documentation to meet legal and procedural obligations |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB602A Manage estate planning.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB602 Manage estate planning

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify estate planning requirements
- clarify estate planning arrangements
- implement estate planning
- separate personal goals from enterprise goals
- clarify and mediate apparent inequities in estate distribution with relevant parties where necessary
- define agreements and contracts
- consider investment, financial and retirement options.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- effective interpersonal communication techniques
- conflict resolution, negotiation and mediation techniques
- solve problems relating to estate management
- goal setting strategies
- working knowledge of estate structures, retirement options, wills and estate planning procedures.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB603 Manage the production system

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage the production system.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They work in contexts that are subject to change and adapt a range of fundamental principles accordingly.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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<tr>
<td>1. Integrate plans for</td>
<td>1.1 Examine strategic, production, infrastructure and land</td>
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<td>Element</td>
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| different sectors of the enterprise | management plans to identify interactions between different sectors of the enterprise  
1.2 Determine types of interactions and their impacts on resources and production system performance over time  
1.3 Assess beneficial interactions and any potential additional benefits are identified for further improvements to the systems efficiency  
1.4 Assess detrimental interactions and adjust the production system to minimise potential losses  
1.5 Obtain and discuss information on innovations for use in the organisation and integrated with operational plans |
| 2. Develop and implement risk management strategies | 2.1 Analyse the business to identify its strengths and weaknesses as well as any threats to, or opportunities to improve, the organisations sustainability and profitability  
2.2 Consider potential results of threats in terms of natural resources, business assets and infrastructure  
2.3 Develop preventative and reactive contingency plans to minimise threats and maximise opportunities  
2.4 Ensure contingency plans aim to ensure business stability and profitability while protecting and preserving natural resources and business assets |
| 3. Analyse the overall performance of the production system | 3.1 Undertake whole-business physical and financial analyses to determine the long-term sustainability and profitability of the production system  
3.2 Prepare and discuss results of analyses with colleagues for input to future planning processes |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB603A Manage the production system.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB603 Manage the production system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- align relevant production systems with the enterprise strategic plan
- adjust production systems to meet the overarching sustainability requirements for the enterprise
- adopt a systemised approach to the incorporation of productions systems into the business plan.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- marketplace in which the organisation operates
- property planning, financial management and enterprise budgeting systems and procedures
- relevant State or Territory legislation, regulations and codes of practice which impact on the management of the enterprise
- methods of measuring and implementing business and environmental sustainability
- financial analysis tools and techniques for land based businesses
- sources of information to assist in analysis of operational plans, resourcing and financial analysis
- monitoring strategies for a range of operational plans
- value and methods of risk assessment.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB604 Analyse business performance

Modification History

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Application

This unit of competency describes the skills and knowledge required to analyse the business performance of an enterprise.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They work in contexts that are subject to change and adapt a range of fundamental principles accordingly.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Analyse financial</td>
<td>1.1 Interpret taxation reports and determine accounts to be true and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tbody>
</table>
| reports | fair  
1.2 Review and interpret management reports generated by the enterprise  
1.3 Determine distribution of profit |
| 2. Use financial analysis tools | 2.1 Calculate gross margins and relevant breakdowns of profit and loss  
2.2 Calculate ratios related to production activity, solvency and liquidity, gearing and profitability  
2.3 Source and compare relevant performance benchmarks  
2.4 Identify and analyse trends in production and profitability |
| 3. Identify opportunities for increasing profit | 3.1 Assess yield or production potential and determine current position  
3.2 Identify key issues related to production efficiency  
3.3 Identify key issues related to market return |
| 4. Develop strategies for improving business performance | 4.1 Use Strengths, Weaknesses, Opportunities and Threats (SWOT) approach to determine possible strategies for addressing production and marketing issues  
4.2 Perform sensitivity analyses to evaluate strategies |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB604A Analyse business performance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB604 Analyse business performance

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- analyse financial reports
- use financial analysis tools
- identify profit drivers for the enterprise
- benchmark business performance against other businesses
- develop strategies for improving business performance.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- financial reports
- financial analysis tools
- performance benchmarking
- issues related to production efficiency and marketing
- SWOT analysis and developing business strategies.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB605 Manage business capital

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage the business capital of the business.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They work in contexts that are subject to change and adapt a range of fundamental principles accordingly.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

<table>
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</tbody>
</table>
## Element | Performance criteria
--- | ---
1. Assess the capital needs of the business | 1.1 Determine working capital and capital requirements for development  
1.2 Determine return on capital or opportunity cost of development capital
2. Assess appropriate equity levels for the business | 2.1 Assess risks associated with the business  
2.2 Identify personal and business risk preferences  
2.3 Analyse equity levels in comparable enterprises using benchmark data
3. Establish and maintain appropriate financing arrangements for the business | 3.1 Determine capacity to service debt and meet liabilities  
3.2 Sources of funds are identified and terms and conditions compared and evaluated  
3.3 Conduct negotiations to ensure the establishment of the most favourable terms and conditions  
3.4 Source loan funds and check agreements  
3.5 Monitor costs of finance to keep them within defined budget limits  
3.6 Manage relationships with finance providers  
3.7 Monitor the economic environment and assess implications for the business
4. Monitor and review the mix of liabilities | 4.1 Conduct regular reviews of the mix of liabilities and the costs and determine the benefits associated with reconfiguring loans  
4.2 Review and renegotiate loans as appropriate
5. Monitor equity, return on equity | 5.1 Review valuations on assets and monitor the effect on equity  
5.2 Calculate returns on assets and returns on equity and use to assist business performance

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCAGB605A Manage business capital.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCAGB605 Manage business capital

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assess capital needs
- assess appropriate equity levels for a business
- establish and maintain appropriate financing arrangements
- review the mix of liabilities
- monitor key indicators of financial returns for the business.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- preparation of financial reports
- impacts resulting from changes to various macroeconomic factors
- sources of finance
- negotiation techniques
- concept of equity, Return on Assets (ROA), Return on Equity (ROE), Internal Rate of Return (IRR)
- bank and lending institution policies and requirements.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAGB606 Manage price risk through trading strategy

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage price risk by developing a trading strategy.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They work in contexts that are subject to change and adapt a range of fundamental principles accordingly.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Agribusiness (AGB)

Elements and Performance Criteria

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</table>
| 1. Conduct market research | 1.1 Collate and evaluate estimates of supply and demand  
|                          | 1.2 Analyse past trends and assess possible future scenarios  
|                          | 1.3 Relate own products to market indicators  |
| 2. Determine price required | 2.1 Calculate cost of production and determine break-even price  
|                          | 2.2 Calculate overhead costs to be allocated against the enterprise  
|                          | 2.3 Determine margins for profit and risk  
|                          | 2.4 Set forward price objectives to meet cost of production, contribution to overheads and profit required  
|                          | 2.5 Evaluate personal attitude to risk  |
| 3. Develop sales plan | 3.1 Evaluate cash markets and assess projected price trends  
|                          | 3.2 Obtain and assess forward contract information  
|                          | 3.3 Obtain and assess futures prices  
|                          | 3.4 Evaluate selling options against price objectives and the assessment of price movement risk  
|                          | 3.5 Assess taxation and cash flow implications  
|                          | 3.6 Develop appropriate mix of sale options in a trading strategy  
|                          | 3.7 Develop contingency plans to address possible shifts in price trend  |
| 4. Implement trading strategy | 4.1 Seek appropriate expertise as required  
|                          | 4.2 Monitor market information and adjust trading strategy according to contingency plans  |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAGB606A Manage price risk through trading strategy.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAGB606 Manage price risk through trading strategy

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine cost of production
- allocate overhead costs against enterprises
- assess risk to financial returns through market or currency movements
- analyse trends and evaluating forecasts
- monitor and assess price movements
- implement a trading strategy for price risk management.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- supply, demand and price relationships
- price trends and sources of market information/forecasts
- cost of production
- overhead costs
- risk assessment and attitudes to risk
- selling options for the relevant commodity
- operation of futures markets, forward selling arrangements, put options
- foreign exchange rates
- contract law
- cash flow and taxation planning
- contingency planning.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAIS201 Assist with artificial insemination procedures

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist with artificial insemination procedures.

This unit applies to those who provide technical support to a registered veterinarian or licensed inseminator.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Artificial Insemination (AIS)
## Elements and Performance Criteria

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</table>

### 1. Assist with preparation of animals for insemination

1.1 Detect animals on heat and record or report information
1.2 Move animals on heat to the insemination area
1.3 Restrain animals using safe and humane techniques in line with enterprise animal welfare policies
1.4 Provide assistance for the appropriate preparation of tools and equipment
1.5 Select, use and maintain suitable personal protective equipment and clothing in line with enterprise work health and safety policies

### 2. Support insemination procedure

2.1 Sterilise and clean or dispose of insemination equipment
2.2 Identify and prepare recipient animal
2.3 Restrain recipient animal appropriately and assist the insemination procedure to optimise results
2.4 Record details of insemination, identification of the semen used and identifies of the female animals in line with enterprise requirements

### 3. Clean work area and equipment

3.1 Dispose of waste and debris appropriately in line with enterprise environmental policies
3.2 Clean and maintain work area and equipment appropriately
3.3 Return animals to designated area
3.4 Clean and maintain restraints and harnesses

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

This unit is equivalent to AHCAIS201A Assist with artificial insemination procedures.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAIS201 Assist with artificial insemination procedures

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assist with preparation of animals for insemination
- support insemination procedure
- clean work area and equipment
- follow work health and safety policies
- follow animal welfare practices
- follow enterprise environmental policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- resource and manpower requirements, biosecurity requirements, industry standards, codes of practice and procedures for artificial insemination of the livestock species
- reproductive anatomy and reproductive physiology in the livestock species
- signs of heat, methods for detection of oestrus and management of animals on heat
- techniques and methods for humane handling and restraint of the livestock species
- relevant animal welfare practices for the conduct of artificial insemination in the livestock species
- types, uses, maintenance, servicing and storage of equipment
- methods and procedures for cleaning and sterilisation of equipment used for artificial insemination
- procedures for handling, measurement and usage of cleaning chemicals, disinfectants and sanitisers
- relevant work health and safety requirements
- relevant documentation and records that are required
• relevant environmental and sustainability requirements, and procedures for disposal and management of wastes and debris
• requirements and procedures for cleaning and maintaining work areas.

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAIS301 Collect semen

Modification History

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Application

This unit of competency describes the skills and knowledge required to routinely collect semen for artificial insemination of livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

Working with entire male animals is an inherently dangerous activity. Individuals who work at this level must be thoroughly competent in all aspects of handling entire male animals.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Artificial Insemination (AIS)

Elements and Performance Criteria

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## AHCAIS301 Collect semen

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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
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</tbody>
</table>
| 1. Prepare animals for collecting semen    | 1.1 Follow enterprise work health and safety, biosecurity and animal welfare policies  
1.2 Select, use and maintain suitable personal protective equipment and clothing  
1.3 Select and prepare appropriate equipment for semen collection  
1.4 Prepare nominated sire at the appropriate semen collection area  
1.5 Collect semen from the nominated sire using appropriate techniques  
1.6 Transfer semen to the processing and storage area  
1.7 Follow enterprise policies on testing of semen, blood and/or other biological samples for diseases which can be transmitted from male animals to female animals |
| 2. Complete collection procedures          | 2.1 Carry out post-collection procedures  
2.2 Dispose of waste in line with enterprise environmental policies  
2.3 Clean work area and equipment appropriately  
2.4 Return animals to the designated area |
| 3. Document and record data                | 3.1 Complete required documentation and records accurately and promptly  
3.2 Supply information to relevant authorities to promote research and improvements in industry practice |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCAIS301A Collect semen.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAIS301 Collect semen

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare animals for collecting semen
- prepare for and undertake hygienic collection of semen
- collect semen using industry approved collection techniques
- transfer semen safely to the preparation and storage area
- handle animals in a humane, stress free, and safe manner
- clean up work areas and equipment and record data.
- follow enterprise work health and safety, biosecurity and animal welfare policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types, uses and maintenance of personal protective equipment
- resource and manpower requirements, biosecurity and animal welfare requirements, industry standards, codes of practice and procedures for artificial insemination of the livestock species
- types, uses, maintenance, servicing and storage of equipment
- requirements and features of semen collection work areas
- requirements, methods and techniques for processing and storage of semen
- techniques and methods for humane handling and restraint of the livestock species
- relevant animal welfare practices for the conduct of artificial insemination in the livestock species
- methods and procedures for cleaning and sterilisation of equipment used for artificial insemination
- types of diseases transmissible from male to female animals through artificial insemination/semen, and methods of testing, control and prevention
- procedures for handling, measurement and usage of cleaning chemicals, disinfectants and sanitisers
- relevant work health and safety policies
- relevant environmental requirements, and procedures for disposal and management of wastes and debris
- requirements and procedures for cleaning and maintaining work areas
- relevant documentation and records that are required.

**Assessment Conditions**

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAIS302 Process and store semen

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Application

This unit of competency describes the skills and knowledge required to process and store semen collected from livestock for the purpose of artificial insemination.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Artificial Insemination (AIS)

Elements and Performance Criteria

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<tbody>
<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare diluent</td>
<td>1.1 Clean containers to be used for preparation of diluent according to enterprise hygiene standards</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.2</td>
<td>Calibrate equipment and tools used in processing semen</td>
</tr>
<tr>
<td>1.3</td>
<td>Heat distilled water for use in diluent to required temperature</td>
</tr>
<tr>
<td>1.4</td>
<td>Add distilled water to powdered diluent in correct proportions</td>
</tr>
<tr>
<td>1.5</td>
<td>Store diluent correctly before use</td>
</tr>
<tr>
<td>2.1</td>
<td>Determine concentration of the ejaculate using appropriate equipment</td>
</tr>
<tr>
<td>2.2</td>
<td>Calculate number of doses according to the concentration determined</td>
</tr>
<tr>
<td>3.1</td>
<td>Examine semen batch and check for contamination</td>
</tr>
<tr>
<td>3.2</td>
<td>Assess motility of semen</td>
</tr>
<tr>
<td>3.3</td>
<td>Compare quality of semen batch against enterprise benchmarks</td>
</tr>
<tr>
<td>3.4</td>
<td>Discard poor quality semen appropriately</td>
</tr>
<tr>
<td>4.1</td>
<td>Check temperature and other operational parameters of incubator before use</td>
</tr>
<tr>
<td>4.2</td>
<td>Report and resolve problems with incubator before operation</td>
</tr>
<tr>
<td>5.1</td>
<td>Add diluent to semen batch</td>
</tr>
<tr>
<td>5.2</td>
<td>Divide diluted semen into doses</td>
</tr>
<tr>
<td>5.3</td>
<td>Label each semen dose</td>
</tr>
<tr>
<td>5.4</td>
<td>Place doses in incubator</td>
</tr>
<tr>
<td>5.5</td>
<td>Assess quality of prepared doses</td>
</tr>
<tr>
<td>5.6</td>
<td>Record data in line with enterprise requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCAIS302A Process and store semen.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAIS302 Process and store semen

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare diluent
- determine number of semen doses
- assess quality of semen batch
- check incubator temperature and other operational parameters before use
- prepare and label semen doses
- record semen details.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- methods and procedures for cleaning and sterilisation of containers, equipment and tools
- calibration of equipment and tools
- preparation and storage of diluent
- types, uses, maintenance and servicing of equipment used for determining semen concentration and quality
- calculation of semen doses
- criteria, characteristics and methods for assessing semen quality
- requirements and methods for the disposal of semen
- types, functions and maintenance of incubator
- requirements, methods and procedures for preparing semen doses
- effects and impacts of environmental conditions, equipment factors and human factors on viability of semen doses
- enterprise recording requirements.
Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAIS303 Artificially inseminate livestock

Modification History

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<tr>
<th>Release</th>
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<td>Initial release</td>
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Application

This unit of competency describes the skills and knowledge required to artificially inseminate livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

In some jurisdictions technicians performing commercial artificial insemination may require accreditation. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Artificial Insemination (AIS)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for insemination of</td>
<td>1.1 Organise resources and personnel to ensure optimal timing of the insemination process</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| animals                | 1.2 Follow appropriate hygiene procedures  
|                        | 1.3 Access semen supplies from appropriate and reliable sources, and store appropriately  
|                        | 1.4 Prepare animals to maximise success of insemination program  
|                        | 1.5 Follow enterprise work health and safety, animal welfare and biosecurity policies  
|                        | 1.6 Select, use and maintain suitable personal protective equipment and clothing                                                                                                                                 |
| 2. Inseminate animals  | 2.1 Select, prepare and thaw semen in compliance with relevant codes of practice and industry standards  
|                        | 2.2 Ensure insemination equipment is sterile, clean and used appropriately  
|                        | 2.3 Identify and observe intended recipient and check for signs of ovulation  
|                        | 2.4 Restrain and prepare intended recipient humanely and appropriately for insemination  
|                        | 2.5 Carry out insemination under appropriate hygiene conditions                                                                                                                                                  |
| 3. Complete documentation and records | 3.1 Document and record data on insemination process accurately and promptly  
|                        | 3.2 Review historical data to measure performance of herd in insemination program  
|                        | 3.3 Calculate and use conception rates to determine success of AI program  
|                        | 3.4 Supply information to relevant authorities to promote research and improvements in industry practice  
|                        | 3.5 Identify and record necessary modifications to herd program to assist continuous improvement processes                                                                                                         |
| 4. Clean work area and equipment | 4.1 Dispose of waste appropriately in line with enterprise environmental policies  
|                        | 4.2 Clean and maintain work area and equipment appropriately  
|                        | 4.3 Return animals to designated areas                                                                                                                                                                               |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCAIS303A Artificially inseminate livestock.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAIS303 Artificially inseminate livestock

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Performance Evidence

The candidate must be observed artificially inseminating livestock.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for insemination
- observe animals on heat to detect correct insemination timing
- prepare equipment and work sites
- correctly select and thaw semen for insemination
- restrain and inseminate animals using recognised methods that reduce stress
- complete documentation and records
- clean work area and equipment
- follow enterprise work health and safety, biosecurity and animal welfare policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- working knowledge of enterprises herd improvement or animal production plan
- basic breeding principles, including the oestrus cycle and its significance
- pregnancy testing
- animal health and abnormalities
- preparation techniques such as puberty stimulation
- semen thawing and storage techniques
- preparation requirements for artificial insemination of animals
- animal movement and behavioural characteristics
- harness and restraint equipment, components and functions
• handling techniques, restraint methods and when to use them
• enterprise and industry identification system for animals
• personal protective equipment and when and how it should be used
• relevant State/Territory legislation, regulations and codes of practice with regard to workplace OHS and animal welfare
• legislative and regulatory controls with regard to artificial insemination
• enterprise and industry policies with regard to artificial insemination and recording and reporting routines.

Assessment Conditions

The candidate must demonstrate knowledge of:

• resource and manpower requirements, biosecurity requirements, industry standards, codes of practice and procedures for artificial insemination of the livestock species
• hygiene procedures for artificial insemination
• requirements, methods and procedures for sourcing, acquiring, transporting and storing semen
• requirements and procedures for preparation of artificial insemination
• types, uses and maintenance of personal protective equipment
• requirements and procedures for selection, preparation and thawing of semen
• methods and procedures for cleaning and sterilisation of equipment used for artificial insemination
• procedures for handling, measurement and usage of cleaning chemicals, disinfectants and sanitisers
• relevant anatomy and physiology of female livestock
• reproductive physiology and behaviour of female livestock
• techniques and methods for humane handling and restraint of the livestock species
• relevant animal welfare practices for the conduct of artificial insemination in the livestock species
• relevant documentation and records that are required
• relationship, cause and effect between herd performance and artificial insemination programs
• criteria and methods for determining conception rates
• requirements, methods and procedures for improving the success of artificial insemination and its impacts on herd performance
• relevant environmental and sustainability requirements, and procedures for disposal and management of wastes and debris
• requirements and procedures for cleaning and maintaining work areas and equipment
• enterprise work health and safety policies
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCAIS401 Supervise artificial breeding and embryo transfer programs

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise artificial breeding and embryo transfer programs.

This unit also applies to artificial breeding technicians who provide advice to farmers.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Artificial Insemination (AIS)
Elements and Performance Criteria

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</table>

1. Determine breeding method
   1.1 Review options for artificial breeding to determine most suitable and affordable method according to breeding objectives
   1.2 Select and match artificial breeding option to resources and breeding objectives
   1.3 Identify, source and arrange resource implications of breeding programs
   1.4 Prepare program schedules according to available resources
   1.5 Ensure suitable personal protective equipment for staff and self are available in line with enterprise work health and safety policies

2. Implement breeding method
   2.1 Check the disease status of donor and recipient animals in line with enterprise biosecurity policies
   2.2 Obtain genetic material from appropriate and reliable source
   2.3 Receive, check and store genetic material appropriately
   2.4 Handle animals appropriately in line with animal welfare policies
   2.5 Ensure females are inseminated at the optimal stage of the oestrus cycle where artificial insemination is the selected option
   2.6 Check to ensure intended recipients are prepared and correctly scheduled where embryo transfer (ET) is the selected option
   2.7 Provide hormone injections to intended recipients at appropriate stages of transfer programs where ET is the selected option
   2.8 Conduct embryo transfers in compliance with relevant codes of practice and industry standards where ET is the selected option

3. Monitor and maintain program
   3.1 Monitor the need for return to service of intended recipient
   3.2 Monitor health of livestock in the breeding program
   3.3 Review adjustments in genetic material transfer practices to enhance success of future programs
   3.4 Document and maintain data on genetic material transfer programs

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCAIS401A Supervise artificial breeding and/or embryo transfer programs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCAIS401 Supervise artificial breeding and embryo transfer programs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine breeding method
- implement breeding method
- monitor and maintain program
- apply work health and safety requirements in the context of own work
- apply biosecurity requirements in the context of own work
- apply animal welfare practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- legislative requirements, biosecurity requirements, codes of practice, industry standards and procedures for artificial insemination and embryo transfer
- resources requirements, types and characteristics of artificial breeding methods and programs
- advantages, disadvantages and cost-benefit analysis of artificial breeding programs for the livestock enterprise
- types, uses and maintenance of personal protective equipment
- requirements, methods and procedures for sourcing, acquiring, transporting and storing genetic material
- relevant anatomy and physiology of female livestock
- reproductive physiology, reproductive behaviour and pregnancy development of female livestock
- requirements and procedures for artificial insemination
- requirements and procedures for embryo transfer
Assessment Requirements for AHCAIS401 Supervise artificial breeding and embryo transfer programs

- causes, signs, treatment and management of reproductive diseases and complications in female livestock
- requirements, methods and procedures for improving the success of artificial breeding programs and their impacts on herd performance
- relevant documentation and records that are required
- relevant work health and safety and animal welfare requirements.

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB201 Apply a range of treatments to trees

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Application

This unit of competency describes the skills and knowledge required to remedy common tree problems by applying treatments including alleviating tree stress and improving soil condition. Treating trees also requires consideration of the environmental implications of treatment methods, techniques and procedures.

This unit applies to individuals who undertake defined activities, work in a structured context, apply knowledge and skills to demonstrate autonomy and limited judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCCHM201 Apply chemicals under supervision

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
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</tr>
</tbody>
</table>
## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCARB201A Apply a range of treatments to trees.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB201 Apply a range of treatments to trees

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- locating trees on streets using maps
- recognising trees requiring treatment
- identifying site hazards, assessing risks and reporting to supervisor
- confirming work zone with work crew and monitoring site
- selecting and use personal protective equipment
- selecting, preparing, and carrying out pre-operational and safety checks, on tools, equipment and machinery
- confirming first aid personnel, equipment and procedures applicable to tree work
- communicating with work team during operations
- reading packaging labels to maintain awareness of work hazards
- cleaning or sterilising tools and equipment
- avoiding disease transfer and biosecurity issues
- recording and implementing work health, safety, site, environmental and traffic control measures
- removing competing plants to ensure maintenance of adequate space, light, water and nutrient requirements of tree
- applying nutrient additives at specified rates and locations
- amelioration of soil structure in relation to aeration and drainage
- amelioration of soil condition with plant-based mulch application
- determining benefit and limits of decompaction methods
- calibrating application equipment
- applying treatment with due regard for environmental implications
- applying chemicals under supervision
• maintaining awareness of effect on environment of own work practices
• cleaning and storing personal protective equipment
• clearing and cleaning sites
• awareness of work health and safety in the context of own work.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• methods of locating trees on streets and maps
• tree recognition
• methods of identifying site hazards, assessing risks and reporting to supervisors
• risk assessment systems
• confirmation of work zones
• how trees react to stress
• personal protective equipment
• pre-operational and safety checks, on tools, equipment and machinery
• first aid
• first aid personnel, equipment, and first aid plan procedures
• communication systems using voice, hand and whistle signals
• application of packaging instructions
• methods of cleaning and sterilising tools and equipment
• methods of disease transfer
• biosecurity principles and practices
• work health, safety, site, environmental and traffic control measures
• plant removal methods
• soil nutrition
• rates of nutrient application
• soil amelioration techniques
• soil structure, aeration and drainage
• mulch
• compaction and decompaction
• correct preparation prior to applying treatment to trees
• calibration techniques of application equipment
• chemical application techniques, usage restrictions and risk controls
• environmental implications of chemical use in own work practices.

Assessment Conditions
Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.
Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**  
  - spray application equipment  
  - spill kit  
  - measuring and weighing equipment  
  - signage - chemical use  
  - personal protective equipment (PPE)  
  - first aid and emergency kit  
  - traffic management kit  
  - signage - work zone  
  - trees

- **materials:**  
  - tree recognition form  
  - hazard identification and risk control form  
  - equipment and PPE check form  
  - emergency preparation form  
  - work communications form  
  - chemical and treatment application form  
  - tree maintenance form  
  - soil assessment form  
  - work site operations form  
  - work records form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

AHCARB206 Operate and maintain stump grinding machines

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate motorised stump grinding machines to remove tree stumps from the ground.

This unit applies to individuals who undertake defined activities with specialised tools and methods, work in a structured context, apply knowledge and skills to demonstrate autonomy and limited judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures, in accordance with manufacturers recommendations and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB210 Work effectively in the arboriculture industry
HLTAID003 Provide first aid

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<p>| Element describe the | Performance criteria describe the performance needed to demonstrate |</p>
<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for stump removal operations</td>
<td>1.1 Determine site location and details and clarify with supervisor&lt;br&gt;1.2 Determine the depth below ground of stump grinding works&lt;br&gt;1.3 Determine and confirm location and depth of above-and-below-ground services&lt;br&gt;1.4 Unload stump grinder machine&lt;br&gt;1.5 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk</td>
</tr>
<tr>
<td>2. Carry out pre-operational and safety checks</td>
<td>2.1 Check maintenance log is complete and up to date&lt;br&gt;2.2 Check belts are appropriately tensioned and in good order&lt;br&gt;2.3 Check teeth are sharp&lt;br&gt;2.4 Check no teeth are missing or loose&lt;br&gt;2.5 Check tyre pressure is correct or tracks are appropriately tensioned&lt;br&gt;2.6 Check levels of oils and fluids&lt;br&gt;2.7 Check hoses&lt;br&gt;2.8 Check brakes are operational&lt;br&gt;2.9 Check cutter head rotates freely and is not obstructed</td>
</tr>
<tr>
<td>3. Check stump grinder safety features</td>
<td>3.1 Check guards for belt, power take-off (PTO) and grinder head are in place&lt;br&gt;3.2 Check kill switch clearly identifiable and working&lt;br&gt;3.3 Check that dead-man is working if fitted&lt;br&gt;3.4 Check debris curtain present and in good order&lt;br&gt;3.5 Check dust suppression system is working if fitted</td>
</tr>
<tr>
<td>4. Complete preparations for work</td>
<td>4.1 Select and use appropriate personal protective equipment&lt;br&gt;4.2 Confirm first aid and emergency personnel, equipment and procedures&lt;br&gt;4.3 Expose stump surrounds manually and check for and remove foreign bodies&lt;br&gt;4.4 Moisten surrounds as required&lt;br&gt;4.5 Record and implement work health, safety, site, environmental and traffic control measures</td>
</tr>
<tr>
<td>5. Position stump grinder</td>
<td>5.1 Determine exclusion zone for work operations&lt;br&gt;5.2 Isolate exclusion zone with barriers and signs&lt;br&gt;5.3 Position machine level within recommended ranges to avoid rollover&lt;br&gt;5.4 Avoid holes with machine wheels&lt;br&gt;5.5 Position machine to minimise impact from flying debris</td>
</tr>
<tr>
<td>Element</td>
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<tr>
<td>5.6 Position operator in low risk position</td>
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<tr>
<td>5.7 Position operator to provide a clear view of the stump</td>
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<tr>
<td>5.8 Locate safety screens as required</td>
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<tr>
<td>5.9 Communicate with work team during operations using voice, hand and whistle signals</td>
<td></td>
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<tr>
<td>5.10 Confirm work zone cleared prior to starting cutter head</td>
<td></td>
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<tr>
<td>5.11 Plan to complete a series of grinds across the stump</td>
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<tr>
<td>5.12 Start cutter head</td>
<td></td>
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<tr>
<td>5.13 Stop work if exclusion zone is breached and disengage cutter head if required</td>
<td></td>
</tr>
<tr>
<td>5.14 Position cutter head over stump</td>
<td></td>
</tr>
<tr>
<td>5.15 Engage cutter head into stump surface</td>
<td></td>
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<tr>
<td>5.16 Maintain engine speed in revolutions-per-minute (RPM)</td>
<td></td>
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<tr>
<td>5.17 Ensure grinding process is accurate, smooth and ergonomic</td>
<td></td>
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<tr>
<td>5.18 Grind stump to recommended depth of cut on each cutting pass</td>
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<tr>
<td>5.19 Ensure the cut size of each pass is not excessively deep causing the machine to labour excessively or to stall</td>
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<tr>
<td>5.20 Grind stump to predetermined spread and depth</td>
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<tr>
<td>5.21 Operate equipment without damaging underground services and surrounding areas</td>
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<tbody>
<tr>
<td>6.1 Communicate with work team during operations using voice, hand and whistle signals</td>
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<tr>
<td>6.2 Confirm work zone cleared prior to starting cutter head</td>
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<tr>
<td>6.3 Plan to complete a series of grinds across the stump</td>
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<tr>
<td>6.4 Start cutter head</td>
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<td>6.5 Stop work if exclusion zone is breached and disengage cutter head if required</td>
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<td>6.6 Position cutter head over stump</td>
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<tbody>
<tr>
<td>6.1 Reposition machine away from ground stump</td>
<td></td>
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<tr>
<td>6.2 Disengage cutter head</td>
<td></td>
</tr>
<tr>
<td>6.3 Wait and remain clear of cutter head until cutter head stops moving</td>
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<tr>
<td>6.4 Remove build-up of grindings</td>
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<tbody>
<tr>
<td>7.1 Make check in calls at prearranged times</td>
<td></td>
</tr>
<tr>
<td>7.2 Inspect grinder as required between stumps and when refuelling</td>
<td></td>
</tr>
<tr>
<td>7.3 Shutdown immediately if abnormal vibration or noise develops</td>
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</tr>
<tr>
<td>7.4 Stop the engine before refuelling and allow engine to cool as required</td>
<td></td>
</tr>
<tr>
<td>7.5 Follow Safe Work Method Statement instructions for refuelling</td>
<td></td>
</tr>
<tr>
<td>7.6 Replace and secure fuel cap before restarting</td>
<td></td>
</tr>
<tr>
<td>7.7 Disengage cutter head and ensure a complete stop before moving to a new stump</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Back-fill stump hole to original ground level</td>
<td></td>
</tr>
<tr>
<td>9.2 Maintain clean and safe work area throughout work and upon completion</td>
<td></td>
</tr>
<tr>
<td>9.3 Collect waste material and dispose of or recycle in a manner</td>
<td></td>
</tr>
<tr>
<td>Element</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>causing minimal environmental damage</td>
</tr>
<tr>
<td>9.4</td>
<td>Clean, maintain and store tools and equipment</td>
</tr>
<tr>
<td>9.5</td>
<td>Perform basic maintenance, including sharpening grinder and replacing teeth as required</td>
</tr>
<tr>
<td>9.6</td>
<td>Load grinder in accordance with Safe Work Method Statement</td>
</tr>
<tr>
<td>9.7</td>
<td>Secure grinder for transport</td>
</tr>
<tr>
<td>9.8</td>
<td>Update records of operator usage in log record</td>
</tr>
<tr>
<td>9.9</td>
<td>Update records of maintenance and replacement items</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCARB206A Undertake stump removal.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB206 Operate and maintain stump grinding machines

Modification History

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Performance Evidence

The candidate must be observed removing stumps using a motorised stump grinder using low-risk work procedures. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining site location and details and clarifying with supervisor
- determining the depth below ground of stump grinding works
- determining and confirm location and depth of above-and-below-ground services
- unload stump grinder machine
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- checking maintenance log complete and up to date
- checking belts appropriately tensioned and in good order
- checking teeth are sharp
- checking no teeth are missing or loose
- checking tyre pressure is correct or tracks are appropriately tensioned
- checking levels of oils and fluids
- checking hoses
- checking brakes are operational
- checking cutter head rotates freely and is not obstructed
- checking guards for belt, power take-off (PTO) and grinder head are in place
- checking kill switch clearly identifiable and working
- checking that dead-man is working if fitted
- checking debris curtain present and in good order
- checking dust suppression system is working if fitted
- selecting and use appropriate personal protective equipment
- confirming first aid and emergency personnel, equipment and procedures
- exposing stump surrounds manually and check for and remove foreign bodies
- moistening surrounds as required
- recording and implementing work health, safety, site, environmental and traffic control measures
- determining exclusion zone for work operations
- isolating exclusion zone with barriers and signs
- positioning machine level within recommended ranges to avoid rollover
- avoiding holes with machine wheels
- positioning machine to minimise impact from flying debris
- positioning operator in low risk position
- positioning operator to provide a clear view of the stump
- locating safety screens as required
- communicating with work team during operations using voice, hand and whistle signals
- confirming work zone cleared prior to starting cutter head
- planning to complete a series of passes across the stump
- starting cutter head
- stopping work if exclusion zone is breached and disengage cutter head if required
- positioning cutter head over stump
- maintaining engine speed in revolutions-per-minute (rpm)
- ensuring grinding process is accurate, smooth and ergonomic
- grinding stump to recommended depth of cut on each cutting pass
- ensuring the cut size of each pass is not excessively deep causing the machine to labour excessively or to stall
- grinding stump to predetermined spread and depth
- operating equipment without damaging underground services and surrounding areas
- repositioning machine away from ground stump
- disengaging cutter head if risk of making unwanted contact
- waiting and remaining clear of cutter head until cutter head stops moving
- removing build-up of grindings
- making check in calls at prearranged times
- inspecting grinder as required between stumps and when refueling
- shutting down immediately if abnormal vibration and/or noise develops
- stopping the engine before refueling and allow engine to cool as required
- following safe work method statement instructions for refueling
- replacing and securing fuel cap before restarting
- disengaging cutter head and ensure a complete stop before moving to a new stump
- back-filling stump hole to original ground level
- maintaining clean and safe work area throughout work and upon completion
- collecting waste material and dispose of or recycle in a manner causing minimal environmental damage
- cleaning, maintaining and storing tools and equipment
- performing basic maintenance, including sharpening grinder and replacing teeth as required
- loading grinder in accordance with safe work method statement
• securing grinder for transport
• updating records of operator usage in log record
• updating records of maintenance and replacement items.

Knowledge Evidence

The candidate must demonstrate knowledge of:

• site hazard identification methods
• site risk assessment systems
• control measures for work health, safety, site, environmental and traffic control
• personal protective equipment
• communication systems using voice, hand and whistle signals
• first aid
• emergency procedures
• methods of locating services
• pre-operational checks of stump grinders including:
  • logs
  • belts
  • teeth
  • tyre pressure
  • oils and fluids
  • hoses
  • brakes
  • cutter head
  • guards
• safety checks of stump grinders including:
  • guards for belt, power take-off (PTO) and grinder head
  • kill switch
  • dead man
  • debris curtain
  • dust suppression
• exclusion zones
• operation of stump grinders
• cutter head engagement and disengagement
• positioning of stump grinders and operator
• work zone
• methods of determining spread and depth of cut
• recommended depths of cut
• cutting plan
• engine speed (rpm)
• abnormal vibration
- methods of back-filling
- environmental implications of removal activities
- appropriate methods of collecting waste material and disposal or recycling methods
- basic maintenance of stump grinders
- methods of sharpening stump grinders
- methods of teeth replacement of stump grinders
- records of operator usage in log record
- methods of maintaining records for basic maintenance and replacement items.

### Assessment Conditions

It is an industry requirement for competency in this unit that assessment includes a log record, verifying ten (10) hours of operating a stump grinder, and five (5) hours of unloading and loading, setup and pre-operational and safety checks, preparatory work, backfilling and cleaning up, sharpening and basic maintenance, performed by the candidate.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - stump grinder
  - sharpening equipment
  - refuelling kit
  - spill kit
  - emergency communication system
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - traffic management kit
  - signage – work zone
  - tree stumps
- materials:
  - stump grinder operations form
  - hazard identification and risk control form
  - pre-operational and safety check form
  - emergency preparation form
Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB207 Perform ground based rigging

Modification History

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Application

This unit of competency describes the skills and knowledge required to perform ground based rigging. This unit does not cover crane operations.

The unit applies to ground based workers who undertake defined activities with specialised tools and methods, work in structured and changing contexts, apply knowledge and skills to demonstrate autonomy and limited judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB311 Tie, dress, set and finish arborist knots

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. Assist in preparation of   | 1.1 Determine location of worksite and correct tree from scope of works  
| work site                     | 1.2 Identify site hazards, assess risks and report to supervisor  
|                               | 1.3 Confirm work zone with work crew and monitor site  
|                               | 1.4 Confirm first aid and emergency personnel, equipment and procedures  
|                               | 1.5 Record and implement work health, safety, site, environmental and traffic control measures                                                                                                                                 |
| 2. Prepare for rigging        | 2.1 Assist with tree examination by observation of defects  
|                               | 2.2 Discuss rigging method with work crew  
|                               | 2.3 Confirm rigging method supports identified risk controls  
|                               | 2.4 Select appropriate rigging equipment  
|                               | 2.5 Examine, assemble, install rigging equipment and check for defects  
|                               | 2.6 Select and use appropriate personal protective equipment                                                                                                                                                      |
| 3. Perform rigging operations | 3.1 Communicate with work team during operations using voice, hand and whistle signals  
|                               | 3.2 Tie, dress, set and finish arborist knots as required for rigging task  
|                               | 3.3 Monitor rigging system, work team movements and environmental conditions  
|                               | 3.4 Maintain effective communications specific to the rigging task  
|                               | 3.5 Control load and raise, balance, lower or redirect as communicated  
|                               | 3.6 Adjust rigging as required for mass or dimensions of load  
|                               | 3.7 Disconnect load from rigging system  
|                               | 3.8 Check rigging equipment components  
|                               | 3.9 Return appropriate components to aerial work team member                                                                                                                                                      |
| 4. Complete rigging operations| 4.1 Remove load from drop zone  
|                               | 4.2 Confirm completed rigging operation  
|                               | 4.3 Clean and check tools, equipment and machinery, and store  
|                               | 4.4 Report and tag faulty or worn tools and equipment  
|                               | 4.5 Clean and store personal protective equipment                                                                                                                                                                   |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCARB207A Perform ground based rigging.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB207 Perform ground based rigging

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Performance Evidence

The candidate must be observed using ground based rigging to raise, lower, control and redirect a load during tree pruning and tree removal. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining location of worksite
- determining correct tree from scope of works
- identifying site hazards, assess risks and report to supervisor
- confirming work zone with work crew and monitoring site
- confirming first aid and emergency personnel, equipment and procedures
- recording and implementing work health, safety, site, environmental and traffic control measures
- assisting with tree examination by observation of defects
- discussing rigging method with work crew
- confirming rigging method supports identified risk controls
- selecting appropriate rigging equipment
- examining, assembling, installing and checking rigging equipment for defects
- selecting and using appropriate personal protective equipment
- communicating with work team during operations using voice, hand and whistle signals
- tying, dressing, setting and finishing arborist knots as required for rigging task
- monitoring rigging system, work team movements and environmental conditions
- maintaining effective communications specific to the rigging task
- controlling load and raising, balancing, lowering or redirecting as communicated
- adjusting rigging as required for mass or dimensions of load
- disconnecting load from rigging system
- checking rigging equipment components
- returning appropriate components to aerial work team member
• removing load from drop zone
• confirming completed rigging operation
• cleaning and checking tools, equipment and machinery, and storing
• reporting and tagging faulty or worn tools and equipment
• cleaning and storing personal protective equipment
• use of industry-standard terminology to describe rigging processes and equipment
• applying work health and safety requirements in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• work zone
• first aid, emergency personnel, equipment and procedures
• work health, safety, site, environmental and traffic control measures
• tree examination
• observation of tree defects
• rigging equipment
• rigging methods
• rigging system
• examination of rigging equipment for defects
• examination of rigging equipment
• assembling rigging equipment
• installing rigging equipment
• checking rigging equipment
• personal protective equipment
• voice, hand and whistle signals
• communications specific to the rigging task
• environmental conditions
• tying, dressing, setting and finishing arborist knots
• controlled loads
• load raising
• lowering loads
• redirecting loads
• balancing load on centre of gravity
• rigging adjustments
• mass of load
• dimensions of load
• rigging equipment components
• rigging operation
• tagging faulty or worn tools and equipment.
Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - rigging equipment
  - static and dynamic rope kit
  - harness
  - lowering and friction devices
  - high decibel whistle
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - rescue kit
  - traffic management kit
  - signage – work zone
  - trees
- **materials:**
  - rigging operations form - ground based
  - hazard identification and risk control form
  - equipment and PPE check form
  - emergency preparation form
  - site assessment form
  - tree recognition form
  - work communications form
  - work site operations form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB208 Recognise trees

Modification History

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Application

This unit of competency describes the skills and knowledge required to recognise trees and their environmental and social benefits.

This unit applies to individuals who undertake defined activities, work in a structured context, apply knowledge and skills to demonstrate autonomy and limited judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Examine tree features</td>
<td>1.1 Locate trees on streets using maps 1.2 Examine and record form, structures and local environment of tree 1.3 Examine and record shape, colour and size of leaves</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.4</td>
<td>Examine and record features of buds, branches and bark</td>
</tr>
<tr>
<td>1.5</td>
<td>Examine and record flower type, colour and shape</td>
</tr>
<tr>
<td>1.6</td>
<td>Examine and record features of fruit if present</td>
</tr>
<tr>
<td>1.7</td>
<td>Use all relevant available senses to assist in tree recognition</td>
</tr>
<tr>
<td>2.1</td>
<td>Examine tree for general condition</td>
</tr>
<tr>
<td>2.2</td>
<td>Observe signs and symptoms of diseases, pests and problems that assist in recognition of tree</td>
</tr>
<tr>
<td>2.3</td>
<td>Record condition of tree and signs and symptoms of diseases, pests and problems on hazard identification form and report to supervisor</td>
</tr>
<tr>
<td>3.1</td>
<td>Use field guides and photographs to assist in tree recognition</td>
</tr>
<tr>
<td>3.2</td>
<td>Recognise tree using common name and botanical name where possible</td>
</tr>
<tr>
<td>3.3</td>
<td>Request confirmation of tree recognition from work team in common and botanical names as required</td>
</tr>
<tr>
<td>4.1</td>
<td>Examine tree for existing habitat use and food source supply</td>
</tr>
<tr>
<td>4.2</td>
<td>Recognise environmental benefits provided by tree in current location</td>
</tr>
<tr>
<td>4.3</td>
<td>Recognise value of benefits to the client and community</td>
</tr>
<tr>
<td>5.1</td>
<td>Record tree features and observations of tree recognition process</td>
</tr>
<tr>
<td>5.2</td>
<td>Note key features observed in the process of tree recognition</td>
</tr>
<tr>
<td>5.3</td>
<td>Inform client or organisation as required</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB208 Recognise trees

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</table>

Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- locating trees on streets using maps
- examining and recording form, structures and local environment of tree
- examining and recording shape, colour and size of leaves
- examining and recording features of buds, branches and bark
- examining and recording flower type, colour and shape
- examining and recording features of fruit if present
- using all relevant available senses to assist in tree recognition
- examining tree for general condition
- observing signs and symptoms of diseases, pests and problems that assist in recognition of tree
- recording condition of tree and signs and symptoms of diseases, pests and problems on hazard identification form and report to supervisor
- using field guides and photographs to assist in tree recognition
- recognising tree using common name and botanical name where possible
- requesting confirmation of tree recognition from work team in common and botanical names as required
- examining tree for existing habitat use and food source supply
- recognising environmental benefits provided by tree in current location
- recognising value of benefits to the client and community
- recording tree features and observations of tree recognition process
- noting key features observed in the process of tree recognition
- informing client or organisation as required.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- methods of locating trees on streets using maps
- form, structures and local environment of tree
- shape, colour and size of leaves
- features of buds, branches and bark
- flower type, colour and shape
- features of fruit if present
- use of sensory methods in tree recognition
- general condition of trees
- signs and symptoms of diseases, pests and problems that assist in recognition of trees
- hazard identification forms
- field guides and photographs that assist in tree recognition
- recognition of common names of trees and botanical name where possible
- tree examination for existing habitat use and food sources
- environmental benefits provided by trees
- recognition of value of tree benefits to the client and community
- methods of recording tree features and observations of tree recognition process
- key features of trees observed in the process of tree recognition
- methods of informing client and organisation of tree recognition.

Assessment Conditions

It is an industry requirement for competency in this unit that assessment requires methods of assessment that focus on the process of recognition, incorporating the use of multiple reference sources and pathways to recognise trees.

Assessment must provide for a minimum of thirty-five (35) different trees local to the region.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - field guides
• camera/phone camera
• trees and tree samples
• materials:
  • tree recognition form
  • disease profile form
  • hazard identification and risk control form
  • work site operations form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:
• arboriculture vocational competencies at least to the level being assessed
• current arboriculture industry skills directly relevant to the unit of competency being assessed

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB209 Assist with aerial rescue from the ground

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist with an aerial rescue where an injured person is in a tree or on an elevated work platform (EWP).

Aerial rescue is likely to be undertaken in emergency situations and involves close, effective team-work to ensure the safety of all personnel and the public during a rescue or the management of an aerial casualty.

The unit applies to ground based workers who undertake defined activities with specialised tools and methods, work in structured and changing contexts, apply knowledge and skills to demonstrate autonomy and limited judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

HLTAID003 Provide first aid
AHCARB207 Perform ground based rigging
   
   AHCARB311 Tie, dress, set and finish arborist knots

Unit Sector

Arboriculture (ARB)
# Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>
| 1. Plan rescue work                                    | 1.1 Identify site hazards, assess risks and report to supervisor  
1.2 Confirm emergency communication system is working  
1.3 Confirm emergency services contact numbers are documented  
1.4 Select, prepare and check first aid equipment and rescue kit  
1.5 Position rescue and first aid equipment for easy access  
1.6 Clarify own role in rescue situations  
1.7 Confirm first aid, rescue personnel, equipment and rescue plan procedures with work team prior to undertaking work  
1.8 Select and use personal protective equipment  
1.9 Communicate with work team during operations using voice, hand and whistle signals |
| 2. Assist in rescue procedure                          | 2.1 Attempt communication with casualty  
2.2 Determine condition of casualty as accurately as possible  
2.3 Call emergency services and electricity supply authority as required before assisting with rescue |
| 3. Assist in lowering EWP bucket to the ground          | 3.1 Determine if the EWP is in contact or closer than ‘Safe Approach Distances’ with electrical wires and apparatus  
3.2 Determine EWP is structurally stable  
3.3 Maintain ‘Safe Approach Distances’  
3.4 Access EWP only if safe to do so  
3.5 Access truck-based controls and lower bucket to ground if safe to do so |
| 4. Assist in rescue of climbing worker                  | 4.1 Determine if tree or climber is in contact or closer than ‘Safe Approach Distances’ with electrical wires and apparatus  
4.2 Maintain communications with rescuer and casualty, work team and emergency personnel  
4.3 Keep all ropes clear and free  
4.4 Observe rescue route and provide feedback to rescuer  
4.5 Assist with managing casualty as they approach ground |
| 5. Lower climber needing assistance                     | 5.1 Determine if tree or climber is in contact or closer than ‘Safe Approach Distances’ with electrical wires and apparatus  
5.2 Inform climber of presence of electrical wires  
5.3 Provide rescue equipment requested by the climber  
5.4 Install or use existing high point as instructed  
5.5 Inform climber of lowering procedure |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.6</td>
<td>Install or use existing friction device to raise and lower the climber as required to lower the climber to the ground</td>
</tr>
<tr>
<td>6.</td>
<td>Apply first aid on ground</td>
</tr>
<tr>
<td>6.1</td>
<td>Apply necessary first aid once casualty is on ground until medical professionals arrive</td>
</tr>
<tr>
<td>7.</td>
<td>Complete rescue work</td>
</tr>
<tr>
<td>7.1</td>
<td>Secure worksite and control entry until appropriate authorities inspect and release site Follow procedures for reporting accidents and prevent re-use until checked</td>
</tr>
<tr>
<td>7.2</td>
<td>Isolate equipment involved in accident for potential investigation</td>
</tr>
<tr>
<td>7.3</td>
<td>Remove all rescue equipment in a controlled manner</td>
</tr>
<tr>
<td>7.4</td>
<td>Clean and store rescue equipment</td>
</tr>
<tr>
<td>7.5</td>
<td>Clean and store personal protective equipment</td>
</tr>
<tr>
<td>7.6</td>
<td>Maintain records of aerial rescue in appropriate format</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB209 Assist with aerial rescue from the ground

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be observed assisting in a rescue from an EWP and participating in the rescue of a climber from the ground. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- identifying site hazards, assessing risks and reporting to supervisor
- confirming emergency communication system is working
- confirming emergency services contact numbers are documented
- selecting and checking suitable safety equipment, rescue kit and personal protective equipment
- positioning rescue and first aid equipment for easy access
- clarifying own role in rescue situations
- confirm first aid, rescue personnel, equipment and rescue plan procedures with work team prior to undertaking work
- selecting and using personal protective equipment
- communicating with work team during operations using voice, hand and whistle signals
- attempting communication with casualty
- determining condition of casualty as accurately as possible
- calling emergency services and electricity supply authority as required before assisting with rescue
- determining if the EWP is in contact or closer than ‘safe approach distances’ with electrical wires and apparatus
- determining EWP is structurally stable
- maintaining ‘safe approach distances’
- accessing EWP only if safe to do so
- accessing truck-based controls and lowering bucket to ground if safe to do so
- determining if tree or climber is in contact or closer than ‘safe approach distances’ with electrical wires and apparatus
• maintaining communications with rescuer and casualty, work team and emergency personnel
• keeping all ropes clear and free
• observing rescue route and provide feedback to rescuer
• assisting with managing casualty as they approach ground
• determining if tree or climber is in contact or closer than ‘safe approach distances’ with electrical wires and apparatus
• informing climber of presence of electrical wires
• providing rescue equipment requested by the climber
• installing or use existing high point as instructed
• informing climber of lowering procedure
• installing or using existing friction device to raise and lower the climber as required to lowering the climber to the ground
• applying necessary first aid once casualty is on ground until medical professionals arrive
• securing worksite and control entry until appropriate authorities inspect and release site
• follow procedures for reporting accidents
• isolating equipment involved in accident for potential investigation and preventing re-use until checked
• removing all rescue equipment in a controlled manner
• cleaning and storing rescue equipment
• cleaning and storing personal protective equipment
• maintaining records of aerial rescue in appropriate format
• use of industry-standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• emergency procedures to assist in ground-based rescues of EWP and climbing workers
• hazard identification methods
• risk assessment systems
• Safe Approach Distances
• recognition of live electrical wires or apparatus
• electrical wires and apparatus safety
• first aid procedures
• contents of a first aid kit
• use of a first aid kit
• emergency services communication systems
• emergency services contact numbers
• emergency plans
• appropriate placement of rescue equipment
• rescue kits
• rescue personnel, equipment and rescue plan procedures
• how to control risk to rescuer, victim and others
Assessment Requirements for AHCARB209 Assist with aerial rescue

- types of reporting required after rescue
- personal protective equipment
- how to deal with an emergency
- lowering mechanisms for an aerial rescue
- work health and safety records with regards to incident reporting.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - rescue kit
  - rescue dummy
  - high decibel whistle
  - rigging equipment
  - static and dynamic rope kit
  - harness
  - lowering and friction devices
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - traffic management kit
  - signage – work zone
  - trees

- materials:
  - hazard identification and risk control form
  - equipment and PPE check form
  - emergency preparation form
  - rescue assistance form
  - work communications form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:
- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB210 Work effectively in the arboriculture industry

Modification History

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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to work effectively in the arboriculture industry.

This unit applies to individuals who undertake defined activities, work in a structured context, apply knowledge and skills to demonstrate autonomy and limited judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

Nil

Unit Sector

Arboriculture (ARB)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Apply knowledge of the arboriculture industry | 1.1 Identify key industry sectors and occupations in arboriculture industry  
1.2 Recognise and use tools and equipment common in arboriculture industry  
1.3 Recognise and use common names for trees common in the area and their physiology and growth habits  
1.4 Recognise and locate trees on streets using maps  
1.5 Describe arboriculture-specific risks  
1.6 Describe plant attributes, specific handling and growth requirements of trees  
1.7 Recognise the benefits of trees and values of those benefits  
1.8 Recognise risk of harm to self and others from dust, toxic plant parts, fungi, insects, animals and other substances |
| 2. Manage own work | 2.1 Interpret written or verbal work instructions and clarify inconsistencies with supervisor  
2.2 Identify deadlines and plan priorities with supervisor  
2.3 Report variations and difficulties to supervisor  
2.4 Undertake own work, responsibilities and duties  
2.5 Apply work health and safety requirements in the context of own work  
2.6 Work within team and work environment in accordance with low risk work practices  
2.7 Follow organisation’s workplace procedures, site standards and requirements  
2.8 Demonstrate a positive attitude to cooperation within workplace  
2.9 Identify practices relating to sustainability, hygiene and biosecurity relevant to own work |
| 3. Plan and prepare for work | 3.1 Identify workplace hazards and report to supervisor  
3.2 Select, wear and maintain personal protective equipment (PPE) suitable for work locations and conditions  
3.3 Select PPE appropriate to noise levels |
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 3.4 | Prepare tools and equipment prior to use and check for faults  
3.5 | Use low risk operating procedures for a variety of equipment and tools in arboriculture  
3.6 | Implement requirements and issues with working in various weather conditions  
3.7 | Tag defective equipment and report faults to supervisor  
3.8 | Check tools and equipment for bluntness and sharpen if required  
3.9 | Check guards are fitted, securely attached and functioning where applicable |
| 4. Carry out work activities | 4.1 Move equipment and materials safely using appropriate manual handling methods  
4.2 | Carry out basic mechanical fault finding and basic tests on machinery and equipment  
4.3 | Test safety and emergency shutoff devices  
4.4 | Work safely around power sources, services and assets  
4.5 | Communicate with work team during operations using voice, hand and whistle signals  
4.6 | Tie, dress, set and finish arborist knots  
4.7 | Assist with traffic management around worksite  
4.8 | Assist in emergency and rescue situations  
4.9 | Confirm first aid and emergency personnel, equipment and procedures  
4.10 | Manage ropes and other objects in the work zone  
4.11 | Monitor the movement and whereabouts of other workers  
4.12 | Maintain and monitor safety and security of equipment while on-site |
| 5. Complete work activities | 5.1 Recycle or dispose of waste materials  
5.2 | Clean and store tools and equipment and carry out basic servicing where required  
5.3 | Clean vehicles where required  
5.4 | Maintain workplace records |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCARB210 Work effectively in the arboriculture industry Release 2</td>
<td>AHCARB210 Work effectively in the arboriculture industry Release 1</td>
<td>Typographical errors corrected</td>
<td>Equivalent unit</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB210 Work effectively in the arboriculture industry

Modification History

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| Release 2 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management  
Training Package Version 2.0. |
| Release 1 | This version released with AHC Agriculture, Horticulture, Conservation and Land Management  
Training Package Version 1.0. |

Performance Evidence

The candidate must be observed working in the arboriculture industry, following instructions from supervisor and meeting industry standards. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- identifying key industry sectors and occupations in arboriculture industry
- recognising and using tools and equipment common in arboriculture industry
- recognising and using common names for trees common in the area and their physiology and growth habits
- recognising and locating trees on streets using maps
- describing arboriculture-specific risks
- describing plant attributes, specific handling and growth requirements of trees
- recognising the benefits of trees and values of those benefits
- recognising risk of harm to self and others from dust, toxic plant parts, fungi, insects, animals and other substances
- interpreting written or verbal work instructions and clarifying inconsistencies with supervisor
- identifying deadlines and planning priorities with supervisor
- reporting variations and difficulties to supervisor
- undertaking own work, responsibilities and duties
- applying work health and safety requirements in the context of own work
• working within team and work environment in accordance with low risk work practices
• following organisation’s workplace procedures, site standards and requirements
• demonstrating a positive attitude to cooperation within workplace
• identifying workplace hazards and report to supervisor
• selecting, wearing and maintaining personal protective equipment (PPE) suitable for work locations and conditions
• selecting PPE appropriate to noise levels
• preparing tools and equipment prior to use and check for faults
• using low risk operating procedures for a variety of equipment and tools in arboriculture
• implementing requirements and issues with working in various weather conditions
• tagging defective equipment and report faults to supervisor
• checking tools and equipment for bluntness and sharpen if required
• checking guards are fitted, securely attached and functioning where applicable
• moving equipment and materials safely using appropriate manual handling methods
• carrying out basic mechanical fault finding and basic tests on machinery and equipment
• testing safety and emergency shutoff devices
• working safely around power sources, services and assets
• communicating with work team during operations using voice, hand and whistle signals
• tying, dressing, setting and finishing arborist knots
• assisting with traffic management around worksite
• assisting in emergency and rescue situations
• confirming first aid and emergency personnel, equipment and procedures
• managing ropes and other objects in the work zone
• monitoring the movement and whereabouts of other workers
• maintaining and monitoring safety and security of equipment while on-site
• recycling or disposing of waste materials
• cleaning and storing tools and equipment and carry out basic servicing where required
• clean vehicles where required
• maintaining workplace records.

Knowledge Evidence

The candidate must demonstrate knowledge of:

• key industry sectors and occupations in arboriculture industry
• tools and equipment common in arboriculture industry
• common names for trees common in the area and their physiology and growth habits
• tree recognition
• methods of locating trees on streets using maps
• arboriculture-specific risks
• plant attributes, specific handling and growth requirements of trees
• benefits of trees and values of those benefits
- risk of harm to self and others from dust, toxic plant parts, fungi, insects, animals and other substances
- interpretation written or verbal work instructions
- clarification of inconsistencies
- deadlines and planning priorities
- variations and difficulties
- work responsibilities and duties
- work health and safety in the context of own work
- teamwork and work environment in accordance with low risk work practices
- organisation’s workplace procedures, site standards and requirements
- importance of drug and alcohol free worksites
- sustainability practices
- hygiene and biosecurity practices
- identification of workplace hazards
- methods of reporting to supervisors
- selection, wearing and maintenance of PPE suitable for work locations and conditions
- selecting PPE appropriate to noise levels
- preparation and fault-checking of tools and equipment prior to use
- low risk operating procedures for a variety of equipment and tools in arboriculture
- requirements and issues of working in various weather conditions
- tagging defective equipment
- checking tools and equipment for bluntness
- sharpen tools and equipment
- checking guards to ensure they are fitted, securely attached and functioning
- appropriate manual handling methods for moving equipment and materials safely
- basic mechanical fault finding and basic tests on machinery and equipment
- safety and emergency shutoff device testing
- safety around power sources, services and assets
- work team communications during operations
- voice, hand and whistle signals
- tying, dressing, setting and finishing arborist knots
- traffic management around worksite
- emergency and rescue situations
- first aid and emergency personnel, equipment and procedures
- rope management and management of other objects in the work zone
- methods of monitoring the movement and whereabouts of other workers
- safety and security of equipment while on-site
- recycling or disposing of waste materials
- cleaning and storing tools and equipment
- basic servicing of tools and equipment
- vehicle cleaning
- maintenance of workplace records.
Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - sharpening equipment
  - static and dynamic rope kit
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - rescue kit
  - traffic management kit
  - signage - work zone
  - tree and tree samples

- **materials:**
  - work effectiveness form
  - tree recognition form
  - tree maintenance form
  - hazard identification and risk control form
  - equipment and PPE check form
  - knot identification form
  - emergency preparation form
  - work communications form
  - work site operations form
  - work records form.

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed.
Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB301 Implement a tree maintenance program

Modification History

<table>
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<tbody>
<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to implement a tree maintenance program. It also describes the skills and knowledge required to apply a range of tree maintenance techniques; and monitor and review the maintenance program over the course of a year.

The work requires application of extensive arboricultural knowledge and a broad range of arboricultural skills. This unit applies to individuals who have a range of skills to select and apply a specialised range of methods, tools, equipment and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCCHM303 Prepare and apply chemicals
AHCCHM304 Transport, handle and store chemicals

Unit Sector

Arboriculture (ARB)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Undertake site assessments and collect specimens | 1.1 Determine location of above-and-below-ground services  
1.2 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
1.3 Perform site assessment to identify conditions which may impact upon the health of trees on site  
1.4 Recognise stress inducing factors in accordance with characteristics of species  
1.5 Recognise a wide range of common diseases, pests and nutritional deficiencies in trees  
1.6 Recognise abiotic issues affecting health of trees  
1.7 Collect specimens of stressed material for testing  
1.8 Record and report results of site assessment and tests  
1.9 Research health characteristics of tree species |
| 2. Prepare treatment program | 2.1 Access and read treatment program and confirm activities with management  
2.2 Select appropriate treatment methods  
2.3 Select, prepare, and carry out pre-operational and safety checks, on tools, equipment and machinery  
2.4 Select and use personal protective equipment  
2.5 Identify environmental implications of undertaking treatment program, assess likely outcomes and take appropriate action  
2.6 Determine annual maintenance requirements for trees  
2.7 Contribute to preparing a comprehensive full-year maintenance program  
2.8 Record and implement work health, safety, site, environmental and traffic control measures |
| 3. Undertake treatment program | 3.1 Prepare and use treatment equipment  
3.2 Apply physical or chemical treatments with due regard for environmental implications  
3.3 Maintain growing environment in accordance with species needs  
3.4 Monitor and review maintenance program over the course of a season of one year |
| 4. Complete treatment program activities | 4.1 Dispose of infected plant material and chemical waste appropriately  
4.2 Sterilise equipment |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.3 Clean and store personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>4.4 Follow up physical or chemical treatments to ensure effectiveness</td>
</tr>
<tr>
<td></td>
<td>4.5 Determine timetables for follow up treatments and communicate them to work team</td>
</tr>
<tr>
<td></td>
<td>4.6 Maintain records and document the report for that year</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCARB301A Implement a tree maintenance program

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB301 Implement a tree maintenance program

Modification History

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</table>

Performance Evidence

The candidate must be observed applying physical and chemical treatments to a range of trees in accordance with a full one-year treatment program. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- performing a site assessment to identify conditions which may impact upon the health of trees on site
- recognising stress inducing factors in accordance with characteristics of species
- recognising a wide range of common diseases, pests and nutritional deficiencies in trees
- assessing abiotic issues affecting health of trees, or impact on growth
- researching species characteristics on tree health
- collecting specimens of stressed material
- recording and report results of site assessment and tests
- accessing and read treatment program and confirm activities with management
- selecting, using and maintaining suitable personal protective equipment
- selecting appropriate treatment methods and equipment
- identifying environmental implications of undertaking treatment program,
- assessing likely outcomes of treatment programs and taking appropriate action
- determining annual maintenance requirements for trees
- contributing to preparation of a comprehensive full-year maintenance program
- recording and implementing work health, safety, site, environmental and traffic control measures
- preparing and using equipment
- applying physical or chemical treatments with due regard for environmental implications
- maintaining growing environment in accordance with species needs
• monitoring and reviewing maintenance program over season of one year
• disposing of infected plant material and chemical waste appropriately
• sterilising equipment
• following up physical or chemical treatments to ensure effectiveness
• determining timetables for follow up treatments and communicating to work team
• maintaining records and documenting a report for that year
• use of appropriate treatment methods and equipment
• communicating within the work team
• complying with relevant Australian Standards
• use of industry standard terminology to describe arboriculture and work environment
• applying work health and safety requirements in the context of own work.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• site-specific risk assessment methods
• treatments and treatment methods commonly used on trees
• comprehensive full-year maintenance programs
• recognition of a wide range of common diseases, pests and nutritional deficiencies in trees
• the abiotic issues that could affect the health of tree species
• methods of recording, storing and processing data
• how to interpret a treatment program
• the appropriate personal protective equipment
• methods of collecting and storing specimens for identification
• methods of testing collected specimens of stressed material
• worksite traffic control
• stress inducing factors for a variety of tree species
• methods for treating tree pests and diseases
• methods of analysing nutritional status of trees
• health characteristics of tree species.

Assessment Conditions
Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:
Assessment Requirements for AHCARB301 Implement a tree maintenance program

- equipment:
  - sprayers/application equipment
  - measuring and weighing equipment
  - spill kit
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - traffic management kit
  - signage - chemical use
  - signage - work zone
  - trees
- materials:
  - tree inspection form
  - tree maintenance form
  - site assessment form
  - hazard identification and risk control form
  - equipment and PPE check form
  - emergency preparation form
  - chemical and treatment application form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB302 Inspect trees for access and work

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to inspect a tree from the ground for the selection of access and tree work methods.

This unit applies to individuals who have a range of skills to select and apply a specialised range of methods, tools, materials and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Discretion and judgement is required. The work requires the application of extensive arboricultural knowledge. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB313 Identify trees

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| 1. Prepare tree inspection requirements                                | 1.1 Prepare forms for recording inspection  
1.2 Determine the scope of tree works required in consultation with client and in accordance with stakeholder needs and local regulations  
1.3 Determine location of above-and-below-ground services  
1.4 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
1.5 Confirm first aid and emergency personnel, equipment and procedures  
1.6 Select, prepare, and carry out pre-operational and safety checks, on tools, equipment and machinery  
1.7 Select and use personal protective equipment  
1.8 Record and implement work health, safety, site, environmental and traffic control measures |
| 2. Inspect tree                                                         | 2.1 Record tree type, location and dimensions  
2.2 Inspect tree for tree access and tree work methods  
2.3 Inspect branches for health, vitality and integrity of attachment  
2.4 Inspect tree structure for defects, signs and symptoms of disease, insects and other fauna |
| 3. Determine method of access and work method                          | 3.1 Record findings on hazard identification form  
3.2 Undertake load testing, probe cavities and test hollows by sounding if required  
3.3 Record result when tree condition requires modified tree access or work method  
3.4 Select appropriate method of access and tree work method  
3.5 Assess risk of selected method of access and tree work method  
3.6 Conduct meeting to communicate and confirm selected method of access and tree work method  
3.7 Record work site confirmation of method of access, work method and appropriate risk controls |
| 4. Record result and advise client                                    | 4.1 Record result when tree access or tree work method is inappropriate  
4.2 Advise client and stakeholders of requirements for further advice or testing  
4.3 Seek further advice from consulting arborist or access specialist  
4.4 Complete inspection form and submit to client and stakeholders       |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCARB302A Conduct tree inspections.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB302 Inspect trees for access and work

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be observed inspecting a range of trees, compiling a complete record of work site and tree risk assessment data to determine the appropriate access method and work method. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- preparing forms for recording inspection
- determining the scope of works
- determining stakeholder needs and local regulations
- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- selecting, preparing, and carrying out pre-operational and safety checks, on tools, equipment and machinery
- selecting and using personal protective equipment
- recording and implementing work health, safety, site, environmental and traffic control measures
- recording tree type, location and dimensions
- inspecting for tree access and tree work methods
- inspecting branches for health, vitality and integrity of attachment
- inspecting tree for defects, signs and symptoms of disease, insects and other fauna
- tree structure and structural defects
- recording findings on hazard identification form
- undertaking load testing
- probing cavities and testing hollows by sounding
- recording result when tree condition requires modified work methods
• selecting appropriate method of access and tree work method
• assessing risk of selected method of access and tree work method
• conducting a meeting and confirming selected method of access and tree work method
• recording work site confirmation of method of access, work method and appropriate risk controls
• recording result when tree access or work is inappropriate
• advising client and stakeholders of requirements for further advice or testing
• seeking further advice from consulting arborist or access specialist
• completing inspection forms and submitting to client and stakeholders.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• tree inspection method/s and principles
• preparation of forms for inspection, hazard identification, environmental conditions and risk control
• determination of location of above-and-below-ground services
• site-specific risk assessments
• pre-operational and safety checks, on tools, equipment and machinery
• personal protective equipment
• work health, safety, site, environmental and traffic control measures
• methods of determining tree types, location and dimensions
• tree access and tree work methods
• branch health, vitality and integrity of attachment
• defects, signs and symptoms of disease, insects and other fauna of trees
• methods of load testing, cavity probing and hollows testing
• methods of tree access and tree work
• modified tree access or work methods
• inappropriate methods of tree access and tree work
• requirements for further advice or testing
• methods of seeking further advice from consulting arborists or access specialists
• completion and submission of forms.

Assessment Conditions
Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.
The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - traffic management kit
  - signage - work zone
  - trees

- **materials:**
  - tree inspection form
  - hazard identification and risk control form
  - equipment and PPE check form
  - emergency preparation form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet -
AHCARB303 Perform pruning operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to perform corrective and remedial pruning operations. The application of this unit of competency can occur on the ground or in aerial locations, once the candidate is situated in position to perform work. This unit of competency is independent of where the pruning occurs and the method of accessing the work location.

This unit applies to individuals who have a range of skills to select and apply a specialised range of methods, tools, materials and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable current versions of Australian Standards such as AS 4373 Pruning of amenity trees.

Pre-requisite Unit

FWPCOT2237 Maintain chainsaws
FWPCOT2239 Trim and cut felled trees
OR
FWPCOT3238 Operate a pole saw
## Unit Sector

Arboriculture (ARB)

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Prepare for pruning operations
   1.1 Determine location of above-and-below-ground services
   1.2 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk
   1.3 Receive pruning instructions from supervisor and clarify prior to undertaking work
   1.4 Confirm first aid, rescue personnel, equipment and procedures
   1.5 Communicate with work team during operations using voice, hand and whistle signals

2. Determine requirements of pruning work
   2.1 Identify and confirm location of tree to be pruned
   2.2 Inspect trees for access and work
   2.3 Determine type, extent and limit of pruning work in accordance with specifications, scope of works and client brief
   2.4 Maintain awareness of power line proximity, safe approach distances and clearances

3. Select and prepare tools and equipment
   3.1 Select appropriate tools and equipment for pruning
   3.2 Consider access and impact value of secateurs, handsaws, chainsaws and polesaws
   3.3 Carry out pre-operational and safety checks on pruning tools and equipment
   3.4 Select and use personal protective equipment
   3.5 Sterilise pruning equipment in between individual tree work in accordance with hygiene and biosecurity considerations
   3.6 Record and implement work health, safety, site, environmental and traffic control measures

4. Determine tree part to be removed
   4.1 Investigate stem bark ridge, old cuts, dead branches and occluded and occluding branches
   4.2 Determine separate parts to be a branch or co-dominant stem in relation to tree anatomy and branch attachment
   4.3 Determine the part requiring removal to be a branch or co-dominant stem to select the appropriate pruning procedure

5. Carry out branch pruning operations
   5.1 Use sharp pruning tools to make clean cuts
   5.2 Operate chainsaws and polesaws as required to implement
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>pruning cuts to the standards required by AS 4373</td>
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<tr>
<td></td>
<td>5.3 Apply compartmentalisation of decay in tree (CODIT) principles</td>
</tr>
<tr>
<td></td>
<td>5.4 Pre-cut or undercut branches to avoid splitting or tearing</td>
</tr>
<tr>
<td></td>
<td>5.5 Remove remaining stub with final cut</td>
</tr>
<tr>
<td></td>
<td>5.6 Observe final cut procedure for branch removal cutting as close as possible to the branch collar without cutting into the branch collar or leaving a protruding stub.</td>
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<td></td>
<td>5.7 Use branch bark ridge to determine angle of cut when removing a branch in the absence of a visible collar</td>
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<tr>
<td></td>
<td>5.8 Ensure bark at edge of all branch pruning cuts remains firmly attached</td>
</tr>
<tr>
<td>6. Carry out reduction pruning</td>
<td>6.1 Use branch bark ridge as guide to angle and position of final cut when making reduction cuts</td>
</tr>
<tr>
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<td>6.2 Ensure lateral branch to which the final cut is made, is at least one third of diameter of branch being reduced at point of final cut.</td>
</tr>
<tr>
<td>7. Carry out stem pruning operations</td>
<td>7.1 Use stem bark ridge to determine angle of cut when removing a co-dominant stem</td>
</tr>
<tr>
<td></td>
<td>7.2 Be guided to position and angle of final cut, by positions and angles of joins between tissue of declining or dead stems and those of healthy stems elsewhere in tree</td>
</tr>
<tr>
<td></td>
<td>7.3 Ensure bark at edge of all stem pruning cuts remains firmly attached</td>
</tr>
<tr>
<td>8. Improve pruning quality</td>
<td>8.1 Inspect past pruning cuts to determine tree response</td>
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<td>8.2 Use tree response to assess the quality of past pruning cuts</td>
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<td>8.3 Seek feedback on pruning from other arborists</td>
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<td>8.4 Identify and rectify incorrect pruning cuts</td>
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<td>8.5 Modify future pruning cuts based on tree responses and feedback from others</td>
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<tr>
<td>9. Complete pruning operations</td>
<td>9.1 Drop pruning material into designated drop zone</td>
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<td></td>
<td>9.2 Clean, maintain and store tools and equipment</td>
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<td>9.3 Collect and dispose of, or recycle pruned material in a manner that causes minimal environmental damage</td>
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<tr>
<td></td>
<td>9.4 Maintain workplace records</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<td>AHCARB303 Perform pruning operations Release 2</td>
<td>AHCARB303 Perform pruning operations Release 1</td>
<td>Corrected prerequisite codes</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB303 Perform pruning operations

Modification History

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</table>

Performance Evidence

The candidate must perform the remedial and corrective pruning operations involved in branch pruning, reduction pruning and stem pruning. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:
- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- receiving pruning instructions from supervisor and clarifying prior to undertaking work
- communicating with work team during operations using voice, hand and whistle signals
- confirming first aid, rescue equipment and rescue procedures applicable to tree work
- identifying location of tree to be pruned
- inspecting trees for access and work
- determining type extent and limit of pruning work in accordance with the specifications, scope of works or client brief
- maintaining awareness of power line proximity, safe approach distances and clearances
- selecting appropriate tools and equipment for pruning
- considering access and impact value of secateurs, handsaws, chainsaws and polesaws
- selecting, preparing, and carrying out pre-operational and safety checks, on tools, equipment and machinery
- selecting and using personal protective equipment
- sterilising pruning equipment in between work on individual trees in accordance with hygiene and biosecurity considerations
- recording and implementing work health, safety, site, environmental and traffic control measures
• investigating stem bark ridge, old cuts, dead branches and occluded and occluding branches
• determining the separate parts to be a branch or co-dominant stem in relation to the tree anatomy and branch attachment
• determining the part requiring removal to be a branch or a co-dominant stem
• using sharp pruning tools to make clean cuts
• operating chainsaws and polesaws
• implementing pruning cuts to the standards required by AS 4373
• applying compartmentalisation of decay in tree (CODIT) principles
• pre-cutting or undercutting branches to avoid splitting or tearing
• removing remaining stub with final cut
• observing final cut procedure for branch removal for cutting as close as possible to the branch collar without cutting into the branch collar or leaving a protruding stub.
• using branch bark ridge to determine angle of cut when removing a branch in the absence of a visible collar
• ensuring bark at edge of all branch pruning cuts remains firmly attached
• using the branch bark ridge as a guide to the angle and position of the final cut when making reduction cuts
• ensuring the lateral branch to which the final cut is made, is at least one third of the diameter of the branch being reduced at the point of the final cut.
• using the stem bark ridge to determine the angle of cut when removing a co-dominant stem
• being guided to the position and angle of the final cut, by positions and angles of joins between tissue of declining or dead stems and those of healthy stems elsewhere in tree
• ensuring bark at edge of all stem pruning cuts remains firmly attached
• inspecting past pruning cuts to determine tree response
• using tree response to assess the quality of past pruning cuts
• seeking feedback on pruning from other arborists
• identifying and rectifying incorrect pruning cuts
• modifying future pruning cuts based on tree responses and feedback from others
• dropping pruning material into designated drop zone
• cleaning, maintaining and storing tools and equipment
• collecting and disposing of, or recycling pruned material in a manner that causes minimal environmental damage
• maintaining workplace records
• use of industry-standard terminology to describe arboriculture and the work environment.

Knowledge Evidence
The candidate must demonstrate knowledge of:

• risk assessment
• visual tree assessment
• tree health, growth habit, structure, stability and growing environment
• first aid
• operation of chainsaws and polesaws
• tree and branch anatomy and attachments: lateral branch collars, branch bark ridges, stem bark ridges
• pruning cuts to the standards required by AS 4373
• reduction cuts
• tree response to pruning
• correct and incorrect pruning cuts
• rectifying cuts
• pruning hygiene
• biosecurity
• communications using voice, hand and whistle signals
• power line proximity, safe approach distances and clearances
• rescue personnel, equipment and procedures applicable to tree work
• interpreting specifications
• maintaining workplace records
• disposal of plant debris in environmentally aware and sensitive manner
• work health and safety procedures for pruning operations.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment; however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

• equipment:
  • chainsaws - climbing saw
  • pole saw
  • pruning handsaws
  • high decibel whistle
  • personal protective equipment (PPE)
  • first aid and emergency kit
  • traffic management kit
  • signage - work zone
  • trees and tree parts
• materials:
- pruning operations form
- hazard identification and risk control form
- equipment and PPE check form
- emergency preparation form
- work communications form
- work site operations form
- work records form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:
- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB305 Dismantle trees

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to dismantle trees in confined spaces and in difficult or hazardous circumstances.

This unit applies to individuals who have a range of skills to select and apply a specialised range of methods, tools, materials and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Discretion and judgement is required. The work requires the application of extensive arboricultural knowledge. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

The prerequisite units of competency for this unit are:

- AHCARB310 Perform aerial rigging
- AHCARB307 Use advanced climbing techniques
  OR
  TLILIC2005 Licence to operate a boom-type elevating work platform (boom length 11 metres or more)
- FWPFGM3212 Fall trees manually (intermediate).

Note the following chain of prerequisites that also applies to this unit of competency.
### Unit of competency

<table>
<thead>
<tr>
<th>AHCARB310 Perform aerial rigging</th>
<th>Prerequisite requirement</th>
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<tbody>
<tr>
<td>AHCARB207 Perform ground based rigging*</td>
<td>AHCARB307 Use advanced climbing techniques*</td>
</tr>
<tr>
<td>AHCARB307 Use advanced climbing techniques</td>
<td>AHCARB311 Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>AHCARB312 Use standard climbing techniques to access trees</td>
<td>AHCARB311 Tie, dress, set and finish arborist knots</td>
</tr>
</tbody>
</table>

### Unit Sector

Arboriculture (ARB)

### Elements and Performance Criteria

#### Element

Elements describe the essential outcomes.

#### Performance criteria

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. **Prepare for tree removal**
   1.1 Determine access to site and gain approval by owner or site management
   1.2 Confirm site preparations, including notification of local residents and authorities where necessary
   1.3 Determine location of above-and-below-ground services
   1.4 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk
   1.5 Protect, relocate and secure assets, property and vegetation related to work zone activities from potential damage during tree removal
   1.6 Inspect trees to determine dimensions, appropriate removal methods and to confirm appropriateness of selected risk controls
   1.7 Determine drop zone and communicate to all personnel
   1.8 Confirm first aid, rescue personnel, equipment and procedures applicable to tree work
### Element | Performance criteria
--- | ---
1.9 | Carry out pre-operational and safety checks on tools, equipment and machinery
1.10 | Select and use personal protective equipment
1.11 | Record and implement work health, safety, site, environmental and traffic control measures

2. Implement dismantling of trees

2.1 | Communicate with work team during operations, as required, verbally, using hand signals and whistles
2.2 | Calculate mass of tree section, balance of load and confirm mass does not exceed safe working limit of equipment
2.3 | Use dismantling techniques to ensure branches and trunk sections fall or are lowered safely into determined drop zone, with no damage to property and equipment or injury to personnel
2.4 | Use and control friction devices as required
2.5 | Dismantle branches and trunk sections using the ‘cut and drop’ method, and cut and lower by ropes and other lowering devices
2.6 | Use directional felling techniques to ensure trunk of dismantled tree falls safely into determined drop zone with no damage to property and equipment or injury to personnel
2.7 | Use and control elevated work platforms as required

3. Complete tree removal

3.1 | Reduce dismantled tree sections to manoeuvrable lengths
3.2 | Remove plant material and debris from site
3.3 | Clean and check tools, equipment and machinery, and store
3.4 | Lean and store personal protective equipment
3.5 | Record completion of tree removal and report to owner or site manager

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

<p>| Code and title current version | Code and title previous version | Comments | Equivalence status |</p>
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<th>AHCARB305 Dismantle trees Release 2</th>
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**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB305 Dismantle trees

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Performance Evidence

The candidate must be observed removing a tree in a confined space using directional felling and removing a tree in a confined space using a dismantling process. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- inspecting trees to determine appropriate removal methods
- confirming appropriateness of selected risk controls
- determining access to site and gaining approval by owner or site management
- confirming site preparations, including notification of local residents and authorities where necessary
- recording and implementing work health, safety, site, environmental and traffic control measures
- determining drop zone and communicating to all personnel
- protecting, relocating and securing assets, property and vegetation related to work zone activities from potential damage during tree removal
- selecting, preparing, checking and using tools, equipment and machinery
- selecting and using personal protective equipment
- selecting and using safety equipment
- calculating mass of tree section
- confirming mass of tree section does not exceed the safe working limit of equipment
- dismantling branches and trunk sections using the ‘cut and drop’ method, and
- cutting and lowering sections by ropes and other lowering devices
• using dismantling techniques to ensure branches and trunk sections fall or are lowered safely into determined drop zone, with no damage to property and equipment or injury to personnel
• using directional felling techniques to ensure trunk of dismantled tree falls safely into determined drop zone with no damage to property and equipment or injury to personnel
• using and controlling friction devices where required
• using and controlling elevated work platforms as required
• reducing dismantled tree section to manoeuvrable lengths without injury to operator
• removing dismantled tree material and debris from site
• cleaning and checking tools, equipment and machinery, replacing if faulty or worn, and storing
• recording completion of tree removal and reporting to owner or site manager
• use of advanced rigging techniques
• calculating tree dimensions, mass of tree section and balance of load
• erecting signage, barriers, warning devices and traffic management equipment
• coordinating and sequencing work team activities
• use of industry standard terminology to describe arboriculture and work environment.

Knowledge Evidence

The candidate must demonstrate knowledge of:

• site and tree hazards that might be encountered
• selection of low risk tree removal methods
• advanced climbing techniques and rope handling
• selecting and tying, dressing, setting and finishing arborist knots
• operation of lowering devices where required
• types of lowering devices that might be required, including friction devices, and methods for using them
• how to estimate density of tree sections
• the impact of force, breaking strength, safety factors and cycles to failure
• how to identify and evaluate structural defects in trees
• how to determine the density of tree sections
• safe working limits on all relevant rigging and lowering equipment
• methods of estimating mass and balance of load
• first aid and rescue personnel, equipment and procedures applicable to tree work
• methods of minimising environmental impact
• legislation and local regulations governing tree removal.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.
Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - rigging equipment
  - single rope technique (SRT) climbing kit
  - static and dynamic rope kit
  - harness
  - lowering and friction devices
  - gaffs/spurs
  - high decibel whistle
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - rescue kit
  - traffic management kit
  - signage – work zone
  - trees

- **materials:**
  - dismantling operations form
  - chainsaw operations form
  - pruning operations form
  - knot identification form
  - hazard identification and risk control form
  - equipment and PPE check form
  - emergency preparation form
  - rescue form - aerial
  - work communications form
  - work site operations form
  - work records form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB306 Undertake aerial rescue

Modification History

<table>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to perform an aerial rescue where an injured or unconscious person is safely brought to the ground from a tree or elevated work platform (EWP).

The unit applies to Arborists preparing and planning for the coordination and execution of rescue operations and the implementation of safety and first aid requirements.

Aerial rescue is likely to be undertaken in emergency situations with little or no supervision. It involves working closely with other members of a team to ensure the safety of all personnel and the public during a rescue operation. This unit applies to individuals who have a range of skills to select and apply a specialised range of methods, tools, materials and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

The prerequisite units of competency for this unit are:
- HLTAID003 Provide first aid
- AHCARB310 Perform aerial rigging.

Note the following chain of prerequisites that also applies to this unit of competency.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB310 Perform aerial rigging</td>
<td>AHCARB207 Perform ground based rigging*</td>
</tr>
<tr>
<td></td>
<td>AHCARB307 Use advanced climbing techniques* OR TLILIC2005 Licence to operate a</td>
</tr>
<tr>
<td></td>
<td>boom-type elevating work platform (boom length 11 metres or more)</td>
</tr>
<tr>
<td>AHCARB207 Perform ground based rigging</td>
<td>AHCARB311 Tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td>AHCARB307 Use advanced climbing techniques</td>
<td>AHCARB312 Use standard climbing techniques to access trees*</td>
</tr>
<tr>
<td>AHCARB312 Use standard climbing techniques to access trees</td>
<td>AHCARB311 Tie, dress, set and finish arborist knots</td>
</tr>
</tbody>
</table>

**Unit Sector**

Arboriculture (ARB)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Plan for aerial rescue</td>
<td>1.1 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm emergency communication system is working</td>
</tr>
<tr>
<td></td>
<td>1.3 Confirm emergency services contact numbers are documented</td>
</tr>
<tr>
<td></td>
<td>1.4 Select, prepare and check first aid equipment and rescue kit</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1. Position rescue and first aid equipment for easy access</td>
<td>1.5 Position rescue and first aid equipment for easy access</td>
</tr>
<tr>
<td>1.6 Clarify own role in rescue situations</td>
<td>1.6 Clarify own role in rescue situations</td>
</tr>
<tr>
<td>1.7 Confirm first aid, rescue personnel, equipment and rescue plan procedures with work team prior to undertaking work</td>
<td>1.7 Confirm first aid, rescue personnel, equipment and rescue plan procedures with work team prior to undertaking work</td>
</tr>
<tr>
<td>1.8 Select and use personal protective equipment</td>
<td>1.8 Select and use personal protective equipment</td>
</tr>
<tr>
<td>1.9 Communicate with work team during operations using voice, hand and whistle signals</td>
<td>1.9 Communicate with work team during operations using voice, hand and whistle signals</td>
</tr>
<tr>
<td><strong>2. Assess and respond to an aerial emergency situation</strong></td>
<td><strong>2.1 Attempt communication with casualty</strong></td>
</tr>
<tr>
<td></td>
<td>2.2 Activate emergency plan and request assistance from work team and public in accordance with rescue plan</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify hazards associated with rescue, assess risks and implement suitable controls</td>
</tr>
<tr>
<td></td>
<td>2.4 Determine presence of live electrical wires or apparatus that will interfere with ability to access casualty and take appropriate action</td>
</tr>
<tr>
<td></td>
<td>2.5 Apply ‘Safe Approach Distance’ measures to live electrical situations</td>
</tr>
<tr>
<td></td>
<td>2.6 Use appropriate access equipment to carry out rescue in accordance with rescue plan</td>
</tr>
<tr>
<td></td>
<td>2.7 Maintain communication with casualty</td>
</tr>
<tr>
<td><strong>3. Assess nature of injury</strong></td>
<td><strong>3.1 Secure rescuer safely</strong></td>
</tr>
<tr>
<td></td>
<td>3.2 Secure casualty</td>
</tr>
<tr>
<td></td>
<td>3.3 Assess injuries to determine whether or not to move casualty based on first aid procedures and risk assessment</td>
</tr>
<tr>
<td></td>
<td>3.4 Apply first aid that can be performed above ground, as required</td>
</tr>
<tr>
<td></td>
<td>3.5 Support, but do not move, a casualty with possible neck or spinal injuries and await expert medical treatment</td>
</tr>
<tr>
<td></td>
<td>3.6 Maintain communications with ground crew</td>
</tr>
<tr>
<td><strong>4. Lower casualty to ground</strong></td>
<td><strong>4.1 Inform casualty of lowering procedure</strong></td>
</tr>
<tr>
<td></td>
<td>4.2 Prepare casualty for descent in accordance with first aid, rescue plan and risk assessments</td>
</tr>
<tr>
<td></td>
<td>4.3 Descend tree safely in a controlled manner</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
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</tr>
<tr>
<td>4.4 Lower casualty safely to ground with support of ground crew</td>
<td>5.1 Apply first aid on ground as needed</td>
</tr>
<tr>
<td>5. Complete rescue operations</td>
<td>5.2 Obtain emergency assistance as required</td>
</tr>
<tr>
<td></td>
<td>5.3 Isolate equipment involved in accident for potential investigation and prevent reuse until checked</td>
</tr>
<tr>
<td></td>
<td>5.4 Remove all equipment in a controlled manner</td>
</tr>
<tr>
<td></td>
<td>5.5 Clean and store equipment</td>
</tr>
<tr>
<td></td>
<td>5.6 Clean and store personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>5.7 Maintain records of aerial rescue in appropriate format</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

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<thead>
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<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCARB306 Undertake aerial rescue Release 1</td>
<td>Minor typographical errors corrected</td>
<td>Equivalent unit</td>
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</table>

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB306 Undertake aerial rescue

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Performance Evidence

The candidate must be observed planning and implementing a rescue operation and undertaking an aerial rescue. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- confirming emergency communication system is working
- confirming emergency services contact numbers are documented
- selecting, preparing and checking first aid equipment and rescue kit
- positioning rescue and first aid equipment for easy access
- clarifying own role in rescue situations
- confirming first aid, rescue personnel, equipment and rescue plan procedures with work team prior to undertaking work
- selecting and using personal protective equipment
- communicating with work team during operations using voice, hand and whistle signals
- attempting communication with casualty
- activating emergency plan and requesting assistance from work team and public in accordance with rescue plan
- identifying hazards associated with rescue, assessing risks and implementing suitable controls
• determining presence of live electrical wires or apparatus that will interfere with ability to access casualty and take appropriate action
• applying ‘safe approach distance’ measures to live electrical situations
• using appropriate access equipment to carry out rescue in accordance with rescue plan
• maintaining communication with casualty
• securing rescuer safely
• securing casualty
• assessing injuries to determine whether or not to move casualty based on first aid procedures and risk assessment
• applying first aid that can be performed above ground, as required
• supporting, but do not move, a casualty with possible neck or spinal injuries and awaiting expert medical treatment
• maintaining communications with ground crew
• informing casualty of lowering procedure
• preparing casualty for descent in accordance with first aid, rescue plan and risk assessments
• descending tree safely in a controlled manner
• lowering casualty safely to ground with support of ground crew
• applying first aid on ground as needed
• obtaining emergency assistance as required
• isolating equipment involved in accident for potential investigation and prevent reuse until checked
• removing all equipment in a controlled manner
• cleaning and storing equipment
• cleaning and storing personal protective equipment
• maintaining records of aerial rescue in appropriate format
• using industry standard terminology to describe aerial rescues and the work environment.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• emergency procedures to assist in ground-based rescues of EWP and climbing workers
• hazard identification methods
• risk assessment systems
• Safe Approach Distances
• recognition of live electrical wires or apparatus
• electrical wires and apparatus safety
• first aid procedures
• contents of a first aid kit
• use of a first aid kit
• emergency services communication systems
• emergency services contact numbers
• emergency plans
• appropriate placement of rescue equipment
• use of rescue kits
• rescue personnel, equipment and rescue plan procedures
• how to control risk to rescuer, victim and others
• types of reporting required after rescue
• personal protective equipment
• how to deal with an emergency
• lowering mechanisms for an aerial rescue
• work health and safety records with regards to incident reporting.

Assessment Conditions
Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:
• equipment:
  • rescue kit
  • rescue dummy
  • emergency communication system
  • rigging equipment
  • single rope technique (SRT) climbing kit
  • static and dynamic rope kit
  • harnesses
  • lowering and friction devices
  • high decibel whistle
  • personal protective equipment (PPE)
  • first aid and emergency kit
  • traffic management kit
  • signage – work zone
  • trees
• materials:
  • rescue form - aerial
  • hazard identification and risk control form
  • equipment and PPE check form
Assessment Requirements for AHCARB306 Undertake aerial rescue

- emergency preparation form
- knot identification form
- work communications form
- work site operations form.

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB307 Use advanced climbing techniques

Modification History

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Application

This unit of competency describes the skills and knowledge required to climb trees with ropes, harnesses and specialist equipment using advanced techniques for the purpose of mobility around the required sections of trees for work positioning.

This unit applies to individuals who have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, ropes, equipment and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Discretion and judgement is required. The work requires the application of extensive arboricultural knowledge. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB312 Use standard climbing techniques to access trees

AHCARB311 Tie, dress, set and finish arborist knots

Unit Sector

Arboriculture (ARB)
# Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Prepare site and inspect equipment
   - 1.1 Determine appropriate method for accessing tree – climbing or using an elevated work platform (EWP) – through discussion with work team
   - 1.2 Determine location of above-and-below-ground services
   - 1.3 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk
   - 1.4 Confirm first aid and rescue personnel, equipment and procedures
   - 1.5 Ensure work team member present, capable, willing and equipped to assist or perform aerial rescue operations
   - 1.6 Prepare and carry out pre-operational and safety checks, on ropes, harnesses, tools and equipment
   - 1.7 Select and use personal protective equipment
   - 1.8 Record and implement work health, safety, site, environmental and traffic control measures

2. Select climbing equipment
   - 2.1 Select harness and appropriate equipment for climbing
   - 2.2 Inspect tree to determine low risk access route through discussion with work team and seek feedback
   - 2.3 Estimate tree height and load in relation to safe working limits of ropes and equipment
   - 2.4 Determine the hold, release and grip attributes of rope
   - 2.5 Select and use static and dynamic rope as required
   - 2.6 Select and use triple locking carabiners
   - 2.7 Determine limits, relative advantages and disadvantages of friction hitches

3. Prepare to access tree
   - 3.1 Tie, dress, set and finish climbing knots and hitches
   - 3.2 Communicate with work team during operations using voice, hand and whistle signals
   - 3.3 Maintain awareness of power line safe approach distances and vegetation clearances
   - 3.4 Select low risk anchor points in accordance with strength, suitability requirements and branch weight

4. Prepare climbing spurs and gaffs for dismantling operations
   - 4.1 Prepare climbing spurs and gaffs for dismantling operations
   - 4.2 Check all components of climbing spurs for defects and wear
   - 4.3 Check gaff tip profile for correct dimensions using gaff gauge
   - 4.4 Sharpen gaff tip cutting edge with file at defined angle using gaff gauge
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.5 Adjust climbing spurs to provide correct operator fit</td>
</tr>
<tr>
<td></td>
<td>4.6 Access and perform dismantling work using climbing spurs</td>
</tr>
<tr>
<td></td>
<td>4.7 Maintain separation of spurs</td>
</tr>
<tr>
<td></td>
<td>4.8 Maintain clearance distance between spurs and ropes</td>
</tr>
<tr>
<td>5. Access and ascend tree</td>
<td>5.1 Access and ascend tree using low risk access route with harness and lanyard</td>
</tr>
<tr>
<td></td>
<td>5.2 Ascend using single rope, double rope and selected friction hitch as required</td>
</tr>
<tr>
<td></td>
<td>5.3 Ascend using uni-ascenders, foot and hand ascenders, and other ascension devices as required</td>
</tr>
<tr>
<td></td>
<td>5.4 Use micrograbs, grigris and micro-pulleys as required for mobility and work positioning</td>
</tr>
<tr>
<td></td>
<td>5.5 Demonstrate ability to carry out change-overs as required</td>
</tr>
<tr>
<td></td>
<td>5.6 Set up redirects and belays using slings and anchors as required</td>
</tr>
<tr>
<td></td>
<td>5.7 Select multiple lines to climb trees and tree parts as required</td>
</tr>
<tr>
<td></td>
<td>5.8 Select multiple lines to perform tree operations as required</td>
</tr>
<tr>
<td>6. Descend from tree</td>
<td>6.1 Descend tree in a controlled manner</td>
</tr>
<tr>
<td></td>
<td>6.2 Remove all access equipment in a controlled manner</td>
</tr>
<tr>
<td></td>
<td>6.3 Check, clean and store access equipment</td>
</tr>
<tr>
<td></td>
<td>6.4 Clean and store personal protective equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCARB307A Undertake complex tree climbing.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB307 Use advanced climbing techniques

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Performance Evidence

The candidate must be observed ascending and descending trees using advanced tree climbing practices.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts. The candidate must provide evidence for and demonstrate:

- appropriate method for accessing tree – climbing or using an EWP – through discussion with work team
- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- confirming first aid and rescue personnel, equipment and procedures
- ensuring work team member present, capable, willing and equipped to assist or perform aerial rescue operations
- preparing and carrying out pre-operational and safety checks, on ropes, harnesses, tools and equipment
- selecting and using personal protective equipment and safety equipment
- recording and implementing work health, safety, site, environmental and traffic control measures
- selecting harness and appropriate equipment for climbing
- inspecting tree to determine low risk access route through discussion with work team and seek feedback
- estimating tree height and load in relation to safe working limits of ropes and equipment
- determining the hold, release and grip attributes of rope
- selecting and using static and dynamic rope as required
- selecting and using triple locking carabiners
• determine limits, relative advantages and disadvantages of friction hitches including: Tautline, Blake’s, Prussik, Klemheist, Valdetain, French Prussik and specialised variations
• tying, dressing, setting and finishing climbing knots and hitches
• communicating with work team during operations using voice, hand and whistle signals
• maintaining awareness of power line safe approach distances and vegetation clearances
• selecting low risk anchor points in accordance with strength, suitability requirements and branch weight
• accessing and ascending tree using low risk access route with harness and lanyard
• ascending using single rope, double rope and selected friction hitch as required
• ascending using uni-ascenders and foot ascenders as required
• using micrograbs, grigris and micro-pulleys as required for access and tree operations
• demonstrating ability to carry out change-overs
• setting up redirects and belays using slings and anchors
• selecting multiple lines to access trees and tree parts
• selecting multiple lines to perform tree operations
• descending tree in a controlled manner
• removing all access equipment in a controlled manner
• cleaning and storing climbing equipment
• cleaning and storing personal protective equipment
• use of industry standard-terminology to describe climbing and the work environment.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• appropriate method of tree access
• selection of climbing or EWP access
• determination of location of above-and-below-ground services
• site-specific risk assessment
• first aid personnel, equipment and procedures
• rescue personnel, equipment and procedures
• work health, safety, site, environmental and traffic control measures
• pre-operational and safety checks, on ropes, harnesses, tools and equipment
• personal protective equipment
• types of climbing ropes
• dynamic and static ropes
• rope characteristics
• uses of climbing ropes
• safe working limits of ropes
• safe working limits of equipment
• defects in ropes, tools and equipment
• climbing harnesses and lanyards
• climbing equipment
Assessment Requirements for AHCARB307 Use advanced climbing techniques

- triple action carabiners
- friction hitches including:
  - Tautline, Blake’s, Prussik, Klemheist, Valdetaín, French Prussik and specialised variations
- arborist knots
- tying knots
- dressing knots
- setting knots
- checking knots
- finishing knots
- industry voice, hand and whistle signals
- low risk access routes
- estimation of tree height
- estimation of load
- safe working limits
- tree access techniques and equipment
- strength and suitability requirements
- single and double rope techniques
- uni-ascenders and foot ascenders
- micrograbs, grigris, micro-pulleys
- use of climbing spikes of various lengths
- change-overs
- redirects and belays using slings and anchors
- use of multiple lines to access trees and tree parts
- advanced climbing techniques
- low risk anchor points
- maintenance of awareness of power lines
- power line safe approach distances and vegetation clearances
- controlled descent operations
- controlled removal of access equipment
- cleaning of equipment
- storage of equipment.

Assessment Conditions

It is an industry requirement that delivery of training and assessment in this unit provides for the explicit conditions of work team capability for aerial rescue operations. It is an industry requirement for competency in this unit that assessment must include a log record of two hundred (200) hours of advanced climbing.
Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit. Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - single rope technique (SRT) climbing kit
  - harness
  - chaps
  - climbing friction hitches
  - high decibel whistle
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - rescue kit
  - traffic management kit
  - trees

- **materials:**
  - climbing techniques form - advanced
  - climbing log record – advanced
  - tree inspection form
  - hazard identification and risk control form
  - equipment and PPE check form
  - knot identification form
  - work communications form
  - rescue form - aerial

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB308 Install cable and bracing

Modification History

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Application

This unit of competency describes the skills and knowledge required to install cable and bracing hardware into the structure of a tree.

The work requires the application of extensive arboricultural knowledge. This unit applies to individuals who have a range of skills to select and apply a specialised range of methods, tools, equipment and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems.

Some discretion and judgement may be required to the extent of pruning and cable and bracing required for a particular tree. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Prepare for work | 1.1 Determine cable and bracing requirements from client brief  
| | 1.2 Determine materials required for installing cable and bracing  
| | 1.3 Determine location of above-and-below-ground services  
| | 1.4 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
| | 1.5 Select appropriate cable and bracing tools and equipment  
| | 1.6 Select and use personal protective equipment  
| | 1.7 Confirm first aid and emergency personnel, equipment and procedures  
| | 1.8 Record and implement work health, safety, site, environmental and traffic control measures |
| 2. Prepare trees for cable and bracing | 2.1 Examine structural tree components using visual tree assessment and in accordance with Compartmentalisation of Decay in Trees (CODIT) principles in relation to tree anatomy and physiology  
| | 2.2 Examine branches to determine vitality and integrity of attachment ensuring ability to safely implement bracing  
| | 2.3 Undertake preliminary pruning in accordance with AS 4373 to aid cable and bracing installation |
| 3. Install cable and bracing | 3.1 Discuss planned approach to cable and bracing with other members of work team  
| | 3.2 Install cable and bracing  
| | 3.3 Determine the requirement for additional pruning to restore tree to its natural habit and form and sustain its growth  
| | 3.4 Check and record completed program for quality of work |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCARB308A Install cable and bracing.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB308 Install cable and bracing

Modification History

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Performance Evidence

The candidate must be observed installing cable and bracing according to a pruning program.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment
- determining cable and bracing requirements from client brief
- confirming first aid and rescue procedures applicable to tree work
- examining structural tree components
- examining vitality and structural integrity of branch attachments
- identifying work health and safety hazards and assessing risk
- recording and implementing site and traffic control measures
- use of tree climbing techniques or ability to work from an elevated work platform
- installing cable and bracing
- determining requirement for additional pruning
- checking and recording completed program for quality of work
- use of industry standard terminology to describe arboriculture and work environment.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the effect of pruning on tree growth, habit and form
- tree anatomy and tree physiology
- tree pruning techniques appropriate to requirements of species
• visual tree assessment
• selection of appropriate cable and bracing tools and equipment
• selection of suitable personal protective equipment
• the principles and methods of pruning (tree anatomy and physiology)
• identification of work health and safety hazards, risk assessment and risk control application
• quality of pruning work
• cable and bracing techniques appropriate to tree species
• cable and bracing theory
• Compartmentalisation of Decay in Trees (CODIT) principles
• implications of pruning cuts and the way trees respond
• sustainable growth requirements of trees
• natural habit and form of trees
• first aid and rescue personnel, equipment and procedures applicable to tree work
• local government tree protection and preservation regulations
• Australian Standard 4373–2007 relating to tree pruning.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

• equipment:
  • dynamic and static cable and bracing tools and products
  • high decibel whistle
  • personal protective equipment (PPE)
  • first aid and emergency kit
  • traffic management kit
  • signage – work zone
  • trees
• materials:
  • cable and bracing operations form
  • hazard identification and risk control form
  • equipment and PPE check form
  • emergency preparation form
• work records form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

• arboriculture vocational competencies at least to the level being assessed
• current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB309 Implement a tree protection program

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement a tree protection program.

The work requires the application of a broad range of arboricultural and horticultural skills and knowledge. This unit applies to individuals who work under broad direction and take responsibility for their own work, including limited responsibility for the work of others. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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</table>
| 1. Determine the implementation requirements of the tree protection program | 1.1 Determine location of above-and-below-ground services  
1.2 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
1.3 Identify trees to be protected, reasons for protection and types of protection methods from the tree protection plan  
1.4 Assess and record the environmental impacts of the program  
1.5 Identify resources required to implement the program and confirm availability with relevant personnel or suppliers  
1.6 Determine, schedule and allocate implementation tasks and make allowances for contingencies  
1.7 Discuss information relating to the implementation of the program with appropriate personnel |
| 2. Make site preparations | 2.1 Mark the location of protection areas on the site  
2.2 Select, prepare, and carry out pre-operational and safety checks, on tools, equipment and machinery  
2.3 Select and use personal protective equipment  
2.4 Confirm first aid equipment and emergency procedures  
2.5 Record and implement work health, safety, site, environmental and traffic control measures |
| 3. Construct protective devices | 3.1 Use tools, equipment and materials appropriate to the task  
3.2 Construct or assemble tree protection devices with consideration for any needs specific to the species or individual tree  
3.3 Install protection devices  
3.4 Inspect completed protection devices for viability and take remedial action where necessary |
| 4. Monitor protection program | 4.1 Monitor tree health during program  
4.2 Take remedial action to maintain tree health  
4.3 Check protection devices periodically for their effectiveness  
4.4 Report and repair broken, damaged or ineffective components  
4.5 Dismantle and remove protection devices  
4.6 Clean, maintain and store tools and equipment  
4.7 Maintain records |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCARB309A Implement a tree protection program.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB309 Implement a tree protection program

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Performance Evidence

The candidate must be observed determining the protection requirements of a tree, setting out a site according to the requirements of the protection program and constructing protective devices appropriate to the needs of the tree.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- identifying trees to be protected, reasons for protection and types of protection methods
- assessing and recording environmental impacts of the program
- determining, scheduling and allocating implementation tasks
- making allowances for contingencies
- marking location of protection areas on the site
- erect safety barriers and signage to ensure public and operator safety
- carrying out pre-operational and safety checks
- recording and implementing work health, safety, site, environmental and traffic control measures
- constructing or assembling tree protection devices appropriate for needs of tree
- installing tree protection devices
- inspecting completed protection devices for viability
- monitoring tree health
- reporting and repairing broken, damaged or ineffective protection devices
- dismantling and removing protection devices
- maintaining records
• recognising healthy, stressed and damaged trees
• use of industry standard terminology to describe arboriculture and the work environment.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• methods of identifying and protecting trees
• tree protection systems, types and methods of protection
• methods of marking sites
• environmental impact assessment methods
• selection, use and maintenance of suitable personal protective equipment
• application of work health safety and environmental controls
• task scheduling and contingency management
• tree health (tree physiology)
• systems for use installation of safety barriers and signage
• tree protection plans
• techniques for assembling or constructing tree protection devices suitable to the requirements of tree species
• protection requirements of tree species
• remedial actions for tree health
• first aid and rescue personnel, equipment and procedures applicable to tree work
• specifications and construction methods for installing protection devices
• environmental factors affecting trees
• principles, regulations and practices for restricting access and traffic management.

Assessment Conditions
Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:
• equipment:
  • tree protection devices/equipment
  • construction tools
  • personal protective equipment (PPE)
  • first aid and emergency kit
Assessment Requirements for AHCARB309 Implement a tree protection program

- traffic management kit
- signage – work zone
- trees
- materials:
  - tree maintenance form
  - hazard identification and risk control form
  - equipment and PPE check form
  - emergency preparation form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB310 Perform aerial rigging

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Application

This unit of competency describes the skills and knowledge required to perform aerial rigging by selecting and using appropriate equipment and methods. This work requires application of extensive arboricultural skills and knowledge, including various rigging techniques for lowering, controlling and redirecting loads during tree pruning and tree removal. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

This unit applies to individuals who have a range of skills to select and apply a specialised range of methods, tools, equipment and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Discretion and judgement is required. Elevated work platforms may be involved.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB207 Perform ground based rigging*

AHCARB311 Tie, dress, set and finish arborist knots

AND

AHCARB307 Use advanced climbing techniques*

AHCARB312 Use standard climbing techniques to access trees**

AHCARB311 Tie, dress, set and finish arborist knots

OR

TLILIC2005A Licence to operate a boom-type elevating work platform (boom length 11 metres or more)
### Unit Sector

Arboriculture (ARB)

### Elements and Performance Criteria

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</tr>
</tbody>
</table>
| **1. Prepare work site** | 1.1 Confirm location of worksite and location of correct tree as identified in scope of works  
1.2 Obtain required site permits and licences  
1.3 Determine location of above-and-below-ground services  
1.4 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
1.5 Ensure scope of works is within capacity and limits of team and equipment  
1.6 Confirm first aid and rescue personnel, equipment and procedures applicable to tree work  
1.7 Inspect tree and identify structural defects in relation to tree taxonomy, anatomy and physiology  
1.8 Consider impact of wind speed and direction on rigging methods  
1.9 Consider ‘cycles to failure’ of load-bearing equipment  
1.10 Select, prepare, and carry out pre-operational and safety checks, on tools, equipment and machinery  
1.11 Select and use personal protective equipment  
1.12 Discuss and confirm work-zone locations and areas with work team  
1.13 Record and implement work health, safety, site, environmental and traffic control measures |
| **2. Design and prepare rigging system** | 2.1 Determine load limit of rigging system  
2.2 Consider mass and dimensions of tree part, centre of gravity, dimensions in relation to working space  
2.3 Calculate load and balance  
2.4 Consider breaking strength and safety factor of equipment in use  
2.5 Select appropriate anchor and attachment points  
2.6 Determine impact of force under normal and failure conditions and apply safety factor  
2.7 Design rigging system to allow for load and impact of force  
2.8 Discuss rigging system with work team  
2.9 Select appropriate rigging equipment and inspect for defects |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>3. Perform rigging operations</td>
<td>3.1 Communicate with work team during operations using voice, hand and whistle signals</td>
</tr>
<tr>
<td></td>
<td>3.2 Attach rigging and tie, dress, set and finish arborist knots</td>
</tr>
<tr>
<td></td>
<td>3.3 Test tensioned load</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify problems, unsafe rigging practices and provide alternative rigging solutions</td>
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<tr>
<td></td>
<td>3.5 Monitor and adjust rigging system, taking into account environmental conditions</td>
</tr>
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<td></td>
<td>3.6 Control load and raise, lower or redirect as required and in a manner appropriate to worksite</td>
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<td></td>
<td>3.7 Perform tip lowering, butt lowering, horizontal lowering and lifting as required</td>
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<td></td>
<td>3.8 Operate lowering and friction devices as required</td>
</tr>
<tr>
<td></td>
<td>3.9 Match load frequency and size to processing capacity of ground crew</td>
</tr>
<tr>
<td>4. Complete tree rigging</td>
<td>4.1 Check proper completion of rigging operations</td>
</tr>
<tr>
<td>operations</td>
<td>4.2 Retrieve appropriate components of rigging system in a controlled manner</td>
</tr>
<tr>
<td></td>
<td>4.3 Clean and remove plant material and debris from site</td>
</tr>
<tr>
<td></td>
<td>4.4 Clean and check tools, equipment and machinery, and store</td>
</tr>
<tr>
<td></td>
<td>4.5 Clean and store personal protective equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCARB310A Perform aerial rigging.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB310 Perform aerial rigging

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Performance Evidence

The candidate must be observed demonstrating rigging techniques for lowering, controlling and redirecting loads during tree pruning and tree removal.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- confirming location of worksite and location of correct tree as identified in scope of works
- ensuring scope of works is within capacity and limits of team and equipment
- obtaining required site permits and licenses
- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- inspecting trees and identifying structural defects in relation to taxonomic tree species, tree anatomy, and tree physiology
- considering impact of wind speed and direction on rigging methods
- considering ‘cycles to failure’ of load-bearing equipment
- selecting, preparing, and carrying out pre-operational and safety checks, on tools, equipment and machinery
- selecting and using personal protective equipment
- discussing and confirming work-zones locations and areas with work team
- recording and implementing work health, safety, site, environmental and traffic control measures
- communicating with work team during operations using voice, hand and whistle signals
- determining load limit of rigging system
- selecting appropriate anchor and attachment points
• considering mass and dimensions of tree part, centre of gravity, dimensions in relation to working space
• calculating load and balance
• consider breaking strength and safety factor of equipment in use
• determining impact of force under normal and failure conditions and apply safety factor
• designing rigging system to allow for load and impact of force
• discussing rigging system with work team
• selecting appropriate rigging equipment and inspecting for defects
• assembling and installing rigging equipment
• identifying problems, unsafe rigging practices and provide alternative rigging solutions
• maintaining effective communication with work team during rigging process
• attaching rigging and using appropriate knots as required
• monitoring and adjusting rigging system, taking into account environmental conditions
• testing tensioned load
• controlling load and raise, lowering or redirecting as required and in a manner appropriate to worksite
• operating lowering and friction devices
• performing tip lowering, butt lowering, horizontal lowering and lifting as required
• matching load frequency and size to processing capacity of ground crew
• retrieving appropriate components of rigging system
• checking proper completion of rigging operations
• cleaning and checking tools, equipment and machinery, replacing if faulty or worn, and storing
• use of industry standard terminology to describe arboriculture, equipment and work environment.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• site-specific risk assessments
• above-and-below-ground services
• selection, tying methods and purpose of appropriate industry knots
• types and purposes of a range of rigging equipment and devices
• estimation of distances and dimensions of tree parts and equipment
• estimation of centre of gravity for balancing a load
• how to estimate areas for safe work zones
• estimation of breaking strength, safety factor and cycles to failure
• signals and communication systems
• common problems and hazards with rigging and their potential consequences and solutions
• breaking strain, safe working load and ‘cycles to failure’ for rigging equipment
• anatomy, physiology, and taxonomy of tree species for a range of trees
• how variations in weather such as wind speed and direction affect work
• signs of equipment defects
• structural defects in trees
• operational use of lowering and friction devices
• first aid and rescue personnel, equipment and procedures applicable to tree work.

**Assessment Conditions**

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - rigging equipment
  - single rope technique (SRT) climbing kit
  - static and dynamic rope kit
  - harness
  - lowering and friction devices
  - high decibel whistle
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - rescue kit
  - traffic management kit
  - signage – work zone
  - trees

- **materials:**
  - rigging operations form - aerial
  - hazard identification and risk control form
  - equipment and PPE check form
  - emergency preparation form
  - rescue form - aerial
  - work communications form
  - knot identification form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.
Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCARB311 Tie, dress, set and finish arborist knots

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Application

This unit of competency describes the skills and knowledge required to tie, dress, set and finish arborist knots, hitches and bends.

This unit applies to ground based workers undertake defined activities with appropriate methods, tools and information, work in a structured context, apply knowledge and skills to demonstrate limited autonomy and judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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<tr>
<td>1. Assist in preparation of work site</td>
<td>1.1 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk 1.2 Confirm first aid and emergency equipment and procedures applicable to tree work 1.3 Carry out pre-operational and safety checks on ropes and equipment 1.4 Select and use appropriate personal protective equipment 1.5 Record and implement work health, safety, site, environmental and traffic control measures</td>
</tr>
<tr>
<td>2. Tie, dress and set arborist knots</td>
<td>2.1 Communicate with work team during operations using voice, hand and whistle signals 2.2 Determine work application for knot for ground-based, aerial, rigging and climbing work tasks 2.3 Determine appropriate knot for locking and non-locking attributes, strength, impact on rope strength, loosening and slippage 2.4 Determine loss of rope strength in using selected knot 2.5 Determine appropriate rope for knot application 2.6 Determine requirements for secondary knots and stopper knots 2.7 Tie rope to form intended knot 2.8 Leave appropriate tail length approximately five times diameter of rope 2.9 Dress knot to align all parts of knot 2.10 Adjust knot to appropriate proportions 2.11 Set knot to ‘tighten and load’ knot prior to use 2.12 Finish knot with selected stopper knot, tucked tail or suitable tail length</td>
</tr>
<tr>
<td>3. Inspect and use knot</td>
<td>3.1 Inspect completed knot 3.2 Check knot for correctness of assembly 3.3 Confirm knot for correct work application 3.4 Maintain effective communication with work team 3.5 Install and use knot in work application 3.6 Untie knot at completion of work task</td>
</tr>
<tr>
<td>4. Complete knot operations</td>
<td>4.1 Clean and check ropes 4.2 Report and tag faulty or worn ropes 4.3 Clean and store personal protective equipment</td>
</tr>
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</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Ground-based Rigging applications must include knowledge of:
- Alpine butterfly knot
- Bowline on the bight
- Cows hitch with better half
- Clove hitch + two half hitches
- Half hitch pre knot
- Klemheist friction knot
- Marline pre knot
- Marline spike hitch
- Riggers knot + two half hitches
- Running bowline
- Sheet bend
- Slippery sheet bend
- Timber hitch
- Zeppelin bend

Above Ground applications must include knowledge of:
- Scaffold knot
- Double Fishermans Knot/Prusik loop
- Girth Hitch
- English Prusik Knot
- Marlin Spike
- Clove Hitch
- Double Overhand Stopper Knot
- Sheet bend
- Slippery Sheet Bend
- Bowline Knot
- Running Bowline Knot

Aerial Rigging applications must include knowledge of:
- Cows hitch
- Riggers knot + two half hitches
- Clove hitch + two half hitches
- Alpine butterfly knot
- Half hitch pre knot
- Marline pre knot
- Marline spike hitch
- Zeppelin bend
- Running bowline
- Bowline on the bight
- Rolling hitch
- Timber hitch
- Sheet bend
- Slippery sheet bend

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCARB311 Tie, dress, set and finish arborist knots

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- confirming first aid and emergency equipment and procedures applicable to tree work
- selecting and using appropriate personal protective equipment
- recording and implementing work health, safety, site, environmental and traffic control measures
- communicating with work team during operations using voice, hand and whistle signals
- determining work application for:
  - ground-based knots
  - aerial knots
  - rigging knots and
  - climbing knots
- determining appropriate knot for locking and non-locking attributes, strength, impact on rope strength, loosening and slippage
- determining loss of rope strength using selected knot
- determining appropriate rope for knot application
- determining requirements for secondary knots and stopper knots
- determining appropriate rope used for knot application
- tying knot to form intended knot
- leaving appropriate tail length approximately five times diameter of rope
- dressing knot to align all parts of knot
- setting knot to ‘tighten and load’ knot prior to use
- finishing knot with selected stopper knot as required
• inspecting completed knot
• checking knot for correctness of assembly
• confirming knot for correct work application
• maintaining effective communication with work team
• installing and using knot in work application
• untangling knot at completion of work task
• clean and check ropes
• reporting and tagging faulty or worn ropes
• cleaning and storing personal protective equipment.

Knowledge Evidence

The candidate must demonstrate knowledge of:

• site-specific risk assessment
• first aid and emergency equipment and procedures
• personal protective equipment
• work health, safety, site, environmental and traffic control measures
• voice, hand and whistle signals
• work applications for knots
• knots for ground-based rigging tasks
• knots for aerial rigging tasks
• knots for climbing work tasks
• determination of appropriate knot by evaluation of knot attributes:
  • locking and non-locking attributes
  • impact on rope strength
  • loosening and
  • slippage
• determining loss of rope strength using selected knot
• determination of appropriate rope for knot application
• knot tying
• intended knot
• tail length
• diameter of rope
• alignment of knot parts
• knot setting
• knot tightening and loading
• stopper knot
• knot finishing
• correctness of assembly and use in application
• inspection, installation and use of knots
• effective work team communications
• tagging system
• checking and cleaning ropes.

**Assessment Conditions**

It is an industry requirement for the assessment of the knots appropriate to the work application as listed in the Range of Conditions section of this unit of competency.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

• equipment:
  • static and dynamic rope kit
  • personal protective equipment (PPE)
  • first aid and emergency kit
  • traffic management kit
• materials:
  • knot identification form
  • hazard identification and risk control form
  • equipment and PPE check form
  • emergency preparation form
  • work communications form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

• arboriculture vocational competencies at least to the level being assessed
• current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB312 Use standard climbing techniques to access trees

Modification History

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Application

This unit of competency describes the skills and knowledge required to climb trees with ropes and harnesses using standard techniques for the purpose of accessing required sections of trees.

This unit applies to workers who have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, ropes, equipment and information to complete routine activities and provide and transmit solutions to predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB311 Tie, dress, set and finish arborist knots

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
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<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. Prepare site and inspect equipment | 1.1 Determine appropriate method for accessing tree – climbing or using an elevated work platform (EWP) – through discussion with work team  
1.2 Determine location of above-and-below-ground services  
1.3 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
1.4 Confirm first aid and rescue personnel, equipment and procedures  
1.5 Ensure work team member present, capable, willing and equipped to assist or perform aerial rescue operations  
1.6 Prepare and carry out pre-operational and safety checks, on ropes, harnesses, tools and equipment  
1.7 Select and use personal protective equipment  
1.8 Record and implement work health, safety, site, environmental and traffic control measures |
| 2. Select climbing equipment | 2.1 Select harness and appropriate equipment for climbing  
2.2 Inspect tree to determine low risk access route through discussion with work team and seek feedback  
2.3 Estimate tree height and load in relation to safe working limits of ropes and equipment  
2.4 Determine the hold, release and grip attributes of rope  
2.5 Select and use dynamic rope  
2.6 Select and use triple locking carabiners |
| 3. Prepare to access tree | 3.1 Tie, dress, set and finish climbing knots and hitches  
3.2 Communicate with work team during operations using voice, hand and whistle signals  
3.3 Maintain awareness of power line clearances  
3.4 Select low risk anchor points in accordance with strength, suitability requirements and branch weight |
| 4. Access and ascend tree | 4.1 Access and ascend tree using low risk access route with harness and lanyard  
4.2 Ascend using double rope with prussik technique  
4.3 Ascend using trunk walking technique and foot ascenders as required |
| 5. Descend from tree | 5.1 Descend tree in a controlled manner  
5.2 Remove all access equipment in a controlled manner  
5.3 Clean and store access equipment  
5.4 Clean and store personal protective equipment |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCARB204A Undertake standard climbing techniques.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB312 Use standard climbing techniques to access trees

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Performance Evidence

The candidate must be observed climbing trees using standard climbing techniques in a safe manner. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- appropriate method for accessing tree – climbing or using an EWP – through discussion with work team
- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- confirming first aid and rescue personnel, equipment and procedures
- ensuring work team member present, capable, willing and equipped to assist or perform aerial rescue operations
- preparing and carrying out pre-operational and safety checks, on ropes, harnesses, tools and equipment
- selecting and using personal protective equipment and safety equipment
- recording and implementing work health, safety, site, environmental and traffic control measures
- selecting harness and appropriate equipment for climbing
- inspecting tree to determine low risk access route through discussion with work team and seek feedback
- estimating tree height and load in relation to safe working limits of ropes and equipment
- determining the hold, release and grip attributes of rope
- selecting and using dynamic rope
- selecting and using triple locking carabiners
- tying, dressing, setting and finishing climbing knots and hitches
- communicating with work team during operations using voice, hand and whistle signals
- maintaining awareness of power line clearances
• selecting low risk anchor points in accordance with strength, suitability requirements and branch weight
• accessing and ascending tree using low risk access route with harness and lanyard
• ascending using double rope with prussik technique
• ascending using trunk walking technique and foot ascenders as required
• descending tree in a controlled manner
• removing all access equipment in a controlled manner
• cleaning and storing climbing equipment
• cleaning and storing personal protective equipment
• use of industry standard-terminology to describe climbing and the work environment.

**Knowledge Evidence**

The candidate must demonstrate knowledge of:

• appropriate method of tree access
• selection of climbing or EWP access
• determination of location of above-and-below-ground services
• site-specific risk assessment
• first aid personnel, equipment and procedures
• rescue personnel, equipment and procedures
• work health, safety, site, environmental and traffic control measures
• pre-operational and safety checks, on ropes, harnesses, tools and equipment
• personal protective equipment
• types of climbing ropes
• dynamic ropes
• rope characteristics
• uses of climbing ropes
• safe working limits of ropes
• safe working limits of equipment
• defects in ropes, tools and equipment
• climbing harnesses and lanyards
• climbing equipment
• triple locking carabiners
• arborist knots
• tying knots
• dressing knots
• setting knots
• checking knots
• finishing knots
• industry voice, hand and whistle signals
• low risk access routes
• estimation of tree height
Assessment Requirements for AHCARB312 Use standard climbing techniques to access trees

- estimation of load
- safe working limits
- tree access techniques and equipment
- strength and suitability requirements
- double rope with prussik technique
- trunk walking and foot ascenders
- standard climbing technique
- low risk anchor points
- maintenance of awareness of power lines
- power line clearances
- controlled descent operations
- controlled removal of access equipment
- cleaning of equipment
- storage of equipment
- work health and safety measures relating to own work.

Assessment Conditions

It is an industry requirement that delivery of training and assessment in this unit provides for the explicit conditions of work team capability for aerial rescue operations. It is an industry requirement for competency in this unit that assessment must include a log record of two hundred (200) hours of standard climbing.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - standard climbing kit
  - harness
  - high decibel whistle
  - personal protective equipment (PPE)
  - first aid and emergency kit
  - rescue kit
  - traffic management kit
  - trees
Assessment Requirements for AICARB312 Use standard climbing techniques to access trees

Materials:
- Climbing techniques form - standard
- Climbing log record - standard
- Hazard identification and risk control form
- Equipment and PPE check form
- Emergency preparation form
- Work communications form
- Knot identification form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:
- Arboriculture vocational competencies at least to the level being assessed
- Current arboriculture industry skills directly relevant to the unit of competency being assessed

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB313 Identify trees

Modification History

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Application

This unit of competency describes the skills and knowledge required to identify trees and their environmental and social benefits.

This unit applies to individuals who undertake defined activities with appropriate methods, tools and information, work in a structured context, apply knowledge and skills to demonstrate limited autonomy and judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>
| 1. Inspect tree features | 1.1 Inspect the form, structures and local environment of tree  
1.2 Examine and describe tree morphology in botanical terms  
1.3 Describe leaf morphology for shape, colour and size |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Identify trees</td>
<td>1.4 Examine and record features of buds, petiole, branchlets, branches and bark&lt;br&gt;1.5 Examine and record flower characteristics&lt;br&gt;1.6 Examine and record fruit type and characteristics&lt;br&gt;1.7 Use all relevant available senses to assist in tree identification&lt;br&gt;1.8 Record useful and key identifying attributes of tree parts</td>
</tr>
<tr>
<td>Inspect tree condition</td>
<td>2.1 Inspect tree canopy and structures for general health and condition&lt;br&gt;2.2 Use observations to recognise signs and symptoms of diseases, pests or deficiencies that assist in identification of tree&lt;br&gt;2.3 Record relevant data and identify tree where possible at this stage</td>
</tr>
<tr>
<td>Identify tree</td>
<td>3.1 Compare tree samples to images to recognise genus and species where possible&lt;br&gt;3.2 Select and use research, reference materials and field guides to define closer identification&lt;br&gt;3.3 Use taxonomic keys to analyse specific characteristics of tree to identify species and cultivar where possible</td>
</tr>
<tr>
<td>Identify tree benefits</td>
<td>4.1 Examine tree for existing habitat use and food source supply&lt;br&gt;4.2 Identify environmental benefits provided by tree in current location&lt;br&gt;4.3 Rate performance of tree in its current condition in terms of environmental and social benefits&lt;br&gt;4.4 Identify and describe value of benefits to the client and community</td>
</tr>
<tr>
<td>Report on results</td>
<td>5.1 Record identification achieved&lt;br&gt;5.2 Highlight key identifying features observed in the process&lt;br&gt;5.3 Inform the client or organisation of the results of the identification process</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - no equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB313 Identify trees

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- inspecting the form, structures and local environment of tree
- examining and describe tree morphology in botanical terms
- describing leaf morphology for shape, colour and size
- examining and record features of buds, petiole, branchlets, branches and bark
- examining and record flower characteristics
- examining and record fruit type and characteristics
- using all relevant available senses to assist in tree identification
- recording useful and key identifying attributes of tree parts
- inspecting tree canopy and structures for general health and condition
- using observations to recognise signs and symptoms of diseases, pests or deficiencies that assisting in identification of tree
- recording relevant data and identify tree where possible at this stage
- comparing tree samples to images to recognise genus and species where possible
- selecting and using research, reference materials and field guides to define closer identification
- using taxonomic keys to analyse specific characteristics of tree to identify species and cultivar where possible
- examining tree for existing habitat use and food source supply
- identifying environmental benefits provided by tree in current location
- rating performance of tree in its current condition in terms of environmental and social benefits
- identifying and describing value of benefits to the client and community
- recording identification achieved
- highlighting key identifying features observed in the process
- informing the client or organisation of the results of the identification process.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- form, structures and local environment of tree
- tree morphology in botanical terms
- leaf morphology for shape, colour and size
- features of buds, petiole, branchlets, branches and bark
- flower characteristics
- fruit type and characteristics
- use of sensory methods in tree identification
- useful and key identifying attributes of tree parts
- tree canopy and structures
- general health and condition of trees
- signs and symptoms of diseases, pests or deficiencies of trees that assist in tree identification
- methods of tree identification
- recording of data
- using tree samples for identification
- comparison of tree samples to images of trees
- recognition of genus and species where possible
- using research, reference materials and field guides
- taxonomy
- using taxonomic keys to identify species and cultivar where possible
- tree examination for existing habitat use and food sources
- environmental benefits provided by trees
- performance rating of tree condition
- identification of value of tree benefits to the client and community
- methods of description of value of tree benefits to the client and community
- methods of recording tree identification
- key identifying features for identification
- methods of informing client and organisation of tree identification.

Assessment Conditions

It is an industry requirement for competency in this unit that assessment requires methods of assessment that focus on the process of identification, incorporating the use of multiple reference sources and pathways to identify trees.

Assessment must provide for a minimum of sixty-five (65) identifications of different trees local to the region.
Assessment Requirements for AHCARB313 Identify trees

Assessment must provide for a minimum of ten (10) identifications using a taxonomic key or field guide.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - use of multiple reference sources
  - taxonomic keys
  - field guides
  - camera/phone camera
  - trees and tree specimens
- materials:
  - tree profile and benefits form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB401 Verify pruning specifications

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Application

This unit of competency describes the skills and knowledge required to verify the application of requirements of Australian Standards to operational pruning specification within a range of arboriculture operations and industry contexts.

This unit applies to individuals who supervise others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards such as AS 4373.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Locate and verify the</td>
<td>1.1 Confirm trees to be pruned and the desired outcomes for pruning</td>
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<tr>
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| tree and site characteristics | works in accordance with client brief  
1.2 Determine location of above-and-below-ground services  
1.3 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
1.4 Confirm identified tree species using botanical nomenclature and common names  
1.5 Verify location of tree using specific address, road sections, kilometre or measurement markers and fixed reference points of boundary lines, residential housing and fences  
1.6 Determine and document dimensions of tree recording the characteristics of the approximate height, canopy, spread and diameter-at-breast-height (DBH)  
1.7 Record and implement work health, safety, site, environmental and traffic control measures |
| 2. Inspect tree and determine specification standard | 2.1 Inspect trees and areas identified for pruning  
2.2 Consider tree’s health, growth habit, structure, stability and growing environment  
2.3 Determine age class, code, species application and clause of pruning required in accordance with current Australian Standard ‘Pruning of amenity trees’  
2.4 Determine compensatory tree care required to offset losses arising from pruning of live tissue  
2.5 Determine requirement to meet biosecurity regulations for transmission of diseases by pruning equipment and materials |
| 3. Verify crown maintenance pruning | 3.1 Verify smallest diameter of dead branches to be removed  
3.2 Determine maximum and average diameter of live branches to be pruned  
3.3 Verify for selective pruning operations: identity and locations of specific branches to be cut  
3.4 Verify for formative pruning operations: identity and locations of specific branch |
| 4. Verify crown modification pruning | 4.1 Verify for reduction pruning operations: extent of pruning best described as a percentage, and the approximate dimensions and precise nodes  
4.2 Verify for crown lifting operations: maximum diameter and location + maximum height (or minimum height)  
4.3 Verify for pollarding: dimensions of permanent structure  
4.4 Verify for remedial and restorative pruning: any key reference points in the tree and any key measurement and any objectives  
4.5 Verify for Line clearance including minimum clearance distances |
## Element | Performance criteria
--- | ---
5. Verify the branch location | 5.1 Verify branch location and identity by identification process starting with closest branch to ground labelled as branch number one 5.2 Read branch pattern from the ground up, verify branch selected and verify branch label with number in sequential order 5.3 Determine and document direction of branch growth by selecting North, South, East, or West and verify branch label 5.4 Verify and document height of branch attachment from ground 5.5 Describe structural order of branches 5.6 Verify approximation of branch collar diameter at location of pruning point 5.7 Use photographs to verify and confirm location of pruning cuts
6. Provide information to client and work crew | 6.1 Record information on pro-forma documents 6.2 Confirm written pruning specifications 6.3 Clarify the terminology used and extent of works with the client 6.4 Document a written record of contract for the client as required 6.5 Provide completed written specification to client and work crew
7. Produce a documented record of pruning works | 7.1 Assess pruning work performed against anticipated outcomes and record anomalies 7.2 Seek feedback from client on work performed 7.3 Seek feedback from work crew on clarity of specifications 7.4 Record areas of improvement for future use in specifications 7.5 Sign off on specified work and complete required records

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
New unit - no equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB401 Verify pruning specifications

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- confirming trees to be pruned and the desired outcomes for pruning works in accordance with client brief
- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- identifying and record tree species using botanical nomenclature and common names
- verifying location of tree using fixed reference points of boundary lines, residential housing and fences
- determining and document dimensions of tree recording the characteristics of the approximate height, canopy, spread and diameter-at-breast-height (DBH)
- recording and implementing work health, safety, site, environmental and traffic control measures
- evaluating tree for pruning
- considering tree’s health, growth habit, structure, stability and growing environment
- determining class, code, species application and clause of pruning required in accordance with current Australian Standard ‘pruning of amenity trees’
- determining compensatory tree care required to offset losses arising from pruning of live tissue
- determining requirement to meet biosecurity regulations for transmission of diseases by pruning equipment and materials
- verifying smallest diameter of dead branches to be removed.
- determining maximum and average diameter of live branches to be pruned
- verifying for crown thinning operations: maximum diameter of branches; and total percentage of total crown foliage permitted to be cut
• verifying for selective pruning operations: identity and locations of specific branches to be cut
• verifying for formative pruning operations: identify and locations of specific branch
• verifying for reduction pruning operations: an extent of pruning best described as a percentage, and the approximate dimensions and precise nodes
• verifying for crown lifting operations: maximum diameter & location + maximum height (or minimum height)
• verifying for pollarding: dimensions of permanent structure
• verifying for remedial and restorative pruning: any key reference points in the tree and any key measurement and any objectives
• verifying for line clearance: minimum clearance distances
• verifying branch location and identity by identification process starting with closest branch to ground labelled as branch number one
• readying branch pattern from the ground up, select branch required and label branch with number in sequential order
• determining and document direction of branch growth by selecting north, south, east, or west and label branch
• estimating and document height of branch attachment from ground
• describing structural order of branches: first order - directly off the trunk; second order - immediately off first order; third order etc.
• verifying approximation of branch collar diameter at location of pruning point
• using photographs to verify and confirm location of pruning cuts
• recording information on pro-forma documents
• confirming written pruning specifications
• clarifying the terminology used and extent of works with the client
• documenting a written record of contract for the client as required
• providing completed written specification to client and work crew
• assessing pruning work performed against anticipated outcomes and record anomalies
• seeking feedback from client on work performed
• seeking feedback from work crew on clarity of specifications
• recording areas of improvement for future use in specifications
• signing off on specified work and completing required records
• use of industry standard terminology to describe pruning specifications
• awareness of work health and safety in the context of own work.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• site-specific risk assessment
• tree species using botanical nomenclature and common names
• fixed reference points
• dimensions of tree
- characteristics of the approximate height, canopy, spread and diameter-at-breast-height (DBH)
- tree’s health, growth habit, structure, stability and growing environment
- tree age class, code, species application and clause of pruning required in accordance with current Australian Standard ‘Pruning of amenity trees’
- compensatory tree care
- losses arising from pruning of live tissue
- biosecurity regulations
- transmission of diseases by pruning equipment and materials
- specification for crown thinning operations
- specification for selective pruning operations
- specification for formative pruning operations
- specification for reduction pruning operations
- specification for crown lifting operations
- specification for pollarding
- maximum and average diameter of live branches
- total crown foliage
- identity and locations of specific branches
- extent of pruning best described as a percentage
- approximate dimensions and precise nodes
- maximum height (or minimum height)
- dimensions of permanent structure
- specification for remedial and restorative pruning
- specification for line clearance
- specification for branch location and identity by identification process
- key reference points in the tree
- minimum clearance distances
- branch pattern
- sequential order
- direction of branch growth by selecting north, south, east, or west
- approximation of branch collar diameter
- location of pruning point
- pro-forma documents
- pruning specifications
- terminology
- written record of contract
- specifications
- anticipated outcomes
- anomalies
- specified work.
**Assessment Conditions**

It is an industry requirement for competency in this unit that assessment includes the assessment of pruning works on each of the maintenance and modification operations:

- crown maintenance pruning
- crown thinning operations
- selective pruning operations
- formative pruning operations
- reduction pruning operations
- crown lifting operations
- pollarding
- remedial and restorative pruning
- line clearance

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - internet connection
  - digital camera/phone camera
  - tree
- materials:
  - site-specific risk assessment form
  - pruning specification form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB402 Supervise and audit tree operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out supervision and auditing of tree operations on arboricultural work sites in accordance with existing tree hazard evaluation and pruning specification documentation.

This unit applies to individuals who supervise others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB404 Conduct a safety audit
AHCARB302 Inspect trees for access and work*
   AHCARB313 Identify trees

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
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</tr>
</tbody>
</table>
| 1. Prepare site and equipment | 1.1 Determine location of above-and-below-ground services  
1.2 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
1.3 Assess site conditions for requirements of equipment, personnel and access  
1.4 Determine appropriate pruning tools, equipment and machinery according to pruning specification and site-specific assessment  
1.5 Record and implement work health, safety, site, environmental and traffic control measures |
| 2. Supervise and monitor tree operations | 2.1 Supervise and confirm site establishment conforms to requirements  
2.2 Confirm toolbox meeting participation and documentation  
2.3 Confirm tree evaluation from hazard evaluation report provided  
2.4 Implement written specification for pruning works  
2.5 Communicate written specification to work team and confirm response  
2.6 Conduct safety audit of personnel, equipment, machinery and documentation  
2.7 Resolve areas of conflict with work team and individuals  
2.8 Monitor safety issues arising from drug and alcohol use  
2.9 Promote work team-building exercises  
2.10 Document areas of improvement in work operations  
2.11 Issue verbal and written improvement notices |
| 3. Audit and report tree operations | 3.1 Monitor pruning techniques for compliance to the written specifications and AS 4373  
3.2 Estimate and record volume of pruning program works  
3.3 Audit quality of pruning works  
3.4 Document and record additional pruning works required  
3.5 Report compliance and audit results |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - no equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB402 Supervise and audit tree operations

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining location of above-and-below-ground services
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- assessing site conditions for requirements of equipment, personnel and access
- determining appropriate pruning tools, equipment and machinery according to pruning specification and site-specific assessment
- recording and implement work health, safety, site, environmental and traffic control measures
- supervising and confirm site establishment conforms to requirements
- confirming toolbox meeting participation and documentation
- confirming tree evaluation from hazard evaluation report provided
- using provided written specification for pruning works
- communicating written specification to work team and confirm response
- conducting safety audit of personnel, equipment, machinery and documentation
- supervising and monitor tree operations
- documenting areas of improvement in work operations
- issuing verbal and written improvement notices
- monitoring pruning techniques for compliance to the written specifications and as 4373
- estimating and record volume of pruning program works
- auditing quality of pruning works
- documenting and record additional pruning works required
- reporting compliance and audit results
- use of industry standard terminology to describe supervision and audit operations.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- location of above-and-below-ground services
- site-specific risk assessment
- work health and safety hazards
- work health, safety, site, environmental and traffic control measures
- site conditions
- appropriate pruning tools, equipment and machinery
- pruning specification
- site establishment
- conformance to requirements
- toolbox meeting
- tree evaluation
- hazard evaluation
- written specification for pruning works
- safety audit of personnel, equipment, machinery and documentation
- verbal and written improvement notices
- compliance to the written specifications
- tree operations
- auditing quality of pruning works
- compliance and audit results
- work health and safety in the context of own work.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - internet connection
  - digital camera/phone camera
  - trees
• materials:
  • site-specific risk assessment form
  • safety audit form
  • safety audit report
  • pruning specification form
  • compliance and audit report form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

• arboriculture vocational competencies at least to the level being assessed
• current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB403 Perform a ground-based tree defect evaluation

Modification History

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Application

This unit of competency describes the skills and knowledge required to examine trees from the ground in order to evaluate the increased likelihood of failure of trees or tree parts.

This unit applies to individuals who supervise others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, the relevant content of applicable Australian Standards and Safe Australia Code of Practice.

Pre-requisite Unit

AHCARB302 Inspect trees for access and work*

AHCARB313 Identify trees

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1. Determine evaluation requirements | 1.1 Confirm trees to be evaluated in accordance with client brief  
1.2 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
1.3 Determine targets that need to be considered  
1.4 Determine tree hazard benchmarks appropriate for project  
1.5 Record and implement work health, safety, site, environmental and traffic control measures |
| 2. Examine visual tree indicators | 2.1 Inspect tree from ground  
2.2 Determine tree health  
2.3 Examine tree anatomy and morphology for past failures  
2.4 Examine tree for outwardly apparent defects  
2.5 Examine tree for visual indicators of concealed defects  
2.6 Examine tree for visual indicators of disease leading to structural failure  
2.7 Examine tree for visual indicators of organisms causing damage leading to structural failure  
2.8 Determine if failure is likely to result in target being impacted |
| 3. Undertake basic testing | 3.1 Sound for cavities suggested by openings and visual indicators  
3.2 Probe any accessible cavities and openings  
3.3 Expose root crown where required  
3.4 Remove loose bark where appropriate  
3.5 Determine whether tree or tree parts are a hazard in accordance with benchmarks |
| 4. Record tree attribute and indicators | 4.1 Photograph and record tree species and site of tree  
4.2 Record the health and approximate dimensions of the tree  
4.3 Record and photograph the defects and visual indicators  
4.4 Describe, illustrate and indicate on image or device, the approximate location on the tree  
4.5 Record approximate dimensions of affected tree part and defect  
4.6 Record results of evaluation |
| 5. Mitigate risk and document actions | 5.1 Advise client immediately of evaluation, where a tree poses an imminent threat  
5.2 Take action as instructed in accordance with work place policies and client brief  
5.3 Isolate the tree or move target as instructed in accordance with work place policies and client brief  
5.4 Document immediate actions taken |
<p>| 6. Document and report | 6.1 Compile hazard evaluation documentation |</p>
<table>
<thead>
<tr>
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<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>hazards and recommendations</td>
<td>6.2 Recommend further action of including aerial inspection and load testing or seek further advice from a consulting arborist</td>
</tr>
<tr>
<td></td>
<td>6.3 Determine and document any tree work required to mitigate risks</td>
</tr>
<tr>
<td></td>
<td>6.4 Submit tree hazard evaluation report to client or employer</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB403 Perform a ground-based tree defect evaluation

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- confirming trees to be evaluated in accordance with client brief
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- determining targets that need to be considered
- determining tree hazard benchmarks appropriate for project
- recording and implementing work health, safety, site, environmental and traffic control measures
- inspecting tree from ground
- determining tree health
- examining tree for past failures
- examining tree for visual indicators of outwardly apparent defects
- examining tree for visual indicators of concealed defects
- examining tree for visual indicators of disease leading to structural failure
- determining if failure is likely to result in target being impacted
- sounding for cavities suggested by openings and visual indicators
- probing any accessible cavities and openings
- exposing root crown where required
- removing loose bark where appropriate
- determining if tree exceeds tree hazard benchmarks for project
- photographing and recording tree species and site of tree
- recording health and approximate dimensions of the tree
- recording and photographing defects and visual indicators
• describing, illustrating and indicating on image or device, the approximate location on the tree
• recording approximate dimensions of affected tree part and defect
• recording results and advising client of evaluation
• advising client immediately of evaluation where a tree poses an imminent threat
• taking action as instructed in accordance with workplace policies and client brief
• isolating the tree or move target as instructed in accordance with workplace policies and client brief
• documenting immediate actions taken.
• compiling hazard evaluation documentation
• recommending further action of aerial inspection and load testing or seek further advice from a consulting arborist
• determining and documenting any tree work required to mitigate risks
• submitting tree hazard evaluation report to client or employer
• use of industry standard terminology to describe hazard evaluation.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• client briefs
• site-specific risk assessment
• work health and safety hazards and assessing risk
• targets and the role of targets in tree risk assessment
• tree hazard benchmarks
• work health, safety, site, environmental and traffic control measures
• tree inspections
• tree health
• methods of determining tree health
• tree anatomy and morphology for past failures
• tree examinations for outwardly apparent defects
• tree examinations for visual indicators of concealed defects
• tree examinations for visual indicators of disease leading to structural failure
• tree examinations for visual indicators of organisms causing damage leading to structural failure
• likelihood of target impaction
• cavity sounding and probing techniques
• visual indicators of root crowns and bark
• determination whether tree or tree parts are a hazard in accordance with benchmarks
• photography and recording of tree species, site of tree, approximate location of trees, and defects and visual indicators
• health and approximate dimensions of the tree and affected tree part and defect
• imminent threat
• tree isolation methods
Assessment Requirements for AHCARB403 Perform a ground-based tree defect evaluation

- methods of moving targets
- documentation of hazard evaluation
- risk mitigation
- recommendations of aerial inspection and load testing
- advice from a consulting arborist
- presentation of reports.

Assessment Conditions

It is an industry requirement for competency in this unit that assessment includes a minimum of twenty (20) ground-based tree defect evaluations, and requires a minimum of at least one (1) consultation with a consulting arborist to participate in a ground-based tree defect evaluation. The evaluations are required to cover twenty separate and individual trees, of a minimum of fifteen (15) different tree species, and each of the evaluations is required to be a whole-of-tree investigation.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - trees
  - cross-sectioned tree visual indicators of defects and diseases
- materials:
  - site-specific risk assessment form
  - defect evaluation form
  - tree evaluation report

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed
Links

Companion Volume implementation guides are found in VETNet -
AHCARB404 Conduct a safety audit

Modification History

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Application

This unit of competency describes the skills and knowledge required to conduct safety audits of personnel and equipment involved in tree operations.

This unit applies to individuals who supervise others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method documentation.

Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Perform audit planning</td>
<td>1.1 Identify safety audit objectives, scope and focus</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify target operations and documentation</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine safety audit process and sampling technique</td>
</tr>
<tr>
<td></td>
<td>1.4 Determine frequency and random timing of audit event</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1.5 Prepare audit documentation  
1.6 Conduct pre-audit communications with client and relevant stakeholders |  |
| 2. Undertake safety audit activities | 2.1 Undertake a site-specific risk assessment by identifying work health and safety hazards and assessing risk  
2.2 Conduct random audit testing of site operations for usage of personal protective equipment  
2.3 Conduct regular audit testing of tools, equipment and machinery for defective components  
2.4 Conduct random audit inspection of dedicated rescue equipment  
2.5 Conduct regular audit testing of operational, start-up and maintenance procedures for tools, equipment and machinery and associated checklist documentation  
2.6 Conduct regular audit inspection of hazard identification, risk control and toolbox meeting documentation  
2.7 Conduct random audit interviews for quality checking of personal protective equipment and clothing  
2.8 Confirm currency and availability of tickets and certifications required by personnel to perform specialised work functions  
2.9 Implement safety audits at appropriate frequency |  |
| 3. Identify and respond to non-conformance | 3.1 Identify and record non-conformance  
3.2 Identify situations requiring referral  
3.3 Issue verbal and written warnings for non-conforming work practices  
3.4 Issue verbal and written notices for unsafe work practices  
3.5 Tag tools and equipment requiring repairs and label with repair information details  
3.6 Tag unsafe tools and equipment with ‘Do Not Operate’ tags and remove from operational use areas  
3.7 Provide advice for improvement and rectification of non-conformance |  |
| 4. Record, report and present audit results | 4.1 Prepare safety audit report  
4.2 Make final recommendations on action required  
4.3 Obtain responses and finalise audit  
4.4 Record safety audit findings  
4.5 Conduct post-audit communications with client |  |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB404 Conduct a safety audit

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- identifying safety audit objectives, scope and focus
- identifying target operations and documentation
- determining safety audit process and sampling technique
- determining frequency and random timing of audit event
- preparing audit documentation
- conducting pre-audit communications with client and relevant stakeholders
- undertaking a site-specific risk assessment by identifying work health and safety hazards and assessing risk
- conducting random audit testing of site operations for usage of personal protective equipment
- conducting regular audit testing of tools, equipment and machinery for defective components
- conducting random audit inspection of dedicated rescue equipment
- conducting regular audit testing of operational, start-up and maintenance procedures for tools, equipment and machinery and associated checklist documentation
- conducting regular audit inspection of hazard identification, risk control and toolbox meeting documentation
- conducting random audit interviews for quality checking of personal protective equipment and clothing
- confirming currency and availability of tickets and certifications required by personnel to perform specialised work functions
- implementing safety audits at appropriate frequency
- identifying and record non-conformance
- identifying situations requiring referral
• issuing verbal and written warnings for non-conforming work practices
• issuing verbal and written notices for unsafe work practices
• tagging tools and equipment requiring repairs and label with repair information details
• tagging unsafe tools and equipment with ‘do not operate’ tags and remove from operational use areas
• providing advice for improvement and rectification of non-conformance
• preparing safety audit report
• making final recommendations on action required
• obtaining responses and finalising audit
• recording safety audit findings
• conducting post-audit communications with client
• use of industry standard terminology to describe safety audits.

Knowledge Evidence

The candidate must demonstrate knowledge of:

• safety audit objectives
• safety audit scope
• safety audit focus
• target operations
• site-specific risk assessment
• safety audit process
• sampling technique
• audit frequency
• random timing of audit event
• audit documentation
• pre-audit communications
• random audit testing of site operations for usage of personal protective equipment
• regular audit testing of tools, equipment and machinery for defective components
• random audit inspection of rescue equipment
• regular audit testing of operational, start-up and maintenance procedures for tools, equipment and machinery and associated checklist documentation
• currency and availability of tickets and certifications
• non-conformance
• non-conforming work practices
• referral
• verbal and written warnings
• tagging tools and equipment requiring repairs
• repair information details
• tagging unsafe tools and equipment with ‘do not operate’ tags
• rectification of non-conformance
• advice for improvement of non-conformance
• safety audit report
• final recommendations on action required
• safety audit findings
• post-audit communications.

**Assessment Conditions**

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

• equipment:
  • computer
  • word processing software
  • internet connection
  • digital camera/phone camera
• materials:
  • site-specific risk assessment form
  • safety audit form
  • safety audit report

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

• arboriculture vocational competencies at least to the level being assessed
• current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB405 Perform geospatial data collection

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to perform geospatial data collection required for tree plans and drawings.

This unit applies to individuals who supervise others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method documentation.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Determine functionality requirements | 1.1 Determine technical and business requirements for geospatial data collection  
1.2 Determine suitability and requirements of using geographical information system (GIS)  
1.3 Determine suitability of software application for intended purpose |
<table>
<thead>
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<th>Element</th>
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<tr>
<td>1.4 Perform geospatial data</td>
<td>1.4 Consider features of remote positioning and satellite shadow reduction</td>
</tr>
<tr>
<td>1.5 Determine end-to-end</td>
<td>1.5 Consider end-to-end capability as required</td>
</tr>
<tr>
<td>1.6 Determine asset</td>
<td>1.6 Determine asset management requirements for GIS data</td>
</tr>
<tr>
<td>1.7 Consider functional</td>
<td>1.7 Consider functional ease-of-use, mobility and reliability</td>
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<td>1.8 Evaluate future-</td>
<td>1.8 Evaluate future-proofed solutions and outcomes</td>
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<tr>
<td>1.9 Select geospatial data</td>
<td>1.9 Select geospatial data collection equipment</td>
</tr>
<tr>
<td>2. Set up device</td>
<td>2.1 Complete relevant start-up procedures</td>
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<td>2.2 Determine operational</td>
<td>2.2 Determine operational data fields</td>
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<td>2.3 Determine data tables</td>
<td>2.3 Determine data tables and associated attributes</td>
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<td>2.4 Configure fields</td>
<td>2.4 Configure fields for operational use</td>
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<tr>
<td>3. Collect and enter data</td>
<td>3.1 Undertake functional testing of hand held device for connectivity</td>
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<td>3.2 Use global positioning</td>
<td>3.2 Use global positioning system (GPS) to supply co-ordinate data</td>
</tr>
<tr>
<td>3.3 Use latitude and</td>
<td>3.3 Use latitude and longitude co-ordinates to locate designated trees</td>
</tr>
<tr>
<td>3.4 Correct co-ordinate data</td>
<td>3.4 Correct co-ordinate data at tree site visually as required</td>
</tr>
<tr>
<td>3.5 Update and correct tree</td>
<td>3.5 Update and correct tree attribute data as required</td>
</tr>
<tr>
<td>3.6 Collect and enter data</td>
<td>3.6 Collect and enter data</td>
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<tr>
<td>4. Process and analyse data</td>
<td>4.1 Check data for accuracy for post-processing</td>
</tr>
<tr>
<td></td>
<td>4.2 Download GIS data</td>
</tr>
<tr>
<td></td>
<td>4.3 Process GIS data</td>
</tr>
<tr>
<td></td>
<td>4.4 Analyse data with appropriate techniques</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB405 Perform geospatial data collection

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can demonstrate:

- determining technical and business requirements for geospatial data collection
- determining suitability and requirements of using geographical information system (GIS)
- determining suitability of software application for intended purpose
- consider features of remote positioning and satellite shadow reduction
- considering end-to-end capability as required
- determining asset management requirements
- considering functional ease-of-use, mobility and reliability
- evaluate future-proofed solutions and outcomes
- selecting geospatial data collection equipment
- completing relevant start-up procedures
- determining operational data fields
- determining data tables and associated attributes
- configuring fields for operational use
- undertaking functional testing of hand held device for connectivity
- using co-ordinates to locate designated trees
- correcting co-ordinate data at tree site visually as required
- updating and correcting tree attribute data as required
- collecting and entering data
- checking data for accuracy for post-processing
- downloading business data
- processing business data
- analysing data with appropriate techniques
- use of industry standard terminology to describe.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- geospatial data
- collection of geospatial data
- technical and business requirements for geospatial data collection
- suitable software applications for using geospatial data
- remote positioning
- satellite shadow reduction
- end-to-end capability
- asset management
- attributes of functional ease-of-use, mobility and reliability
- geospatial data collection equipment
- configuring data fields
- global positioning system (GPS)
- latitude and longitude co-ordinates
- start-up procedures
- data fields
- data tables
- tree attribute data
- data entry
- data processing.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - GIS data collection equipment
  - computer and software
  - internet connection
- materials:
  - data operations form
Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB502 Identify, select and specify trees

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to inspect, identify, select and specify a range of trees for suitability for an intended purpose.

The unit has a wide range of applications in urban and regional areas for local government and legal contexts in the specification of trees in residential, commercial, public open spaces and amenity areas. The unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work, to analyse and synthesise information, and design and communicate solutions for complex problems. The role involves the self-directed application of knowledge with substantial depth in areas such as tree identification, tree selection criteria and tree functionality.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable current versions of Australian Standards such as AS 2303, AS 2223 and AS 3743.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Determine the suitability of trees** | 1.1 Consult client, develop a brief and gain agreement  
1.2 Undertake site inspection according to the client brief  
1.3 Determine legislative requirements, regulatory requirements and requirements of Australian Standards  
1.4 Determine functional life expectancy of site and plantings  
1.5 Determine tree function for the precise location within the plan  
1.6 Confirm that species and cultivar selection is appropriate for the aspect and site dimensions  
1.7 Research trees suitable for the intended purpose using multiple reference sources |
| **2. Identify and select trees** | 2.1 Identify trees suitable for the intended purpose using multiple reference sources and use of taxonomic keys  
2.2 Give consideration to tree morphology, physiology and ethnobotany in the identification of suitable trees  
2.3 Estimate planting area dimensions for the tree species or cultivar  
2.4 Confirm that soil volume is proportioned to the size of tree in consideration and assess soil for suitability as a growth medium  
2.5 Consider environmental conditions including site hydrology for the functional characteristics of the tree and apply findings  
2.6 Evaluate soils, soil mixes and growing media for density, organic content, nutrient status, and physical and chemical properties  
2.7 Appraise a wide range of soils, soil mixes and growing media  
2.8 Make recommendations for soil, soil mix and growth medium improvements by determining soil suitability for intended purpose  
2.9 Evaluate trees from an extensive range of trees common in the region  
2.10 Select trees in accordance with suitability for the intended purpose as quality criterion  
2.11 Evaluate and document the rationale for tree selection  
2.12 Recommend tree species or cultivars for replacement or new plantings  
2.13 Document tree selections, selection criteria and notes on quality expectations as specifications |
| **3. Specify trees** | 3.1 Incorporate determined criteria for size of stock selection into the specifications  
3.2 Match species and cultivars appropriately to the determined |
<table>
<thead>
<tr>
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<tr>
<td></td>
<td>selection criteria for species-specific characteristics</td>
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<td></td>
<td>3.3 Evaluate selection criteria for mature trees against capability for transplanted trees</td>
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<td></td>
<td>3.4 Assess final selections against the specified soil, site location and client brief and confirm the tree specification</td>
</tr>
<tr>
<td></td>
<td>3.5 Inspect selected plants on site for structural quality, root health and quantities according to the specifications</td>
</tr>
<tr>
<td></td>
<td>3.6 Inspect delivered materials, soils and growing media on site for quality assurance in accordance with the specifications</td>
</tr>
<tr>
<td></td>
<td>3.7 Record quality checks on delivered plants and products</td>
</tr>
<tr>
<td>4. Correlate and present a report</td>
<td>4.1 Compile tree selections into a database of tree specimens and characteristics based on tree taxonomy and nomenclature, and suitability characteristics</td>
</tr>
<tr>
<td></td>
<td>4.2 Produce a report of the identification, selection and specification process and incorporate the correlated records</td>
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<tr>
<td></td>
<td>4.3 Present the client or organisation with the report</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCARB502A Identify, select and specify trees.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB502 Identify, select and specify trees

Modification History

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Performance Evidence

The candidate must produce a report of the tree identification, selection and specification process that recommends tree species for a site and incorporates the tree selections into a database of tree specimens and characteristics. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- consulting client, developing a brief and gaining agreement
- undertaking site inspection according to the client brief
- determine legislative requirements, regulatory requirements and requirements of Australian Standards including AS 2303, AS 2223 and AS 3743
- determining functional life expectancy of site and plantings
- determining tree function for the precise location within the plan
- confirming that species and cultivar selection is appropriate for the aspect and site dimensions
- researching trees suitable for the intended purpose using multiple reference sources
- identifying trees suitable for the intended purpose using multiple reference sources and use of taxonomic keys
- giving consideration to tree morphology, physiology and ethnobotany in the identification of suitable trees
- estimating planting area dimensions for the tree species or cultivar
- confirming that soil volume is proportioned to the size of tree in consideration and assess soil for suitability as a growth medium
- considering environmental conditions including site hydrology for the functional characteristics of the tree and apply findings
- evaluating soils, soil mixes and growing media for density, organic content, nutrient status, and physical and chemical properties
- appraising a wide range of soils, soil mixes and growing media
• making recommendations for soil, soil mix and growth medium improvements by determining soil suitability for intended purpose
• evaluating trees from an extensive range of trees common in the region
• selecting trees in accordance with suitability for the intended purpose as quality criterion
• evaluating and document the rationale for tree selection
• recommending tree species or cultivars for replacement or new plantings
• documenting tree selections, selection criteria and notes on quality expectations as specifications
• incorporating determined criteria for size of stock selection into the specifications
• matching species and cultivars appropriately to the determined selection criteria for species-specific characteristics
• evaluating selection criteria for mature trees against capability for transplanted trees
• assessing final selections against the specified soil, site location and client brief and confirm the tree specification
• inspecting selected plants on site for structural quality, root health and quantities according to the specifications
• inspecting delivered materials, soils and growing media on site for quality assurance in accordance with the specifications
• recording quality checks on delivered plants and products
• compiling tree selections into a database of tree specimens and characteristics based on tree taxonomy and nomenclature, and suitability characteristics
• producing a report of the identification, selection and specification process and incorporate the correlated records
• presenting the client or organisation with the report.

Knowledge Evidence

The candidate must demonstrate knowledge of:

• client consultation and client brief
• legislative requirements and regulatory requirements
• site inspections
• functional life expectancy of tree and site
• tree functionality for precise locations
• selection of tree species and cultivars
• appropriateness of species and cultivar selection for site aspect and dimensions
• how to research and use multiple sources of reference material
• concept of ‘suitability for a purpose’
• trees suitable for an intended purpose
• methods of determining the suitability of a tree for a purpose
• tree identification using multiple reference sources
• tree identification using taxonomic keys
• ethnobotany, morphology, physiology, taxonomy and nomenclature
• tree species-specific characteristics
- environmental conditions for the functional characteristics of the tree
- estimation of planting area dimensions
- soil volume proportions to the size of tree
- site hydrology
- evaluation of soils, soil mixes and growing media for characteristics of density, organic content, nutrient status, and physical and chemical properties
- appraisal of a wide range of soils, soil mixes and growing media
- recommendations for soil, soil mix and growth medium improvements
- soil suitability for intended purpose
- methods of assessment of soil for suitability as a growth medium
- evaluation of trees from an extensive range of trees common in the region
- tree selection methodology using quality criteria of suitability for purpose
- evaluation and documentation of rationale for tree selection
- recommendations for tree species or cultivars for replacement or new plantings
- documentation of tree selections, selection criteria and notes on quality expectations as specifications
- incorporation of criteria for size of stock selection into specifications
- methods of matching species and cultivars appropriately to the determined selection criteria for species-specific characteristics
- selection criteria for mature trees against capability for transplanted trees
- assessment of final selections against the specified soil, site location and client brief and confirmation of the tree specification
- inspection methods for structural quality, root health and quantities of plants on site
- inspection of delivered materials, soils and growing media on site for quality assurance in accordance with the specifications
- methods of quality control and quality assurance
- how to monitor quality and apply quality controls
- tree structural quality
- recording quality checks on delivered plants and products
- methods of data capture
- database construction
- characteristics of taxonomy and nomenclature required for database use
- characteristics of tree ‘suitability for a purpose’ required for database use
- compilation of tree selections into a database of tree specimens and characteristics based on tree taxonomy and nomenclature, and suitability characteristics
- report production of the identification, selection and specification process.
Assessment Conditions

It is an industry requirement for competency in this unit that assessment includes construction of a database that must contain a minimum of eighty (80) tree species with general characteristics of suitability for the intended purpose and key identifying features, and an additional twenty (20) intensive tree profiles detailing attributes of the location, taxonomic characteristics, edaphic and environmental preferences and limitations of the tree. The database must include woody monocots and gymnosperms.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - computer
  - word processing software
  - internet connection
  - digital camera/phone camera
  - soil testing equipment
  - loupe
  - field guides
  - print and digital taxonomic keys
  - trees
  - soils, soil mixes and growing media

- **materials:**
  - tree profile and benefits form
  - tree selection and specification form
  - database of tree selections and suitability characteristics
  - report of the identification, selection and specification process

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

AHCARB504 Develop an arboricultural impact assessment report

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan for and monitor the protection of trees at sites where there may be threats to the trees.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work, to analyse and synthesise information and design, and to communicate solutions to complex problems. The role involves the self-directed application of knowledge with substantial depth in some areas such as tree assessment techniques, the impact of development on trees and specialist tree protection techniques and reporting methods.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards such as the current AS 4970 Protection of trees on development sites.

Pre-requisite Unit

AHCARB502 Identify, select and specify trees

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
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</tbody>
</table>

1. Undertake assessment of trees on site
   1.1 Identify and research relevant legislation and Australian Standards
   1.2 Determine specific requirements of Statutory authorities in relation to trees on development site
   1.3 Determine local government planning laws, tree protection and preservation regulations
   1.4 Conduct a site assessment and identify conditions that impact tree protection program
   1.5 Identify work health and safety hazards that impact safety of staff and public, assess level of risk and apply controls
   1.6 Identify hazards, activities and circumstances that have potential to harm trees and assess the level of risk
   1.7 Locate and confirm trees plotted on survey plan
   1.8 Plot trees not on plan onto survey plan

2. Compile preliminary tree assessment data
   2.1 Collect available relevant plans and documentation
   2.2 Identify and record tree genus and species by botanical and common name
   2.3 Record tree dimensions, height, crown spread and diameter-at-breast-height (DBH)
   2.4 Determine age class and estimate life expectancy
   2.5 Determine tree health in relation to tree physiology and pathology
   2.6 Determine condition of tree structure in relation to tree anatomy
   2.7 Consider heritage and cultural issues
   2.8 Consider habitat, ecology and other matters relevant to the site
   2.9 Consider location relative to existing and past site structures
   2.10 Determine the retention value
   2.11 Compile all tree assessment data required for report

3. Document preliminary arboricultural report
   3.1 Record all trees and groups of trees suitable for retention
   3.2 Determine indicative tree protection zone for each tree
   3.3 Plot tree identifiers and indicative tree protection zone on survey plan
   3.4 Document preliminary arboricultural report

4. Record impact of proposed development on trees
   4.1 Interpret existing plans, working drawings, terms and symbols
   4.2 Interpret development and design language
   4.3 Consider how development can result in mechanical and chemical damage and determine appropriate controls
   4.4 Determine impact of proposed development on trees
   4.5 Provide preliminary feedback to client on potential areas of
<table>
<thead>
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<th>Element</th>
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<tbody>
<tr>
<td>5. Determine indicative and actual tree protection zones</td>
<td>5.1 Assess development requirements for site access and logistics</td>
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<tr>
<td></td>
<td>5.2 Consider indicative tree protection zone</td>
</tr>
<tr>
<td></td>
<td>5.3 Determine extent of encroachment into indicative tree protection zone</td>
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<td></td>
<td>5.4 Determine whether works will impact on structural root zone</td>
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<td></td>
<td>5.5 Determine extent and area of structural root zone</td>
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<td></td>
<td>5.6 Determine actual tree protection zone for trees to be retained</td>
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<td></td>
<td>5.7 Define and record the actual tree protection zones</td>
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<tr>
<td>6. Demonstrate tree viability to major encroachment</td>
<td>6.1 Determine level of encroachment</td>
</tr>
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<td></td>
<td>6.2 Assess for a major encroachment: location and distribution of roots; potential loss of root mass;</td>
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<td></td>
<td>species tolerance to root loss; and age, health, size, lean and stability of tree</td>
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<td></td>
<td>6.3 Consider impact of major encroachment on health, physiology and structural integrity of tree</td>
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<tr>
<td></td>
<td>6.4 Assess soil characteristics and volume and presence of existing or past structures and design factors</td>
</tr>
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<td></td>
<td>6.5 Consider how site and design factors minimise impact of proposed encroachment on tree</td>
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<td>6.6 Demonstrate that the tree would remain viable</td>
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<td>6.7 Determine additional remedial measures required</td>
</tr>
<tr>
<td>7. Develop protection measures and advise client</td>
<td>7.1 Develop an evidentiary portfolio of tree protection devices, techniques, tree-sensitive design and</td>
</tr>
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<td></td>
<td>construction measures and tree responses to development activities</td>
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<td></td>
<td>7.2 Specify protection devices, techniques and systems to minimise impact of development</td>
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<td></td>
<td>7.3 Determine installation and construction methods for tree protection and produce working drawings</td>
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<td>for on-site personnel for implementation</td>
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<td>7.4 Provide advice on tree removal and tree pruning program to client</td>
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<tr>
<td>8. Document the relevant reports</td>
<td>8.1 Prepare draft arboricultural impact assessment report</td>
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<td>8.2 Develop tree protection plan and tree protection plan (drawing)</td>
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<td>8.3 Prepare and document tree management and monitoring guidelines with alternative strategies for</td>
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<td>possible problems</td>
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<td></td>
<td>8.4 Consolidate relevant reports, plans and guidelines into final version of arboricultural impact</td>
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<td>assessment report in digital and print format and present to client</td>
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</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCARB504A Develop a tree protection plan.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB504 Develop an arboricultural impact assessment report

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Performance Evidence

The candidate must compile reports, plans and guidelines into an arboricultural impact assessment report and develop an evidentiary tree protection portfolio.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- identifying and researching relevant legislation and Australian Standards
- determining specific requirements of statutory authorities in relation to trees on development site
- determining local government planning laws, tree protection and preservation regulations
- conducting a site assessment and identify conditions that impact tree protection program
- identifying work health and safety hazards that impact safety of staff and public, assess level of risk and apply controls
- identifying hazards, activities and circumstances that have potential to harm trees and assess the level of risk
- locating and confirming trees plotted on survey plan
- plotting trees not on plan onto survey plan
- collecting available relevant plans and documentation
- identifying and record tree genus and species by botanical and common name
- recording tree dimensions, height, crown spread and diameter-at-breast-height (DBH)
- determining age class and estimate life expectancy
- determining tree health in relation to tree physiology and pathology
- determining condition of tree structure in relation to tree anatomy
- considering heritage and cultural issues
- considering habitat, ecology and other matters relevant to the site
- considering location relative to existing and past site structures
• determining the retention value
• compiling all tree assessment data required for report
• recording all trees and groups of trees suitable for retention
• determining indicative tree protection zone for each tree
• plotting tree identifiers and indicative tree protection zone on survey plan
• documenting preliminary arboricultural report
• interpreting existing plans, working drawings, terms and symbols
• interpreting development and design language
• considering how development can result in mechanical and chemical damage and determine appropriate controls
• determining impact of proposed development on trees
• providing preliminary feedback to client on potential areas of improvement
• assessing development requirements for site access and logistics
• considering indicative tree protection zone
• determining extent of encroachment into indicative tree protection zone
• determining whether works will impact on structural root zone
• determining extent and area of structural root zone
• determining actual tree protection zone for trees to be retained
• defining and recording the actual tree protection zones
• determining level of encroachment
• assessing for a major encroachment: location and distribution of roots; potential loss of root mass; species tolerance to root loss; and age, health, size, lean and stability of tree
• considering impact of major encroachment on health, physiology and structural integrity of tree
• assessing soil characteristics and volume and presence of existing or past structures and design factors
• considering how site and design factors minimise impact of proposed encroachment on tree
• demonstrating that the tree would remain viable
• determining additional remedial measures required
• developing an evidentiary portfolio of tree protection devices, techniques, tree-sensitive design and construction measures and tree responses to development activities
• specifying protection devices, techniques and systems to minimise impact of development
• determining installation and construction methods for tree protection and produce working drawings for on-site personnel for implementation
• providing advice on tree removal and tree pruning program to client
• preparing draft arboricultural impact assessment report
• developing tree protection plan and tree protection plan (drawing)
• preparing and documenting tree management and monitoring guidelines with alternative strategies for possible problems
• consolidating relevant reports, plans and guidelines into final version of arboricultural impact assessment report in digital and print format and presenting to client.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant legislation and Australian Standards
- specific requirements of statutory authorities in relation to trees on development site
- local government tree protection and preservation regulations
- site assessment and conditions that impact tree protection programs
- plotting trees/ tree identifiers onto survey plans
- tree genus and species by botanical and common name
- tree dimensions, height, crown spread and diameter-at-breast-height (DBH)
- age class and estimate life expectancy
- tree health in relation to tree physiology and pathology
- heritage and cultural issues
- habitat, ecology and other matters relevant to the site
- methods of calculation of retention value
- indicative tree protection zones
- preliminary arboricultural reports
- interpretation of existing plans, working drawings, terms and symbols
- development and design language
- principles and methods of mechanical and chemical damage control
- impact of proposed development on trees
- structural root zone
- actual tree protection zones
- level of encroachment
- assessment of a major encroachment: location and distribution of roots; potential loss of root mass; species tolerance to root loss; and age, health, size, lean and stability of tree
- soil assessment of characteristics and volume
- viability of a tree
- evidentiary portfolio of tree protection devices, techniques, tree-sensitive design and construction measures and tree responses to development activities
- principles and techniques of tree protection devices, methods and systems
- installation and construction methods for tree protection
- principles and methods relating to protecting trees from human activities
- working drawings for on-site personnel for implementation
- methods of documentation of tree management and monitoring guidelines
- draft arboricultural impact assessment report
- anatomy, physiology and pathology of trees
- interpretation of plans and working drawings
- tree protection plan and tree protection plan (drawing)
- documentation of tree management and monitoring guidelines
- final version of arboricultural impact assessment report
- digital and print formats.
Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - computer
  - word processing software
  - internet connection
  - personal protective equipment (PPE)
  - digital camera/phone camera
  - loupe
  - basic diagnostic tools including sounding hammer, trowel, probe, cordless drill
  - basic soil testing equipment
  - trees

- **materials:**
  - preliminary arboriculture report
  - arboricultural impact assessment report

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB505 Document and audit tree work

Modification History

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<tr>
<th>Release</th>
<th>TP Version</th>
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<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to review and audit all aspects of arboricultural operations.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work, to analyse and synthesise information, and design and communicate solutions to complex problems. The role involves the self-directed application of knowledge with substantial depth in areas such as auditing, conformance, tree assessment and an extensive range of tree operations.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1. Identify and gather information | 1.1 Identify audit objectives, scope and focus  
1.2 Identify target operations and documentation  
1.3 Determine audit process and sampling technique  
1.4 Determine frequency and random timing of audit event  
1.5 Prepare audit documentation  
1.6 Conduct pre-audit communications with client and relevant stakeholders  
1.7 Gather relevant information, sample documentation, codes of practice and Australian Standards |
| 2. Audit tree works | 2.1 Organise on-site inspections to conduct the audit process  
2.2 Audit the specific tree works operation being undertaken  
2.3 Audit any pruning, removal, transplanting, planting, tree protection techniques and arboricultural practices being undertaken  
2.4 Inspect and assess arboricultural works that may impact on tree physiology, anatomy, pathology and environment  
2.5 Audit works in relation to relevant documentation and legislation  
2.6 Determine the extent of work with conformance to relevant documentation and legislation  
2.7 Identify and record non-conformance  
2.8 Assess extent and manner of non-conformance  
2.9 Document findings and relevant field notes |
| 3. Assess impact of non-arboricultural works | 3.1 Inspect and assess non-arboricultural works that may impact on the tree or its environment  
3.2 Determine impact of non-arboricultural works of clients, contractors and stakeholders  
3.3 Provide feedback on non-arboricultural works to clients, contractors and stakeholders |
| 4. Provide feedback to contractors, clients and stakeholders | 4.1 Provide feedback on the findings of the inspections to clients, contractors and stakeholders  
4.2 Provide advice for improvement, rectification and management of non-conformances  
4.3 Prioritise required ongoing management |
| 5. Document and present audit report, notifications and plans | 5.1 Document audit report and non-conformance notifications  
5.2 Advise statutory authorities where required  
5.3 Document an ongoing management plan specifying the tree management techniques and practices required to address the audit findings  
5.4 Document a rectification plan specifying the required |
<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td></td>
<td>rectifications of non-conformances</td>
</tr>
<tr>
<td></td>
<td>5.5 Present reports and plans to client and relevant stakeholders</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCARB505A Document and audit tree work.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB505 Document and audit tree work

Modification History

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</table>

Performance Evidence

The candidate must produce a tree work audit report that contains all findings, recommendations, non-conformance, notifications and an ongoing management plan. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:
- identifying audit objectives, scope and focus
- identifying target operations and documentation
- determining audit process and sampling technique
- determining frequency and random timing of audit event
- preparing audit documentation
- conducting pre-audit communications with client and relevant stakeholders
- gathering relevant information, sample documentation, codes of practice and Australian Standards
- organising on-site inspections to conduct the audit process
- auditing the specific tree works operation being undertaken
- auditing any pruning, removal, transplanting, planting, tree protection techniques and arboricultural practices being undertaken
- inspecting and assessing arboricultural works that may impact on the tree physiology, anatomy, pathology and environment
- auditing works in relation to relevant documentation and legislation
- determining the extent of work with conformance to relevant documentation and legislation
- identifying and recording non-conformance
- assessing extent and manner of non-conformance
- documenting findings and relevant field notes
- inspecting and assessing non-arboricultural works that may impact on the tree or its environment
• determining impact of non-arboricultural works of clients, contractors and stakeholders
• providing feedback on non-arboricultural works to clients, contractors and stakeholders
• providing feedback on the findings of the inspections to clients, contractors and stakeholders
• providing advice for improvement, rectification and management of non-conformances
• prioritising required ongoing management
• documenting audit report and non-conformance notifications
• advising statutory authorities where required
• documenting an ongoing management plan specifying the tree management techniques and practices required to address the audit findings
• documenting a rectification plan specifying the required rectifications of non-conformances
• presenting reports and plans to client and relevant stakeholders.

Knowledge Evidence
The candidate must demonstrate knowledge of:

• audit objectives, scope and focus
• auditing terminology
• audit processes
• audit sampling techniques
• frequency and random timing of audit events
• preparation of audit documentation
• pre-audit communications
• relevant audit information and sample documentation
• relevant codes of practice and Australian Standards
• relevant legislation and documentation
• on-site inspections
• targeting and documentation of specific tree works operations
• auditing of pruning, removal, transplanting, planting, tree protection techniques and arboricultural practices
• tree physiology, anatomy, pathology and environment
• inspection and assessment of tree physiology, anatomy, pathology and environment
• arboricultural works that may impact on the tree physiology, anatomy, pathology and environment
• non-arboricultural works that may impact on the tree or its environment
• determination of impact of non-arboricultural works
• documentation and legislation relevant to auditing works
• determination of extent of works with conformance to documentation and legislation
• identification of non-conformance
• assessment of extent and manner of non-conformance
• provision of feedback and findings of inspections to clients, contractors and stakeholders
• improvement, rectification and management of non-conformances
- notification of non-conformance
- provision of advice of non-conformance
- documentation of audit reports
- specification of tree management techniques and practices required to address audit findings
- methods of advising statutory authorities
- audit reporting methods
- documentation of an ongoing management plan
- specifications for required rectifications of non-conformances
- documentation of a rectification plan
- report and plan production and presentation.

**Assessment Conditions**

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - internet connection
  - digital camera/phone camera
  - trees
- materials:
  - compliance and audit report form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB506 Prepare arborist reports

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare arborist reports with specific arboricultural content at consultant level.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work, to analyse and synthesise information and design and communicate solutions to complex problems. They provide professional services in arboricultural report writing involving tree assessment and risk, tree management, arboricultural impact, tree pathology and structural tree problems.

Preparing arboricultural reports involves the self-directed application of knowledge with substantial depth in some areas such as tree identification, tree assessment techniques and reporting methods.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
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<td>Element</td>
<td>Performance criteria</td>
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<td>---------</td>
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</tr>
<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine client brief and report limits | 1.1 Determine the client brief and manage client expectations  
1.2 Determine client need for evidentiary data records  
1.3 Determine statutory requirements for report  
1.4 Establish specific focus points within report topic  
1.5 Establish report limits and assumptions  
1.6 Determine arboricultural content required by evaluation of all relevant requirements and limitations  
1.7 Determine the textual and visual content of report |
| 2. Determine and collate evidentiary data | 2.1 Research information about topic and specific focus points  
2.2 Assess primary and secondary sources of research material  
2.3 Evaluate information validity and reliability  
2.4 Inspect and record details and observations of site, trees, location and matters relevant to focus points and topic  
2.5 Record relevant visual evidence using photographic equipment  
2.6 Obtain and record information from test results  
2.7 Collate observations, test results, research material and inspection data into a body of evidentiary data  
2.8 Backup and store data for later retrieval |
| 3. Format the report document template | 3.1 Determine presentation style of report to meet client and statutory outcomes  
3.2 Determine requirements for specific document content and layout using accepted arboriculture industry conventions  
3.3 Obtain necessary permissions for use of tables, diagrams or other copyright information  
3.4 Utilise appropriate custom document templates, logo, tables, charts, and art required to produce word-processor documents  
3.5 Insert required document elements such as title, page numbers, table of contents, footers and headers and watermark  
3.6 Incorporate collated data, information and evidentiary data into formatted body of the report  
3.7 Operate computer and software application to edit document for language use, text content, spelling, grammar and punctuation appropriate for consulting arborists |
| 4. Formulate a conclusive determination and recommendations | 4.1 Assess body of evidentiary data  
4.2 Determine value of supporting and contradictory evidence  
4.3 Use considered viewpoints to make an informed decision  
4.4 Formulate a conclusive determination  
4.5 Inform client whether or not determination can meet the client |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>4.6 Develop a set of recommendations based on that determination in accordance with the client brief</td>
<td></td>
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<tr>
<td>5. Prepare draft report</td>
<td>5.1 Prepare a draft document based on brief, method, observation, conclusion and recommendations system</td>
</tr>
<tr>
<td></td>
<td>5.2 Evaluate the impact of using active and passive voice</td>
</tr>
<tr>
<td></td>
<td>5.3 Seek feedback on prepared report</td>
</tr>
<tr>
<td></td>
<td>5.4 Respond to feedback and edit report based on feedback provided if applicable</td>
</tr>
<tr>
<td>6. Deliver the final report</td>
<td>6.1 Draft final sections of report document</td>
</tr>
<tr>
<td></td>
<td>6.2 Develop summary of report</td>
</tr>
<tr>
<td></td>
<td>6.3 Produce final version of arboricultural report</td>
</tr>
<tr>
<td></td>
<td>6.4 Deliver final report to client and statutory authority</td>
</tr>
<tr>
<td></td>
<td>6.5 Formulate a glossary of arboricultural terminology and industry jargon</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB506 Prepare arborist reports

Modification History

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</table>

Performance Evidence

The candidate must produce a body of work compiling evidentiary data, research material, data, observations and test results into a stylised presentation of custom format using component industry conventions. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining the client brief and manage client expectations
- determining client need for evidentiary data records
- determining statutory requirements for report
- establishing specific focus points within report topic
- establishing report limits and assumptions
- determining arboricultural content required by evaluation of all relevant requirements and limitations
- determining the textual and visual content of report
- researching information about topic and specific focus points
- assessing primary and secondary sources of research material
- inspecting and recording details and observations of site, trees, location and matters relevant to focus points and topic
- recording relevant visual evidence using photographic equipment
- obtaining and recording information from test results
- collating observations, test results, research material and inspection data into a body of evidentiary data
- backing up and storing data for later retrieval
- determining presentation style of report to meet client and statutory outcomes
- determining requirements for specific document content and layout using accepted arboriculture industry conventions
- obtaining necessary permissions for use of tables, diagrams or other copyright information
• utilising appropriate custom document templates, logo, tables, charts, and art required to produce word-processor documents
• inserting required document elements such as title, page numbers, table of contents, footers and headers and watermark
• incorporating collated data, information and evidentiary data into formatted body of the report
• operating computer and software application to edit document for language use, text content, spelling, grammar and punctuation appropriate for consulting arborists
• assessing a body of evidentiary data
• determining value of supporting and contradictory evidence
• using considered viewpoints to make an informed decision
• formulating a conclusive determination
• informing client whether or not determination can meet the client brief
• developing a set of recommendations based on that determination in accordance with the client brief
• preparing a draft document based on brief, method, observation, conclusion and recommendations system
• evaluating the impact of using active and passive voice
• seeking feedback on prepared report
• responding to feedback and editing report based on feedback provided
• drafting final sections of report document
• developing summary of report
• producing final version of arboricultural report
• delivering final report to client and statutory authority
• formulating a glossary of arboricultural terminology and industry jargon.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• client briefs
• management of client expectations
• client need for evidentiary data records
• statutory reporting requirements
• specific focus points within report topics
• limits and assumptions of reports
• required arboricultural content
• textual and visual content of report
• information research
• assessment of primary and secondary sources of research material
• methods of determining information validity and reliability
• site inspections
• photographic equipment for recording of visual evidence
Assessment Requirements for AHCARB506 Prepare arborist reports

- collation of observations, test results, research material and inspection data into a body of evidentiary data
- data collection, collation, backup, storage and retrieval
- reporting and presentation styles for statutory and client outcomes
- requirements for specific document content and layout using accepted arboriculture industry conventions
- permissions for use of tables, diagrams or other copyright information
- custom document templates, logo, tables, charts, and art required to produce word-processor documents
- document elements such as title, page numbers, table of contents, footers and headers and watermark
- computer and software application to edit documents
- language use, text content, spelling, grammar and punctuation
- consulting arborist terminology
- assessment of a body of evidentiary data
- evaluation of supporting and contradictory evidence
- consideration of different viewpoints in making informed decisions
- decision-making processes
- formulation of conclusive determinations
- draft document preparation
- system of brief, method, observation, conclusion and recommendations
- evaluation of impact of using active and passive voice
- report editing based on feedback provided
- development of a report summary
- final report formulation, formatting and writing
- production of a glossary of arboricultural terminology and industry jargon.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - digital camera/phone camera
  - internet connection
- word processing software
- trees
- materials:
  - arborist report
  - glossary of arboricultural terminology

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:
- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB507 Generate tree plans using computer-aided design software

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to generate tree plans using computer-aided design software.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work, to analyse and synthesise information and design, and to communicate solutions to complex problems. Work is performed in accordance with Australian Standards and industry drawing protocols.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Confirm project and drawing requirements</td>
<td>1.1 Confirm project requirements for computer-aided design (CAD) drawings 1.2 Identify drawing requirements, purpose and scope and confirm</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>2. Create drawing template files to meet standard drawing requirements</td>
<td>2.1 Set up basic drawing environment</td>
</tr>
<tr>
<td></td>
<td>2.2 Create layering strategy as required</td>
</tr>
<tr>
<td></td>
<td>2.3 Create arboricultural and architectural library of standard detail and components</td>
</tr>
<tr>
<td></td>
<td>2.4 Create text and dimension styles</td>
</tr>
<tr>
<td></td>
<td>2.5 Create line types of different thicknesses to provide visual differentiation of plan elements</td>
</tr>
<tr>
<td></td>
<td>2.6 Create hatch patterns and types</td>
</tr>
<tr>
<td></td>
<td>2.7 Set up title blocks for different drawing sizes</td>
</tr>
<tr>
<td></td>
<td>2.8 Set up reference schedules as required</td>
</tr>
<tr>
<td>3. Create 2-D drawings</td>
<td>3.1 Use 2-D CAD software programs and functions to produce different types of 2-D drawings using appropriate layers as required</td>
</tr>
<tr>
<td></td>
<td>3.2 Import digital text and drawing files from other software applications into 2-D CAD drawings</td>
</tr>
<tr>
<td></td>
<td>3.3 Scan and save hard copy documents as correct file types to import into 2-D CAD drawings</td>
</tr>
<tr>
<td>4. Edit, measure and inspect drawing components</td>
<td>4.1 Delete or purge elements that are not required from drawings</td>
</tr>
<tr>
<td></td>
<td>4.2 Add notations to drawings as required</td>
</tr>
<tr>
<td></td>
<td>4.3 Add dimensions and scales to drawings as required</td>
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<td></td>
<td>4.4 Use editing commands to modify drawing elements and text</td>
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<td></td>
<td>4.5 Plot trees with precision</td>
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<td>4.6 Differentiate visually trees to be retained, removed and transplanted</td>
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<tr>
<td></td>
<td>4.7 Calculate areas of tree protection zones (TPZ), encroachments and distances</td>
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<tr>
<td></td>
<td>4.8 Undertake quality control check of drawing</td>
</tr>
<tr>
<td>5. Print CAD drawings</td>
<td>5.1 Set page layout with appropriate scale and lineweights for the drawing file to suit printing requirements</td>
</tr>
<tr>
<td></td>
<td>5.2 Set print parameters for the printer</td>
</tr>
<tr>
<td></td>
<td>5.3 Print drawings on the correct media</td>
</tr>
<tr>
<td>6. Save and back up files</td>
<td>6.1 Create suitable file directories for the drawing project</td>
</tr>
<tr>
<td></td>
<td>6.2 Save drawing files for later retrieval and back up to specified drives or directories</td>
</tr>
<tr>
<td>7. Export files</td>
<td>7.1 Create drawing files and send to external personnel for use in different software applications</td>
</tr>
<tr>
<td></td>
<td>7.2 Create portable document format (PDF) files for relevant personnel to view completed drawings without using CAD</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td></td>
<td>software packages</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCARB507 Generate tree plans using computer-aided design software

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</table>

Performance Evidence

The candidate must produce tree protection plan drawing containing tree protection zones (TPZ) and encroachments, and perform area calculations using computer-aided design software (CAD).

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- confirming project requirements for computer-aided design (CAD) drawings
- identifying drawing requirements, purpose and scope and confirm with relevant project personnel
- setting up basic drawing environment
- creating layering strategy as required
- creating arboricultural and architectural library of standard detail and components
- creating text and dimension styles
- creating line types of different thicknesses to provide visual differentiation of plan elements
- creating hatch patterns and types
- setting up title blocks for different drawing sizes
- setting up reference schedules as required
- using 2-D CAD software programs and functions to produce different types of 2-D drawings using appropriate layers as required
- importing digital text and drawing files from other software applications into 2-D CAD drawings
- scanning and save hard copy documents as correct file types to import into 2-D CAD drawings
- deleting or purge elements that are not required from drawings
- adding notations to drawings as required
- adding dimensions and scales to drawings as required
- using editing commands to modify drawing elements and text
- plotting trees with precision
- differentiating visually trees to be retained, removed and transplanted
- calculating areas of tree protection zones (TPZ), encroachments and distances
- undertaking quality control check of drawing
- setting page layout with appropriate scale and lineweights for the drawing file to suit printing requirements
- setting print parameters for the printer
- printing drawings on the correct media
- creating suitable file directories for the drawing project
- saving drawing files for later retrieval and back up to specified drives or directories
- creating drawing files and send to external personnel for use in different software applications
- creating portable document format (PDF) files for relevant personnel to view completed drawings without using CAD software packages.

**Knowledge Evidence**

The candidate must demonstrate knowledge of:

- project requirements
- types of drawings
- computer-aided design (CAD) drawings
- drawing requirements
- purpose of drawing
- scope of drawing
- project personnel
- drawing environment
- layers and layering strategy
- arboricultural library of standard detail and components
- architectural library of standard detail and components
- text and dimension styles
- line types of different thicknesses
- visual differentiation of plan elements
- hatch patterns and types
- title blocks for different drawing sizes
- reference schedules
- 2-D CAD software programs
- different types of 2-D drawings
- notations
- dimensions and scales
- editing commands
Assessment Requirements for AHCARB507 Generate tree plans using computer-aided design software

Date this document was generated: 18 March 2019

- plotting trees
- trees to be retained, removed and transplanted
- quality control check and document control
- page layout
- scale and lineweights
- drawing file types
- printers and printing requirements
- print parameters
- printing drawings
- correct media
- file directories and drives
- methods of saving files
- file retrieval
- file backup
- calculation of areas
- tree protection zones (TPZ)
- encroachments
- distances
- completed drawings
- portable document format (PDF).

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - CAD software
- materials:
  - tree plan drawings in print and file format

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.
Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB601 Examine and assess trees

Modification History

<table>
<thead>
<tr>
<th>RELEASE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to examine and assess tree health, age, taxonomy, risk, amenity value and significance and compile a tree assessment report.

This unit applies to individuals with broad theoretical and technical knowledge of a specific area or a broad field of work and learning and cognitive, technical and communication skills to demonstrate autonomy, judgement and defined responsibility in undertaking complex work within broad parameters to provide specialist advice and functions.

The role involves the self-directed application of knowledge with substantial depth in areas such as tree identification, pathology and diagnostics, tree assessment and valuation techniques, tree risk assessment and reporting methods.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant State or Territory. Works involving this unit of competency may be subject to local tree protection and preservation laws, and the relevant content of applicable Australian Standards.

Pre-requisite Unit

AHCARB403 Perform a ground-based tree defect evaluation*

AHCARB302 Inspect trees for access and work**

AHCARB313 Identify trees
## Unit Sector

Arboriculture (ARB)

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Determine tree survey program requirements | 1.1 Identify scope of survey in accordance with client needs  
1.2 Determine client’s risk threshold  
1.3 Determine and document procedures for data capture  
1.4 Identify, source and record all current data research relevant to survey requirements  
1.5 Check equipment for assessing trees and prepare for use  
1.6 Select, check and use personal protective equipment |
| 2. Determine the tree dimensions and structure | 2.1 Plot tree location on a device, drawing or plan of the site  
2.2 Determine and record tree dimensions and structure  
2.3 Measure tree height, spread and diameter-at-breast height (DBH)  
2.4 Examine and record form of tree  
2.5 Assess tree for asymmetry of canopy  
2.6 Assess if tree has a lean and calculate the lean  
2.7 Assess how form of crown relates to or is responsive to surrounding trees and structures  
2.8 Determine the potential impact of wind loading of the tree |
| 3. Record tree taxonomic features | 3.1 Inspect tree and record fruit type and characteristics  
3.2 Describe leaf morphology for shape, colour and size  
3.3 Examine and record buds, branchlets, branches and bark  
3.4 Inspect for and describe trichomes on lamina, petiole and branchlets  
3.5 Describe and record floral characteristics of structure of inflorescence, location of the flower, flower colour, details of the flower parts present, absent or modified |
| 4. Assess tree health issues | 4.1 Examine and record the canopy density and distribution  
4.2 Assess recorded leaf colour and size against a healthy specimen  
4.3 Assess for the presence of epicormic shoots  
4.4 Assess for dead tips or excessive numbers of dead branches  
4.5 Examine roots, root crown, stem, branches and canopy for signs of biotic and abiotic disease  
4.6 Evaluate and describe symptoms presenting on tree |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td>Determine how presence of disease might be affecting tree</td>
</tr>
<tr>
<td>4.8</td>
<td>Recognise and record wounds to the tree</td>
</tr>
<tr>
<td>4.9</td>
<td>Consider size, location and cause of wounds</td>
</tr>
<tr>
<td>5.</td>
<td>Assess age of trees and tree parts</td>
</tr>
<tr>
<td>5.1</td>
<td>Determine if species is uninodal or multinodal</td>
</tr>
<tr>
<td>5.2</td>
<td>Record the dimensions of the tree</td>
</tr>
<tr>
<td>5.3</td>
<td>Examine tree for evidence of growth increments including bud scars, sympodial growth and flush marks</td>
</tr>
<tr>
<td>5.4</td>
<td>Estimate average annual increase in diameter of sample of xylem stained as required</td>
</tr>
<tr>
<td>5.5</td>
<td>Research historic images of tree or trees of same species in similar environments</td>
</tr>
<tr>
<td>5.6</td>
<td>Provide a reasoned estimate of age of tree, tree part or wound</td>
</tr>
<tr>
<td>6.</td>
<td>Assess trees for significance</td>
</tr>
<tr>
<td>6.1</td>
<td>Assess tree for indicators of habitat use</td>
</tr>
<tr>
<td>6.2</td>
<td>Assess tree for ecological significance</td>
</tr>
<tr>
<td>6.3</td>
<td>Assess tree for cultural significance</td>
</tr>
<tr>
<td>6.4</td>
<td>Assess tree for historical significance</td>
</tr>
<tr>
<td>7.</td>
<td>Assess amenity value of trees</td>
</tr>
<tr>
<td>7.1</td>
<td>Evaluate amenity tree valuation methods</td>
</tr>
<tr>
<td>7.2</td>
<td>Consider strengths and weaknesses of each method</td>
</tr>
<tr>
<td>7.3</td>
<td>Determine amenity tree valuation method to be used</td>
</tr>
<tr>
<td>7.4</td>
<td>Collect and collate appropriate unit values and data</td>
</tr>
<tr>
<td>7.5</td>
<td>Calculate and record the amenity value of individual trees</td>
</tr>
<tr>
<td>8.</td>
<td>Inspect and assess trees</td>
</tr>
<tr>
<td>8.1</td>
<td>Assess trees to determine their structure and stability</td>
</tr>
<tr>
<td>8.2</td>
<td>Give consideration to the tree's age, health, condition, habitat, wind loading, distribution of foliage, wound size and the potential impacts of proposed recommendations</td>
</tr>
<tr>
<td>8.3</td>
<td>Use testing equipment, where required, to detect decay, disease and scope of tree problems</td>
</tr>
<tr>
<td>8.4</td>
<td>Evaluate visual indications and causes of disease and record results</td>
</tr>
<tr>
<td>9.</td>
<td>Carry out risk assessment</td>
</tr>
<tr>
<td>9.1</td>
<td>Use visual tree assessment (VTA) to identify hazards associated with the tree</td>
</tr>
<tr>
<td>9.2</td>
<td>Use basic diagnostic tools to confirm the presence and extent of hazards</td>
</tr>
<tr>
<td>9.3</td>
<td>Determine level of risk</td>
</tr>
<tr>
<td>9.4</td>
<td>Give consideration to qualification and quantification of tree risk</td>
</tr>
<tr>
<td>9.5</td>
<td>Compare the risk level against commonly published levels of risk from non-arboricultural activities and items</td>
</tr>
<tr>
<td>9.6</td>
<td>Determine controls required to mitigate risks in accordance with the client's pre-determined threshold</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>9.7</td>
<td>Document risk controls and recommendations for monitoring and review of risks</td>
</tr>
</tbody>
</table>
| 10. Compile a tree assessment report | 10.1 Document diagnosis of tree problems with reference to the anatomy, physiology and pathology of the tree  
10.2 Provide and record specific recommendations for remedial action for tree problems  
10.3 Produce a tree assessment report that identifies hazardous trees, recommends appropriate remedial action, and determines appropriate risk controls  
10.4 Prepare an expert witness statement if required  
10.5 Deliver tree assessment report to client |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
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<td>AHCARB601 Examine and assess trees Release 1</td>
<td>Minor typographical errors corrected.</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB601 Examine and assess trees

Modification History

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</table>

Performance Evidence

The candidate must be observed inspecting and assessing a broad range of trees for identification, health, growth habit, structure, stability and indications of disease. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- identifying the scope of survey
- determining the client’s risk threshold
- documentation of the data capture procedures
- identifying, sourcing and recording all current data research relevant to survey requirements
- checking equipment for assessing trees and prepare for use
- selecting, checking and using personal protective equipment
- plotting tree locations on a device, drawing or plan of the site
- determining the tree dimensions and structure
- measuring the tree height, spread and diameter-at-breast height (DBH)
- examining and recording form of tree
- assessing tree for asymmetry of canopy
- assessing if tree has a lean and calculate the lean
- assessing how form of crown relates to or is responsive to surrounding trees and structures
- determining the potential impact of wind loading of the tree
- inspecting tree and record fruit type and characteristics
- describing leaf morphology for shape, colour and size
- examining and recording buds, branchlets, branches and bark
- inspecting for and describing trichomes on lamina, petiole and branchlets
- describing and recording floral characteristics of structure of inflorescence, location of the flower, flower colour, details of the flower parts present, absent or modified
- examining and record the canopy density and distribution
- assessing recorded leaf colour and size against a healthy specimen
- assessing for the presence of epicormic shoots
- assessing for dead tips or excessive numbers of dead branches
- examining roots, root crown, stem, branches and canopy for signs of biotic and abiotic disease
- evaluating and describing symptoms presenting on tree
- determining how presence of disease might be affecting tree
- recognising and recording wounds to the tree
- considering size, location and cause of wounds
- determining if species is uninode or multinodal
- recording the dimensions of the tree
- examining tree for evidence of growth increments including bud scars, sympodial growth and flush marks
- estimating average annual increase in diameter of sample of xylem stained as required
- researching historic images of tree or trees of same species in similar environments
- providing a reasoned estimate of age of tree, tree part or wound
- assessing tree for indicators of habitat use
- assessing tree for ecological significance
- assessing tree for cultural significance
- assessing tree for historical significance
- evaluating various amenity tree valuation methods
- considering strengths and weaknesses of each method
- determining amenity tree valuation method to be used
- collecting and collating appropriate unit values and data
- calculating and recording the amenity value of individual trees
- assessing trees to determine their structure and stability
- consideration of the tree’s age, condition, habitat, wind loading, distribution of foliage, wound size and the potential impacts of proposed recommendations
- using testing equipment to detect decay, disease and scope of tree problems
- evaluating visual indications of disease and health issues in trees
- use of visual tree assessment (VTA) method to identify hazards
- use of basic diagnostic tools to confirm the presence and extent of hazards
- determining level of risk
- giving consideration to qualification and quantification of tree risk
- comparing the risk level against commonly published levels of risk from non-arboricultural activities and items
- determining controls required to mitigate risks in accordance with the client’s pre-determined threshold
- documenting risk controls and recommendations for monitoring and review of risks
• documenting diagnoses of tree problems with reference to the anatomy, physiology and pathology of the tree
• recording specific recommendations for remedial action for tree problems
• producing a tree assessment report that identifies a hazardous tree and contains recommendations for appropriate remedial actions and risk controls
• preparing an expert witness statement
• use of industry standard terminology to describe arboriculture and the work environment.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• risk thresholds
• data capture procedures
• survey requirements
• tree assessment equipment
• plotting methods on devices, drawings and plans
• tree morphology attributes: fruit type and characteristics, leaf morphology for shape, colour and size, trichomes on lamina, petiole and branchlets, floral characteristics of structure of inflorescence, location of the flower, flower colour, details of the flower parts present, absent or modified, buds, branchlets, branches and bark
• canopy density and distribution
• comparison of leaf colour and size against a healthy specimen
• epicormic shoots
• examination of roots, root crown, stem, branches and canopy for signs of biotic and abiotic disease
• disease symptoms
• effects of disease on tree
• tree dimensions and structure
• tree height, spread and diameter-at-breast height (DBH)
• form and morphology of tree
• symmetry and asymmetry of canopy
• calculation of tree lean
• relationship of form of crown to surrounding trees and structures
• responsiveness of form of crown to surrounding trees and structures
• determination the potential impact of wind loading of the tree
• tree wound recognition, size, location and cause
• uninodal and multinodal tree species
• growth increments including bud scars, sympodial growth and flush marks
• estimation average annual increase in tree diameter
• xylem staining
• research of historic images of tree or trees of same species in similar environments
• assessment of tree indicators of habitat use
• assessment of tree ecological significance
• assessment of tree cultural significance
• assessment of tree historical significance
• evaluation of methods of amenity tree valuation
• calculation of amenity tree value of individual trees
• tree structure and stability
• tree assessment attributes: tree’s identification, age, health, condition, habitat, wind loading, distribution of foliage, wound size and the potential impacts of proposed recommendations
• testing equipment to detect decay, disease and scope of tree problems
• visual indications and symptoms of disease and health issues
• tree diseases
• visual tree assessment (VTA)
• methods of detecting decay and structural defects in trees
• causes of instability, decay, damage and stress in trees
• use of basic diagnostic tools
• identification and extent of tree hazards
• methods of determination of levels of risk
• quantification and qualification of tree risk
• commonly published levels of risk from non-arboricultural activities and items
• controls required to mitigate risks in accordance with the client’s pre-determined threshold
• diagnoses of tree problems
• tree anatomy, physiology and pathology
• remedial action of tree problems
• production of a tree assessment report that identifies hazardous trees, recommends appropriate remedial action, and determines appropriate risk controls
• preparation of an expert witness statement.

**Assessment Conditions**

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

• equipment:
  • computer
  • word processing software
  • internet connection
• digital camera with macro
• personal protective equipment (PPE)
• diagnostic tools including sounding hammer, trowel, probe, cordless drill
• cross-sectioned defects and diseases
• soil testing equipment
• basic digital dissection microscope 10-100x
• compound microscope
• microtome, staining and slide mounting equipment
• slides and coverslips
• temporary/permanent mountant
• histochemical stains
• materials:
  • tree assessment report
  • tree profile and benefits form
  • disease profile form

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:
• arboriculture vocational competencies at least to the level being assessed
• current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCARB602 Diagnose tree diseases

Modification History

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<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to diagnose tree diseases including diseases of palms and other woody monocotyledons.

This unit applies to individuals with broad theoretical and technical knowledge of a specific area or a broad field of work and learning and cognitive, technical and communication skills to demonstrate autonomy, judgement and defined responsibility in undertaking complex work within broad parameters to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas such as with substantial depth in areas such as disease diagnostics and disease classification and management.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
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<td>Performance criteria</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 1. Assess environmental impact | 1.1 Identify the tree and determine its region of origin  
1.2 Determine seasonal growth stages of the tree  
1.3 Ascertain current and past cultural practices  
1.4 Determine characteristics of growing environment affecting growth of specific tree species  
1.5 Identify environmental and cultural factors predisposing tree to disease  
1.6 Determine and assess relevant physical and chemical properties of the soil or growing media |
| 2. Identify diseased trees | 2.1 Determine impact of disease type on tree parts and systems  
2.2 Use industry standard terminology to describe disease attributes in relation to tree anatomy, physiology, pathology and taxonomy  
2.3 Develop a glossary of disease terminology  
2.4 Consider natural defence systems of trees against major disease types  
2.5 Determine disease groups according to a disease classification guide  
2.6 Interpret signs and symptoms of disease to identify which trees are diseased |
| 3. Diagnose tree disease | 3.1 Record symptoms and signs of disease using accepted nomenclature  
3.2 Collate samples and evidence into a reference collection  
3.3 Determine disease type according to a disease classification guide  
3.4 Determine identification of macrobiotic disease to family level  
3.5 Prepare specimens of microbiotic diseases for microscopic examination  
3.6 Collect, package and dispatch specimens for specialist diagnosis or laboratory testing where required |
| 4. Provide a prognosis | 4.1 Determine the current health and energy reserves of the tree  
4.2 Assess the severity and extent of the disease  
4.3 Research the virulence of the disease on the specific host  
4.4 Determine the phenology of the host and the disease  
4.5 Research and consider the lag time of management options  
4.6 Consider influences of environmental conditions on host, disease and management options  
4.7 Provide an informed prognosis in writing and verbally |
| 5. Develop, document and monitor the management program | 5.1 Research management options such as Integrated Pest management (IPM) and recommend appropriate options  
5.2 Develop a disease management program within IPM guidelines |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>5.3 Record and document tree diseases and management programs in a report</td>
</tr>
<tr>
<td></td>
<td>5.4 Monitor management plans and modify or refine as needed</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCARB503 Diagnose tree diseases.

**Links**

Assessment Requirements for AHCARB602 Diagnose tree diseases

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be observed diagnosing and recording diseases of trees, and developing, monitoring and documenting a report on a tree disease management plan.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- identifying the tree and determining its region of origin
- determining seasonal growth stages of the tree
- ascertaining current and past cultural practices
- determining characteristics of the growing environment affecting the growth of a specific tree species
- identifying environmental and cultural factors that predispose the tree to disease
- determining and assessing the relevant physical and chemical properties of the soil or growing media
- determining impact of disease type on tree parts and systems
- use of industry standard terminology to describe disease aspects of tree anatomy, physiology, pathology and taxonomy
- developing a glossary of disease terminology
- considering natural defence systems of trees against major disease types
- determining disease groups according to a disease classification guide
- interpreting signs and symptoms of disease to identify which trees are diseased
- recording symptoms and signs of disease using accepted nomenclature
- collating samples and evidence into a reference collection
- determining disease type according to a disease classification guide
- determining identification of macro biotic disease to family level
- preparing specimens for microscopic examination of microbiotic diseases
• collecting, package and dispatch specimens for specialist diagnosis or laboratory testing where required
• determining current health and energy reserves of the tree
• assessing severity and extent of the disease
• researching virulence of the disease on the specific host
• determining phenology of the host and the disease
• researching and considering lag time of management options
• considering influences of environmental conditions on host, disease and management options
• providing an informed prognosis in writing and verbally
• researching management options such as Integrated Pest Management (IPM) and recommending appropriate options
• developing a disease management program within IPM guidelines
• recording and documenting tree diseases and management programs in a report
• monitoring management plans and modifying or refining as needed
• compiling a disease reference collection
• use of industry standard terminology to describe disease aspects of tree anatomy, physiology, pathology and taxonomy.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• disease classification guides
• virulence, phenology, prognosis and disease severity and extent
• critical systems in the tree; physiologically, anatomically and biochemically
• patterns of host – disease interaction for each major disease type
• tree nutrition issues associated with the soil or media
• identification of signs and symptoms of tree health problems
• determination of possible and probable physiological, anatomical and biochemical impacts on the tree
• disease detection methods, taxonomic identification, life cycle stages and characteristics of the specific horticultural trees of the organisation
• natural defence systems of trees
• chemical use, toxicity and compatibility with target trees, soil and environmental characteristics of the horticultural region
• tree anatomy, physiology, pathology and taxonomy
• seasonal growth anatomy of the tree
• primary cellular and anatomical structures of the tree
• preparation of specimens of microbiotic diseases for microscopic examination
• horticultural function, cultural and performance requirements and characteristics of the trees or other woody plants being considered
• chemical, cultural and biological control methods as part of an Integrated Pest Management strategy
• methods of providing a reasoned prognosis
• the growing requirements and characteristics of trees
• the impact of the growing environment on tree health
• how to research information about tree health problems, diagnoses and remedial treatment available
• nomenclature of symptoms and disease signs
• industry standard terminology to describe disease attributes in relation to tree anatomy, physiology, pathology and taxonomy
• applicable legislative requirements.

Assessment Conditions

Performance must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

• equipment:
  • computer
  • word processing software
  • internet connection
  • digital camera with macro
  • diagnostic tools including sounding hammer, trowel, probe, cordless drill
  • soil testing equipment
  • basic digital dissection microscope 10-100x
  • compound microscope
  • microtome, staining and slide mounting equipment
  • slides and coverslips
  • temporary/permanent mountant
  • histochemical stains
  • trees without diseases
  • trees with biotic diseases
  • trees with abiotic diseases
• cross-sectioned defects and diseases
• materials:
  • disease management plan
  • disease reference collection
  • glossary of disease terminology

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:
• arboriculture vocational competencies at least to the level being assessed
• current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB603 Interpret diagnostic test results

Modification History

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Application

This unit of competency describes the skills and knowledge required to interpret diagnostic test results and evaluate and critique the testing methods and results.

This unit applies to individuals with broad theoretical and technical knowledge of a specific area or a broad field of work and learning and cognitive, technical and communication skills to demonstrate autonomy, judgement and defined responsibility in undertaking complex work within broad parameters to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in tree anatomy, physiology, pathology, tree dynamics and the edaphic environment with substantial depth in areas such as diagnostic tool application methods and analysis of diagnostic test results.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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<td>Performance criteria</td>
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</tbody>
</table>
| 1. Compile diagnostic tool knowledge requirements | 1.1 Compile a portfolio of sample reports of diagnostic test results  
1.2 Compile peer reviewed papers on the use of each diagnostic tool  
1.3 Review the diagnostic tool specifications and user manuals  
1.4 Research output ranges for each diagnostic tool  
1.5 Identify key thresholds and benchmarks  
1.6 Determine suitability of tool selection for purpose of test |
| 2. Analyse the data and testing methods | 2.1 Identify and evaluate testing methods used  
2.2 Assess relevance, benefits and limitations of methodology used  
2.3 Determine assumptions used  
2.4 Determine currency of the equipment, software or system used  
2.5 Access raw data and testing evidence where available  
2.6 Verify data relevance and accuracy  
2.7 Review references cited in the report  
2.8 Record non-conforming practices and treatments  
2.9 Identify instances of incorrect application of diagnostic tools  
2.10 Highlight unsupported statements and factual errors  
2.11 Detail significant omissions, errors and ambiguities  
2.12 Detail inconsistencies and errors of logic  
2.13 Identify variances to specifications  
2.14 Detail incorrect use of arboricultural terminology |
| 3. Evaluate and critique test results | 3.1 Assess the suitability of the testing process as fit for purpose  
3.2 Analyse the test results  
3.3 Compare evaluation with original interpretation  
3.4 Consider and account for anomalies  
3.5 Determine the validity of outcomes of original report  
3.6 Develop substantiated positions to inform critical analysis of test results  
3.7 Determine further testing required to verify or falsify results  
3.8 Document feedback on original results |
| 4. Prepare critique document the report | 4.1 Compile the analysis  
4.2 Review the completeness and accuracy of the analysis  
4.3 Record analysis outcomes and rationale  
4.4 Document the analytical processes  
4.5 Provide alternative analysis and conclusion  
4.6 Document critique in a report  
4.7 Present report in agreed format and within agreed timelines |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB603 Interpret diagnostic test results

Modification History

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Performance Evidence

It is an industry requirement that competency in this unit requires the analysis and critique of a minimum of five different diagnostic tool test results. The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- compiling a portfolio of sample reports of diagnostic test results including: dynamic and static loading, drill resistance measurement device, sap flow measurements, electronic impedance, chlorophyll fluorescence, increment core, sonic tomography, radar imaging system, bulk density, laboratory, soil test and pH tests
- compiling peer reviewed papers on the use of each diagnostic tool
- reviewing the diagnostic tool specifications and user manuals
- researching output ranges for each diagnostic tool
- identifying key thresholds and benchmarks
- determining suitability of tool selection for purpose of test
- identifying and evaluating testing methods used
- assessing relevance, benefits and limitations of methodology used
- determine assumptions used
- determining currency of the equipment, software or system used
- accessing raw data and testing evidence where available
- verifying data relevance and accuracy
- reviewing references cited in the report
- recording non-conforming practices and treatments
- identifying instances of incorrect application of diagnostic tools
- highlighting unsupported statements and factual errors
- detailing significant omissions, errors and ambiguities
- detailing inconsistencies and errors of logic
- identifying variances to specifications
- detailing incorrect use of arboricultural terminology
- assessing the suitability of the testing process as fit for purpose
- analysing the results
- comparing evaluation with original interpretation
- considering and account for anomalies
- determining the validity of outcomes of original report
- develop substantiated positions to inform critical analysis of test results
- determining further testing required to verify or falsify results
- documenting feedback on original results
- compiling the analysis
- reviewing the completeness and accuracy of the analysis
- recording analysis outcomes and rationale
- documenting the analytical processes
- providing alternative analysis and conclusion
- documenting critique in a report
- presenting report in agreed format and within agreed timelines
- use of industry standard terminology to describe diagnostic tools and tests.

**Knowledge Evidence**

The candidate must demonstrate knowledge of:
- portfolio of sample reports of diagnostic test results
- peer reviewed papers on the use of each diagnostic tool
- diagnostic tool specifications
- user manuals
- output ranges
- key thresholds
- benchmarks
- suitability of tool selection
- purpose of test
- testing methods
- methodology
- raw data
- testing evidence
- cited references
- data relevance
- data accuracy
- non-conforming practices
- non-conforming treatments
- unsupported statements
- factual errors
- significant omissions, errors and ambiguities
• variances to specifications
• incorrect use of arboricultural terminology
• suitability of the testing process
• fit for purpose
• analysis of results
• anomalies
• validity of outcomes
• verification and falsification of results
• alternative analysis
• critiquing.

Assessment Conditions

It is an industry requirement that competency in this unit requires the analysis and critique of a minimum of five different diagnostic tool test results.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

• equipment:
  • computer
  • word processing software
  • statistical software
  • internet connection

• materials:
  • critique of test results
  • portfolio of sample reports of diagnostic test results

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

• arboriculture vocational competencies at least to the level being assessed
• current arboriculture industry skills directly relevant to the unit of competency being assessed
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB604 Measure and improve the performance of urban forests

Modification History

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Application

This unit of competency describes the skills and knowledge required to measure and improve the performance of trees.

This unit applies to individuals with broad theoretical and technical knowledge of a specific area or a broad field of work and learning and cognitive, technical and communication skills to demonstrate autonomy, judgement and defined responsibility in undertaking complex work within broad parameters to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas of tree performance and carbon sequestration.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
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</tbody>
</table>
| 1. Research urban forest practices and applications | 1.1 Research urban forest case studies and management reports  
1.2 Review best management practices in urban forest planning and management  
1.3 Research applications and functional tools measuring benefits of urban forests |
| 2. Analyse and report on urban forest benefits | 2.1 Analyse social benefits of urban forests  
2.2 Analyse psychological benefits of urban forests  
2.3 Analyse environmental benefits of urban forests  
2.4 Document evidence-based research into a preliminary report on benefits of urban forests |
| 3. Determine values of urban forest benefits | 3.1 Conduct sampling analysis of an urban forest  
3.2 Determine required sample size to assess total tree population  
3.3 Determine accuracy of sample size  
3.4 Calculate canopy cover, total carbon storage, annual carbon dioxide sequestration, rainfall interception, air pollution removal, energy savings benefit, environmental benefits and amenity benefits  
3.5 Identify base financial value for each functional benefit  
3.6 Calculate financial values of functional and environmental benefits of current tree population  
3.7 Determine benefits of heat island modification of urban areas  
3.8 Document a preliminary report on total asset valuation of an urban forest |
| 4. Analyse and compile results | 4.1 Analyse urban forest structure and functions  
4.2 Describe urban tree population half-life, vacant planting ratio, species distribution and population diversity  
4.3 Estimate life expectancy of tree population  
4.4 Compile results of urban forest analysis |
| 5. Document a report on improvement of urban forests | 5.1 Identify urban forest issues within tree population sample area  
5.2 Determine recommendations for tree species and diversity  
5.3 Determine extent of current tree planting and replacement programs  
5.4 Determine volume and rate of planting programs required for improvements to urban forest performance  
5.5 Determine required modifications to planting practices  
5.6 Determine targets for urban forest improvement  
5.7 Document a report on urban forest performance that provides recommendations for improvement of urban forests |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB604 Measure and improve the performance of urban forests

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- researching urban forest case studies and management reports
- reviewing best management practices in urban forest planning and management
- researching applications and functional tools measuring benefits of urban forests
- analysing social benefits of urban forests
- analysing psychological benefits of urban forests
- analysing environmental benefits of urban forests
- documenting evidence-based research into a preliminary report on benefits of urban forests
- conducting sampling analysis of an urban forest
- determining required sample size to assess total tree population
- determining accuracy of sample size
- calculating canopy cover, total carbon storage, annual carbon dioxide sequestration, rainfall interception, air pollution removal, energy savings benefit, environmental benefits and amenity benefits
- identifying base financial value for each functional benefit
- calculating financial values of functional and environmental benefits of current tree population
- determining benefits of heat island modification of urban areas
- documenting a preliminary report on total asset valuation of an urban forest
- analysing urban forest structure and functions
- describing urban tree population half-life, vacant planting ratio, species distribution and population diversity
- estimating life expectancy of tree population
- compiling results of urban forest analysis
• identifying urban forest issues within tree population sample area
• determining recommendations for tree species and diversity
• determining extent of current tree planting and replacement programs
• determining volume and rate of planting programs required for improvements to urban forest performance
• determining required modifications to planting practices
• determining targets for urban forest improvement
• documenting a report on urban forest performance that provides recommendations for improvement of urban forests.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• urban forest case studies
• urban forest management reports
• best management practices in urban forest planning and management
• applications and functional tools measuring benefits of urban forests
• social benefits of urban forests
• psychological benefits of urban forests
• environmental benefits of urban forests
• evidence-based research
• analysis of sampling of an urban forest
• requirements of sample sizes to assess total tree populations
• accuracy of sample size
• calculations of canopy cover, total carbon storage, annual carbon dioxide sequestration, rainfall interception, air pollution removal, energy savings benefit, environmental benefits and amenity benefits
• base financial value for functional benefits of urban forests
• calculations of financial values of functional and environmental benefits of tree populations
• benefits of heat island modification of urban areas
• total asset valuation of an urban forest
• urban forest structure and functions
• urban tree population half-life, vacant planting ratio, species distribution and population diversity
• life expectancy of tree population
• urban forest analysis
• identification of urban forest issues within tree population sample areas
• recommendations for tree species and diversity
• tree planting and replacement programs
• volume and rate of planting programs
• modifications to planting practices
• targets for urban forest improvement.
Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
- computer
- word processing software
- statistical software
- internet connection
- measurement and data collection tools
- materials:
- report on urban forest performance

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB605 Provide consultation in a legal framework

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide consultation in a legal framework within an arboriculture context.

This unit applies to individuals with broad theoretical and technical knowledge of a specific area or a broad field of work and learning and cognitive, technical and communication skills to demonstrate autonomy, judgement and defined responsibility in undertaking complex work within broad parameters to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas such as legislation, legal systems and processes and expert witness requirements.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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<td>Performance criteria</td>
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</tbody>
</table>
| 1. Analyse the legal context | 1.1 Determine legislation and relevant cases applying to trees within specialist consulting areas of work  
1.2 Review and analyse the relevant legislation, statutory regulations, environmental planning instruments in state, territory and federal jurisdictions in relation to entities pertaining to trees and interactions with people, property, environment and the arboriculture industry  
1.3 Apply detailed knowledge of legal and ethical standards, processes and practices, responsibilities, constraints and issues relating to own professional practice  
1.4 Use common legal terms associated within the consultant's area of practice with a clear understanding of their meaning and implications |
| 2. Analyse precedent cases to determine advice outcomes | 2.1 Analyse the jurisdiction of tree matters relevant to specific cases  
2.2 Apply knowledge of relevant court systems, common law, statute law, civil law, law of torts, and precedents to strategies and management of client needs  
2.3 Seek and review relevant precedents in law and published case studies  
2.4 Determine appropriate statutes and supporting precedent cases  
2.5 Provide arboricultural information based on the legal context  
2.6 Determine alternative courses of action, and legal and non-legal consequences, and discuss with client  
2.7 Provide advice within the context of statutes and precedent cases |
| 3. Reviewing developing and applying policy knowledge | 3.1 Analyse and review policy documents in light of legislation and relevant cases  
3.2 Prepare policy documents based on legislation and relevant cases  
3.3 Determine areas of uncertainty in policy documents  
3.4 Seek appropriate legal advice |
| 4. Prepare expert report | 4.1 Develop expertise and specialised knowledge in arboriculture  
4.2 Follow statutory framework to give advice and work as an expert  
4.3 Complete mandatory court requirements of specifications for content of expert reports  
4.4 Record all observations and test results with precision  
4.5 State assumptions underpinning policy documents  
4.6 Substantiate all opinions using external authorities where possible  
4.7 Prepare and provide a detailed evidentiary expert report |
| 5. Provide expert evidence | 5.1 Confirm status as independent and unbiased provider of expert evidence consistent with professional practice  
5.2 Read and comply with expert witness code of conduct |
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<td>5.3 Prepare for the particular jurisdiction and matter at hand</td>
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<td>5.4 Prepare evidence based on factual data, documented observations and results and complying with the rules of evidence</td>
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<td>5.5 Provide oral evidence and documented report as required</td>
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<td></td>
<td>5.6 Assist the court impartially on matters relevant to the expert witness's area of expertise</td>
</tr>
<tr>
<td></td>
<td>5.7 Seek and provide clarification on areas of uncertainty</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB605 Provide consultation in a legal framework

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining legislation and relevant cases applying to trees within specialist consulting areas of work
- reviewing and analysing the relevant legislation, statutory regulations, environmental planning instruments in state, territory and federal jurisdictions in relation to entities pertaining to trees and interactions with people, property, environment and the arboriculture industry
- applying detailed knowledge of legal and ethical standards, processes and practices, responsibilities, constraints and issues relating to own professional practice
- using common legal terms associated within the consultant’s area of practice with a clear understanding of their meaning and implications
- analysing the jurisdiction of tree matters relevant to specific cases
- applying knowledge of relevant court systems, common law, statute law, civil law, law of torts, and precedents to strategies and management of client needs
- seeking and reviewing relevant precedents in law and review published case studies
- determining appropriate statutes and supporting precedent cases
- providing arboricultural information based on the legal context
- determining alternative courses of action, and legal and non-legal consequences, and discuss with client
- providing advice within the context of statutes and precedent cases
- analyzing and reviewing policy documents in light of legislation and relevant cases
- preparing policy documents based on legislation and relevant cases
- determining areas of uncertainty in policy documents
- seeking appropriate legal advice
- developing expertise and specialised knowledge in arboriculture
Assessment Requirements for AHCARB605 Provide consultation in a legal framework

- following statutory framework to give advice as an expert
- confirming status as independent and unbiased provider of expert evidence within witness code of conduct programs
- recording all observations and test results with precision
- stating assumptions underpinning policy documents
- substantiating opinions using external authorities where possible
- preparing and providing a detailed evidentiary report
- preparing for the particular jurisdiction and matter at hand
- preparing evidence based on factual data, documented observations and results and complying with the rules of evidence
- providing oral evidence and respond to questions impartially
- seeking and providing clarification on areas of uncertainty.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant legislation, statutory regulations, environmental planning instruments in state, territory and federal jurisdictions in relation to entities pertaining to trees and interactions with people, property, environment and the arboriculture industry
- court systems, common law, statute law, civil law, law of torts, and precedents to strategies and management of client needs
- detailed knowledge of legal and ethical standards, processes and practices, responsibilities, constraints and issues relating to own professional practice
- relevant precedents in law and published case studies
- arboricultural information based on the legal context
- expertise and specialised knowledge in arboriculture
- common legal terms associated with within the consultants area of practice with a clear understanding of their meaning and implications
- preparation of policy documents based on legislation and relevant cases
- preparation of detailed evidentiary reports.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:
Assessment Requirements for AHCARB605 Provide consultation in a legal framework

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB606 Develop an operational tree management plan

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop an operational tree management plan.

This unit applies to individuals with broad theoretical and technical knowledge of a specific area or a broad field of work and learning and cognitive, technical and communication skills to demonstrate autonomy, judgement and defined responsibility in undertaking complex work within broad parameters to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas such as tree management, tree policy and statutes and local planning laws.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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<td>Performance criteria</td>
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</tbody>
</table>
| 1. Determine strategic context | 1.1 Determine the specific operational area for management plan  
1.2 Determine the objectives, performance targets and intended outcomes of the management plan  
1.3 Source policy from tree policy documentation  
1.4 Determine the geographical area and other limits of plan  
1.5 Determine the history and cultural heritage of the area covered by the plan |
| 2. Determine legislative framework | 2.1 Determine land use of the area  
2.2 Determine the relevant state and local government acts, zoning and planning controls, development and planning laws noting requirements for disability discrimination and companion animals  
2.3 Determine ownership of the area |
| 3. Determine stakeholders | 3.1 Determine key stakeholders and community groups  
3.2 Determine core objectives for trees and area  
3.3 Determine current and permissible usage of area |
| 4. Determine tree resources | 4.1 Determine trees for management  
4.2 Determine assessments required such as tree health, hazards, site conditions, soils  
4.3 Define and collect data required for operational management  
4.4 Assess the tree species, type, diversity and distribution at required detail  
4.5 Determine position of planting locations  
4.6 Determine selection criteria for replacement trees  
4.7 Determine tree removal and tree replacement processes  
4.8 Establish tree inventory |
| 5. Determine financial resources | 5.1 Determine financial resources available  
5.2 Determine management requirements of trees  
5.3 Estimate cost of works required for operational program  
5.4 Determine priority of works incorporating risk into determination  
5.5 Determine frequency of pruning cycles required  
5.6 Determine personnel, supplies, equipment and other resources required  
5.7 Determine existing contractual, leasing and licensing obligations |
| 6. Develop documentation | 6.1 Develop operational tree plan documentation  
6.2 Develop operational procedures to achieve required objectives  
6.3 Develop draft operational tree management plan |
| 7. Incorporate feedback and prepare plan | 7.1 Prepare draft plan for public exhibition  
7.2 Notify stakeholders and community groups and obtain feedback |
### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

Tree management plans must include knowledge of operational areas of:
- tree inspections and assessments
- tree selection and planting
- tree management
- tree maintenance
- tree protection
- tree removal
- risk identification and mitigation
- infrastructure protection
- habitat protection
- power line clearance
- community and private trees, pest and disease control
- significant trees
- trees of a selected geographic area

### Unit Mapping Information

New unit - no equivalent.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB606 Develop an operational tree management plan

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining the specific operational area for management plan
- determining the objectives, performance targets and intended outcomes of management plan
- sourcing policy from tree policy documentation
- determining the geographical area and other limits of plan
- determining the history and cultural heritage of the area covered by the plan
- determining land use of the area
- determining the relevant state and local government acts, zoning and planning controls, development and planning laws noting requirements for disability discrimination and companion animals
- determining ownership of the area
- determining key stakeholders and community groups
- determining core objectives for trees and area
- determining current and permissible usage of area
- determining trees for management
- determining assessments required such as tree health, hazards, site conditions, soils
- defining and collect data required for operational management
- assessing the tree species, type, diversity and distribution at required detail
- determining position of planting locations
- determining selection criteria for replacement trees
- determining tree removal and tree replacement processes
- establishing tree inventory
- determining financial resources available
- determining management requirements of trees
- estimating cost of works required for operational program
- determining priority of works incorporating risk into determination
- determining frequency of pruning cycles required
- determining personnel, supplies, equipment and other resources required.

**Knowledge Evidence**

The candidate must demonstrate knowledge of:
- operational areas for formulating a tree management plan
- objective, performance targets and intended outcomes
- tree management planning
- tree policy documentation
- history and cultural heritage
- land ownership
- land use
- state and local government acts
- zoning and planning controls,
- development & planning laws
- disability discrimination
- companion animals
- value
- maintenance needs
- frequency of pruning cycles
- contractual, leasing and licensing obligations
- infrastructure protection
- data collection
- tree inventory
- tree species, type, diversity and distribution
- soils analysis
- planting locations
- selection criteria
- replacement trees
- stakeholders
- community groups
- permissible usage
- tree protection plan
- operational procedures
- tree removal
- tree replacement
- street tree planting
- tree inspections and assessments
- tree pruning operations
- power line clearance
- habitat protection
- pesticide use
- draft and final documents
- print media
- public submissions
- public hearing
- operational tree management plan.

**Assessment Conditions**

It is an industry requirement for the assessment of the operational plans as listed in the Range of Conditions section of this unit of competency.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - statistical software
  - internet connection
- materials:
  - tree inventory
  - operational tree management plan

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB607 Review and develop strategic tree policy

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop and review tree management policy and relates to the formulation of strategic policy and subsequent policy determinations.

This unit applies to individuals with broad theoretical and technical knowledge of a specific area or a broad field of work and learning and cognitive, technical and communication skills to demonstrate autonomy, judgement and defined responsibility in undertaking complex work within broad parameters to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas such as tree management, tree policy and statutes and local planning laws.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
<tr>
<td>1. Analyse the system</td>
<td>1.1 Identify stakeholders, consult and establish stakeholder needs&lt;br&gt;1.2 Research historic and current tree policies&lt;br&gt;1.3 Analyse statutory context and policy context of the current or proposed tree policy&lt;br&gt;1.4 Research current and historic tree management activities&lt;br&gt;1.5 Analyse current industry tree policy models&lt;br&gt;1.6 Evaluate comparative tree methodologies and systems&lt;br&gt;1.7 Research current policy and strategic information to inform and develop policy</td>
</tr>
<tr>
<td>2. Define policy objectives</td>
<td>2.1 Identify key management objectives and management metrics&lt;br&gt;2.2 Establish benchmarks&lt;br&gt;2.3 Analyse existing policies, procedures and systems for compliance with policy planning requirements&lt;br&gt;2.4 Evaluate conflicting stakeholder needs&lt;br&gt;2.5 Determine tree management strategies&lt;br&gt;2.6 Define policy reflecting strategic objectives of organisation&lt;br&gt;2.7 Define strategic objectives of the policy&lt;br&gt;2.8 Develop and communicate change management strategies&lt;br&gt;2.9 Make recommendations for policy options</td>
</tr>
<tr>
<td>3 Define legal parameters</td>
<td>3.1 Determine legal parameters, statutes and local planning laws&lt;br&gt;3.2 Determine if policy is included or referred to in statutory documents&lt;br&gt;3.3 Seek advice about legal implications of policy</td>
</tr>
<tr>
<td>4. Define context and limitations of tree policy</td>
<td>4.1 Determine parameters of policy&lt;br&gt;4.2 Determine and record localised soil types, rainfall infiltration and runoff&lt;br&gt;4.3 Compile database of local and indigenous tree species&lt;br&gt;4.4 Compile database of exotics that perform well&lt;br&gt;4.5 Create list of preferred and desired species&lt;br&gt;4.6 Determine extent and type of tree data from tree inventory&lt;br&gt;4.7 Set diversity goals for tree species and tree families</td>
</tr>
<tr>
<td>5. Develop tree policy</td>
<td>5.1 Develop tree policy to meet strategic objectives&lt;br&gt;5.2 Develop and communicate procedures to implement policy&lt;br&gt;5.3 Develop policy determinations for hazard identification and mitigation, significant trees, tree selection, tree replacement, street tree planting, tree removal, tree inspections and assessments, tree pruning operations, power line clearance,</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>---------------------------------</td>
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</tr>
<tr>
<td>5.4</td>
<td>Develop draft of strategic tree policy</td>
</tr>
<tr>
<td>5.6</td>
<td>Promote tree policy and expected outcomes to key stakeholders</td>
</tr>
<tr>
<td>5.7</td>
<td>Seek feedback from stakeholders</td>
</tr>
<tr>
<td>5.8</td>
<td>Review and amend policy</td>
</tr>
<tr>
<td>5.9</td>
<td>Develop tree policy documentation</td>
</tr>
<tr>
<td>5.10</td>
<td>Develop compliance programs in policy documentation</td>
</tr>
<tr>
<td>5.11</td>
<td>Implement strategies for continuous improvement</td>
</tr>
<tr>
<td>6.1</td>
<td>Publish final tree policy documentation</td>
</tr>
<tr>
<td>6.2</td>
<td>Use policy to guide development of operational tree management plans</td>
</tr>
<tr>
<td>6.3</td>
<td>Investigate and document implementation outcomes of policy</td>
</tr>
<tr>
<td>6.4</td>
<td>Provide feedback to key personnel and stakeholders</td>
</tr>
<tr>
<td>6.5</td>
<td>Monitor records for remedial action and to improve performance</td>
</tr>
<tr>
<td>6.6</td>
<td>Modify policy and or procedures as required</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB607 Review and develop strategic tree policy

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- identifying stakeholders, consult and establish stakeholder needs
- researching historic and current tree policies
- analysing statutory context and policy context of the current or proposed tree policy
- researching current and historic tree management activities
- analysing current industry tree policy models
- evaluating comparative tree methodologies and systems
- researching current policy and strategic information to inform and develop policy
- identifying key management objectives and management metrics
- establishing benchmarks
- analysing existing policies, procedures and systems for compliance with policy planning requirements
- evaluating conflicting stakeholder needs
- determining tree management strategies
- defining policy reflecting strategic objectives of organisation
- defining strategic objectives of the policy
- developing and communicate change management strategies
- making recommendations for policy options
- determining legal parameters, statutes and local planning laws
- determining if policy is included or referred to in statutory documents
- seeking advice about legal implications of policy
- determining parameters of policy
- determining and record localised soil types, rainfall infiltration and runoff
- compiling database of local and indigenous tree species
• compiling database of exotics that perform well
• creating list of preferred and desired species
• determining extent and type of tree data from tree inventory
• setting diversity goals for tree species and tree families
• developing tree policy to meet strategic objectives
• developing and communicating procedures to implement policy
• developing policy determinations for hazard identification and mitigation, significant trees, tree selection, tree replacement, street tree planting, tree removal, tree inspections and assessments, tree pruning operations, power line clearance, habitat protection, infrastructure protection and pest and disease control as required
• developing draft of strategic tree policy
• promoting tree policy and expected outcomes to key stakeholders
• seeking feedback from stakeholders
• reviewing and amending policy
• developing tree policy documentation
• developing compliance programs in policy documentation
• implementing strategies for continuous improvement
• use of industry standard terminology to describe tree policy.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• current and historic tree management activities
• historic and current tree policies
• tree policy models
• benchmarks
• management objectives
• management metrics
• strategic objectives
• key stakeholders
• tree management strategies
• legal parameters, statutes and local planning laws
• compliance with policy planning requirements
• legal implications of policy
• localised soil types, rainfall infiltration and runoff
• databases
• tree inventory
• policy determinations for hazard identification and mitigation, significant trees, tree selection, tree replacement, street tree planting, tree removal, tree inspections and assessments, tree pruning operations, power line clearance, habitat protection, infrastructure protection and pest and disease control
• development of draft and final documents.
Assessment Conditions

It is an industry requirement for competency in this unit that assessment includes construction of a database that must contain a minimum of twenty (20) trees that are the preferred and desired species highly suitable for local use, and incorporating intensive tree profiles detailing attributes of the location, taxonomic characteristics, edaphic and environmental preferences and limitations of the tree. The database must include local, indigenous and exotic tree species.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- **equipment:**
  - computer
  - word processing software
  - statistical software
  - internet connection

- **materials:**
  - tree policy documentation
  - tree profile and benefits form
  - database of local, indigenous and exotic tree species

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB701 Analyse tree biomechanics

Modification History

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Application

This unit of competency describes the skills and knowledge required to identify and analyse aspects of tree biomechanics that affect the physical loads and strengths of trees, branches and anchorage in the ground; understand the assessment of tree strength and the loads that occur; and assess factors that can weaken the tree and are likely to increase the chance of failure.

This unit applies to individuals with broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice and cognitive, technical and communication skills to demonstrate autonomy, well developed judgement and responsibility in undertaking complex self-directed work and learning to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas such as with substantial depth in areas such as tree statics, dynamics, wind loading and structural failure.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)
# Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine existing physical loads and strengths of trees, branches and anchorage | 1.1 Determine existing physical loads affecting trees  
1.2 Identify areas of high stress on trees and the factors that affect these areas of high stress  
1.3 Assess root plate environment including depth and consistency of soil, spatial limitations and history of site excavations  
1.4 Assess prior tree pruning operations to branches and roots  
1.5 Determine extent of decay and damage of trunk and root system  
1.6 Assess strength and material properties of structural wood, particularly in areas of high stress |
| 2. Determine wind load | 2.1 Determine wind environment of tree  
2.2 Determine surface area of structure exposed to wind  
2.3 Determine crown surface area exposed to wind  
2.4 Assess aerodynamic drag factor of tree crown in relation to trunk diameter and extent of hollowness  
2.5 Estimate primary loads occurring in seasonal climatic events  
2.6 Determine wind-load of prevailing storms  
2.7 Determine load associated with saturated foliage  
2.8 Consider additional drag associated with saturated foliage |
| 3. Determine structural integrity by static load testing | 3.1 Determine appropriate static load on trees for structural integrity testing as an estimate of a wind-equivalent load  
3.2 Calibrate static load testing instruments so loads are accurately applied and maintained within limits of structural safety during a static test  
3.3 Carry out a static test that loads the tree, measures the trunk strength and assesses root plate anchorage in the ground  
3.4 Monitor loads and forces electronically  
3.5 Monitor tree to ensure loads are kept within safe limits and damage is avoided to tree  
3.6 Maintain accurate records of all data from static test.  
3.7 Compare data with benchmarks obtained from stable tree populations  
3.8 Document a report on structural integrity testing of tree from the static load test |
<p>| 4. Determine tree dynamic response | 4.1 Research tree biomechanics studies using dynamic methods of analysis |</p>
<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>4.2</td>
<td>Understand simple models of tree dynamics</td>
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<tr>
<td>4.3</td>
<td>Review complex models and finite element analyses that provide multimodal approaches representing dynamics of branches on trees</td>
</tr>
<tr>
<td>4.4</td>
<td>Calculate existing mass of branches</td>
</tr>
<tr>
<td>4.5</td>
<td>Determine degree of open-grown form of tree by calculation of the of branch mass</td>
</tr>
<tr>
<td>4.6</td>
<td>Calculate vector of force on the tree</td>
</tr>
<tr>
<td>4.7</td>
<td>Determine the tree dynamic response in defined wind velocity and direction</td>
</tr>
<tr>
<td>4.8</td>
<td>Document a report on structural integrity testing of tree from the dynamic load analysis</td>
</tr>
</tbody>
</table>

5. Document a structural integrity report

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>5.1</td>
<td>Research level of contribution of material properties in tree dynamics</td>
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<tr>
<td>5.2</td>
<td>Research dynamic effect of branches on frequency and damping</td>
</tr>
<tr>
<td>5.3</td>
<td>Determine level of contribution of form and morphology in tree dynamics</td>
</tr>
<tr>
<td>5.4</td>
<td>Review suitability of invasive and non-invasive methods of testing</td>
</tr>
<tr>
<td>5.5</td>
<td>Evaluate and determine likelihood of structural failure</td>
</tr>
<tr>
<td>5.6</td>
<td>Confirm level of anchoring potential of root system and stability of tree</td>
</tr>
<tr>
<td>5.7</td>
<td>Document a structural integrity report and provide to client</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

Not in unit mapping for CfE, but is used in AHC80115 - no equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB701 Analyse tree biomechanics

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- determining existing physical loads affecting trees
- identifying areas of high stress on trees and the factors that affect these areas of high stress
- assessing root plate environment including depth and consistency of soil, spatial limitations and history of site excavations
- assessing prior tree pruning operations to branches and roots
- determining extent of decay and damage of trunk and root system
- assessing strength and material properties of structural wood, particularly in areas of high stress
- determining wind environment of tree
- determining surface area of structure exposed to wind
- determining crown surface area exposed to wind
- assessing aerodynamic drag factor of tree crown in relation to trunk diameter and extent of hollowness
- estimating primary loads occurring in seasonal climatic events
- determining wind-load of prevailing storms
- determining load associated with saturated foliage
- considering additional drag associated with saturated foliage
- determining appropriate static load on trees for structural integrity testing as an estimate of a wind equivalent load
- calibrating static load testing instruments so loads are accurately applied and maintained within limits of structural safety during a static test
- carrying out a static test that loads the tree, measures the trunk strength and assesses root plate anchorage in the ground
- monitoring loads and forces electronically
Assessment Requirements for AHCARB701 Analyse tree biomechanics

- monitoring tree to ensure loads are kept within safe limits and damage is avoided to tree
- maintaining accurate records of all data from static test.
- comparing data with benchmarks obtained from stable tree populations
- documenting a report on structural integrity testing of tree from the static load test.
- researching tree biomechanics studies using dynamic methods of analysis
- understanding simple models of tree dynamics
- researching complex models and finite element analyses that provide multimodal approaches representing dynamics of branches on trees
- calculating the existing mass of branches
- determining degree of open-grown form of tree by calculation the of branch mass
- calculating the vector of force on the tree
- determining the tree dynamic response in defined wind velocity and direction
- researching the level of contribution of material properties in tree dynamics
- researching the dynamic effect of branches on frequency and damping
- determining the level of contribution of form and morphology in tree dynamics
- reviewing suitability of invasive and non-invasive methods of testing
- evaluating and determining likelihood of structural failure
- confirming level of anchoring potential of root system and stability of tree
- documenting a structural integrity report and provide to client.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- physical loads affecting trees
- areas of high stress on trees
- root plate environment including depth and consistency of soil, spatial limitations and history of site excavations
- prior tree pruning operations to branches and roots
- extent of decay and damage of trunk and root system
- assessment of strength and material properties of structural wood
- wind environment of tree
- surface area of structure exposed to wind
- crown surface area exposed to wind
- aerodynamic drag factor of tree crown in relation to trunk diameter and extent of hollowness
- estimation of primary loads occurring in seasonal climatic events
- wind-load of prevailing storms
- load associated with saturated foliage
- additional drag associated with saturated foliage
- static load
- static load test
- appropriateness of a static load on trees for structural integrity testing as an estimate of a wind equivalent load
Assessment Requirements for AHCARB701 Analyse tree biomechanics

- calibrating static load testing instruments
- limits of structural safety during a static test
- measurement of trunk strength
- assessment of root plate anchorage in the ground
- monitoring loads and forces electronically
- monitoring of tree to ensure loads are kept within safe limits
- avoidance of damage to tree
- maintenance of accurate records of all data from static test
- benchmarks obtained from stable tree populations
- reporting on structural integrity testing of tree
- researching tree biomechanics studies using dynamic methods of analysis
- simple models of tree dynamics
- complex models and finite element analyses
- multimodal approaches representing dynamics of branches on trees
- calculations of existing mass of branches
- open-grown form of tree
- vector of force on trees
- tree dynamic response
- wind velocity and direction
- material properties in tree dynamics
- dynamic effect of branches on frequency and damping
- form and morphology in tree dynamics
- of invasive and non-invasive methods of testing
- likelihood of structural failure
- level of anchoring potential of root system
- stability of tree
- structural integrity reporting.

Assessment Conditions

It is an industry requirement that competency in this unit requires the assessment of:

- five (5) static load tests, and
- five (5) dynamic load analyses.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.
The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - internet connection
  - wind environment statistics
  - static load equipment
  - models of tree dynamics
- materials:
  - structural integrity report

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- tree biomechanics vocational competencies at least to the level being assessed
- current tree biomechanics skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB702 Analyse mycology cultures

Modification History

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Application

This unit of competency describes the skills and knowledge required to safely work within a laboratory environment, collect and identify wood decay fungi specimens, prepare in vitro cultures, and carry out primary experiments.

This unit applies to individuals with advanced theoretical and technical knowledge and skills for professional or highly skilled work and/or further learning in one or more disciplines or areas of practice. This unit applies to individuals with advanced cognitive, technical and communication skills to provide specialist advice, analyse, generate and transmit solutions to complex problems, and to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas of tree pathology and mycology.

Work is performed under standard laboratory procedures of hygiene and safety for sampling, and use, sterilisation and cleaning of standard laboratory equipment and instruments.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Research pathogenic and saprophytic wood decay fungi species         | 1.1 Research the role of fungi in biodiversity, tree nutrition, forest health, environmental biochemistry and pathology  
1.2 Research the role and contribution of wood decay fungi to forest health, the influence of environmental stresses and physiological tree responses  
1.3 Examine the taxonomy and evolutionary relationships of corticoid and polypore wood decay fungi  
1.4 Investigate the role of fungal species on various hosts  
1.5 Conduct analysis of lifecycle, biology, ecology and effects of pathogenic wood decay fungi species  
1.6 Conduct analysis of lifecycle, biology, ecology and effects of saprophytic wood decay fungi species  
1.7 Examine the relationships of fungal species with branch and tree failures  
1.8 Analyse biosecurity implications of known and threat fungal species  
1.9 Review PLANTPLAN biosecurity plans and procedures                    |
| 2. Evaluate decay and identify fungi                                    | 2.1 Perform visual evaluation of the signs and symptoms of fungi and decay, including: visual symptoms such as dieback, reduced growth rate and chlorosis, presence of basidiocarps, decayed wounds, hollows and cavities  
2.2 Perform field identification of wood decay species of fungi to generic level  
2.3 Perform field identification of non-pathogenic fungi species to generic level  
2.4 Document location, size, and condition of wood decay fungi, presence of mycoparasites, and size, condition and extent of hollows and cavities  
2.5 Document details of environmental characteristics of fungal affected trees: site characteristics, site history, soil conditions, climate and microclimatic variables, proximity of adjacent trees and vegetation, movement of people and vehicles, and potential impacts to assets, property and landscape  
2.6 Determine methods of introduction, establishment, spread, and susceptibility of adjacent trees and vegetation  
2.7 Perform field sampling techniques of wood decay fungi and mycoparasites suitable for in-vitro culture and identification |
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| 3. Prepare in-vitro media, cultures | 3.1 Decant and prepare standard laboratory chemicals and materials  
3.2 Create selective culturing media to grow and isolate field samples  
3.3 Prepare field samples for culturing on media  
3.4 Take samples from field samples and apply to growth media  
3.5 Isolate clean cultures from primary field cultures, and repeat until clean sample is obtained  
3.6 Prepare cultured samples for further testing such as deoxyribonucleic (DNA) based assay techniques  
3.7 Document records and store securely digital and physical evidence: field samples, slides, growth media, DNA and cultured samples, following chain of evidence protocols |
| 4. Conduct laboratory identification and assays | 4.1 Prepare microscope slides of isolated cultures  
4.2 Examine and identify cultured fungal samples  
4.3 Perform laboratory identification of wood decay fungi to generic level  
4.4 Record digital images of identified fungi  
4.5 Perform laboratory assay tests for growth rate, temperature range, pathogenicity, and mycoparasitism to evaluate fungal characteristics  
4.6 Document experimental assay test results  
4.7 Develop and maintain a culture collection for identification of fungi and submission to relevant government databases and culture collections  
4.8 Document a diagnostic report on a suspected emergency plant pest (EPP) following PLANTPLAN guidelines |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

Not in unit mapping for CfE, but is used in AHC80115 - no equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB702 Analyse mycology cultures

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- researching the role of fungi in biodiversity, tree nutrition, forest health, environmental biochemistry and pathology
- researching the role and contribution of wood decay fungi to forest health, the influence of environmental stresses and physiological tree responses
- examining the taxonomy and evolutionary relationships of corticoid and polypore wood decay fungi
- investigating the role of fungal species on various hosts
- conducting analysis of lifecycle, biology, ecology and effects of pathogenic wood decay fungi species
- conducting analysis of lifecycle, biology, ecology and effects of saprophytic wood decay fungi species
- examining the relationships of fungal species with branch and tree failures
- analysing biosecurity implications of known and threat fungal species
- reviewing PLANTPLAN biosecurity plans and procedures
- performing visual evaluation of the signs and symptoms of fungi and decay, including: visual symptoms such as dieback, reduced growth rate and chlorosis, presence of basidiocarps, decayed wounds, hollows and cavities
- performing field identification of wood decay species of fungi to generic level
- performing field identification of non-pathogenic fungi species to generic level
- documenting location, size, and condition of wood decay fungi, presence of mycoparasites, and size, condition and extent of hollows and cavities
• documenting details of environmental characteristics of fungal affected trees: site characteristics, site history, soil conditions, climate and microclimatic variables, proximity of adjacent trees and vegetation, movement of people and vehicles, and potential impacts to assets, property and landscape
• determining methods of introduction, establishment, spread, and susceptibility of adjacent trees and vegetation
• performing field sampling techniques of wood decay fungi and mycoparasites suitable for in-vitro culture and identification
• decanting and preparing standard laboratory chemicals and materials
• creating selective culturing media to grow and isolate field samples
• preparing field samples for culturing on media
• taking samples from field samples and apply to growth media
• isolating clean cultures from primary field cultures, and repeating until clean sample is obtained
• preparing cultured samples for further testing such as deoxyribonucleic (DNA) based assay techniques
• documenting records and storing securely digital and physical evidence: field samples, slides, growth media, DNA and cultured samples, following chain of evidence protocols
• preparing microscope slides of isolated cultures
• examining and identify cultured fungal samples
• performing laboratory identification of wood decay fungi to generic level
• recording digital images of identified fungi
• performing laboratory assay tests for growth rate, temperature range, pathogenicity, and mycoparasitism to evaluate fungal characteristics
• documenting experimental assay test results
• developing and maintaining a culture collection for identification of fungi and submission to relevant government databases and culture collections
• documenting a diagnostic report on a suspected emergency plant pest (EPP) following PLANTPLAN guidelines.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• the role of fungi in biodiversity, tree nutrition, forest health, environmental biochemistry and pathology
• the role and contribution of wood decay fungi to forest health, the influence of environmental stresses and physiological tree responses
• taxonomy and evolutionary relationships of corticoid and polypore wood decay fungi
• the role of fungal species on various hosts
• lifecycles, biology, ecology and effects of pathogenic wood decay fungi species
• lifecycle, biology, ecology and effects of saprophytic wood decay fungi species
• relationships of fungal species with branch and tree failures
• biosecurity implications of known and threat fungal species
• PLANTPLAN biosecurity plans and procedures
- visual evaluation of the signs and symptoms of fungi and decay, including: visual symptoms such as dieback, reduced growth rate and chlorosis, presence of basidiocarps, decayed wounds, hollows and cavities
- field identification of wood decay species of fungi to generic level
- field identification of non-pathogenic fungi species to generic level
- location, size, and condition of wood decay fungi, presence of mycoparasites, and size, condition and extent of hollows and cavities
- environmental characteristics of fungal affected trees: site characteristics, site history, soil conditions, climate and microclimatic variables, proximity of adjacent trees and vegetation, movement of people and vehicles, and potential impacts to assets, property and landscape
- methods of introduction, establishment, spread, and susceptibility of adjacent trees and vegetation
- field sampling techniques of wood decay fungi and mycoparasites
- in-vitro culture of wood decay fungi and mycoparasites
- identification of wood decay fungi and mycoparasites
- methods of decanting and preparing standard laboratory chemicals and materials
- creation of selective culturing media to grow and isolate field samples
- preparation of field samples for culturing on media
- methods of sampling from field samples
- methods of application of samples to growth media
- isolation of clean cultures from primary field cultures
- methods of obtaining clean samples
- preparation of cultured samples
- deoxyribonucleic (DNA) based assay techniques
- documentation of records
- secure storage of digital and physical evidence: field samples, slides, growth media, DNA and cultured samples
- chain of evidence protocols
- preparation of microscope slides of isolated cultures
- identification of cultured fungal samples
- laboratory identification of wood decay fungi to generic level
- digital imaging of identified fungi
- laboratory assay tests for growth rate, temperature range, pathogenicity, and mycoparasitism to evaluate fungal characteristics
- documentation of experimental assay test results
- development and maintenance of culture collections
- methods of submission to relevant government databases and culture collections
- documentation of diagnostic reports
- emergency plant pest (EPP)
- PLANPLAN guidelines.
Assessment Conditions

It is an industry requirement that competency in this unit requires the:

- field identification of a minimum of ten (10) wood decay fungi to generic level
- field identification of a minimum of ten (10) non-pathogenic fungi to generic level
- analysis of the lifecycle, biology, ecology and effects of a minimum of ten (10) saprophytic wood decay fungi species
- analysis of the lifecycle, biology, ecology and effects of a minimum of ten (10) pathogenic wood decay fungi species
- laboratory identification of a minimum of five (5) wood decay fungi to generic level.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - digital camera with macro
  - diagnostic tools including sounding hammer, trowel, probe, cordless drill
  - soil testing equipment
  - digital dissection microscope 10-100x
  - compound microscope
  - microtome, staining and slide mounting equipment
  - slides and coverslips
  - temporary/permanent mountant
  - histochemical stains
  - laboratory equipment to perform aseptic techniques in a sterile environment
- materials:
  - emergency plant pest diagnostic report

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- mycology vocational competencies at least to the level being assessed
- current mycology skills directly relevant to the unit of competency being assessed
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB703 Research urban forest performance

Modification History

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Application

This unit of competency describes the skills and knowledge required to research urban forest performance.

This unit applies to individuals with broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice and cognitive, technical and communication skills to demonstrate autonomy, well developed judgement and responsibility in undertaking complex self-directed work and learning to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas of urban forestry and climate change.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Research urban forest processes | 1.1 Research and define elemental components of urban forests  
1.2 Research role of urban forests as a primary component of urban ecosystems  
1.3 Research threats to and resilience of urban forests in cities  
1.4 Research regulation of hydrological processes, retention of precipitation, mitigation of salinity and effects of trees on water quality  
1.5 Research relationship of soil biological network, soil chemistry, soil structure and trees to soil structure stabilisation and erosion potential  
1.6 Determine contribution of trees towards rhizosphere biodiversity, bioremediation and soil health |
| 2. Evaluate benefits of urban forests | 2.1 Research energy conservation and micro-climate modification systems of trees and urban forests  
2.2 Research heat island analyses of an urban area  
2.3 Evaluate health, social and psychological benefits of urban forests  
2.4 Document evidence-based research into a preliminary report on benefits of urban forests |
| 3. Analyse methods and document report | 3.1 Research current methods and technologies for spatial mapping of urban forests  
3.2 Analyse process of carbon sequestration in urban forests  
3.3 Analyse methods for sampling urban forests  
3.4 Evaluate urban forest valuation methodologies  
3.5 Document a preliminary report on methods of valuation of an urban forest |
| 4. Examine climate change mitigation | 4.1 Research contribution of urban forest to carbon cycles  
4.2 Determine local climate, soil factors and management factors affecting forest growth and sequestration  
4.3 Research contribution of forest carbon sequestration to mitigation of climate change  
4.4 Document an evaluation of forest mitigation on climate change |
| 5. Compile and document reports | 5.1 Document a report on the social, environmental, economic and climatic values of urban forests  
5.2 Determine challenges of increased urbanisation and urban densification on urban forests  
5.3 Determine potential benefit of urban forest to mitigate climate change  
5.4 Compile preliminary reports and document a report describing multi-disciplinary solutions to challenges of urbanisation on urban forests |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

Not in unit mapping for CfE, but is used in AHC80115 - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322ef72
Assessment Requirements for AHCARB703 Research urban forest performance

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- researching and define elemental components of urban forests
- researching role of urban forests as a primary component of urban ecosystems
- researching threats to and resilience of urban forests in cities
- researching regulation of hydrological processes, retention of precipitation, mitigation of salinity, and effects of trees on water quality
- researching relationship of soil biological network, soil chemistry, soil structure and trees to soil structure stabilisation and erosion potential
- determining contribution of trees towards rhizosphere biodiversity, bioremediation and soil health
- researching energy conservation and micro-climate modification systems of trees and urban forests
- researching heat island analyses of an urban area
- evaluating health, social and psychological benefits of urban forests
- documenting evidence-based research into a preliminary report on benefits of urban forests
- researching current methods and technologies for spatial mapping of urban forests
- analysing process of carbon sequestration in urban forests
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- researching contribution of forest carbon sequestration to mitigation of climate change
• documenting an evaluation of forest mitigation on climate change
• documenting a report on the social, environmental, economic and climatic values of urban forests
• determining challenges of increased urbanisation and urban densification on urban forests
• determining potential benefit of urban forest to mitigate climate change
• compiling preliminary reports and documenting a report describing multi-disciplinary solutions to challenges of urbanisation on urban forests.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• elemental components of urban forests
• role of urban forests as a primary component of urban ecosystems
• threats to and resilience of urban forests in cities
• regulation of hydrological processes, retention of precipitation, mitigation of salinity, and effects of trees on water quality
• relationship of soil biological network, soil chemistry, soil structure and trees to soil structure stabilisation and erosion potential
• contribution of trees towards rhizosphere biodiversity, bioremediation and soil health
• energy conservation and micro-climate modification systems of trees and urban forests
• heat island analyses of an urban area
• health, social and psychological benefits of urban forests
• current methods and technologies for spatial mapping of urban forests
• process of carbon sequestration in urban forests
• methods for sampling urban forests
• urban forest valuation methodologies
• contribution of urban forest to carbon cycles
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• evaluation of forest mitigation on climate change
• social, environmental, economic and climatic values of urban forests
• challenges of increased urbanisation and urban densification on urban forests
• potential benefit of urban forest to mitigate climate change
• multi-disciplinary solutions to challenges of urbanisation on urban forests.

Assessment Conditions
Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.
Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - statistical software
  - internet connection
  - measurement and data collection tools
- materials:
  - urban forest report

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- urban forestry vocational competencies at least to the level being assessed
- current urban forestry skills directly relevant to the unit of competency being assessed

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB704 Conduct an entomology research project

Modification History

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Application

This unit of competency describes the skills and knowledge required to conduct an entomology research project.

This unit applies to individuals with broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice and cognitive, technical and communication skills to demonstrate autonomy, well developed judgement and responsibility in undertaking complex self-directed work and learning to provide specialist advice and functions.

The role involves the self-directed application of specialised knowledge in arboriculture with substantial depth in areas of tree pathology and entomology.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)

Elements and Performance Criteria

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</table>
| 1. Research Insects | 1.1 Describe and identify anatomical, morphological and taxonomical features of insect specimens  
1.2 Examine and describe the behaviour, ecology and nutrition of insect interaction with trees  
1.3 Research annualised population and generational behaviour of insects |
| 2. Construct professional resource collections | 2.1 Develop and document an insect collection  
2.2 Construct database of tree pests and vectors  
2.3 Compile host, climatic and geographic distribution data  
2.4 Record and compile generational phenology |
| 3. Research and assess tree-pest and vector interactions | 3.1 Research and identify natural antagonists, predators and parasitoids of insects  
3.2 Identify phytophagous and damaging insect-tree dynamics  
3.3 Identify symbiotic/beneficial and insect-tree dynamics  
3.4 Research physiology of tree resistance to insects  
3.5 Research host-pathogen and pathogen-vector interactions  
3.6 Evaluate conditions associated with the selection of host trees by subcortical feeding insects and the factors associated with successful attack  
3.7 Research and assess insect transmission of disease  
3.8 Evaluate multi-trophic interactions between host plant-pest-pathogen/parasitoids from a systems approach |
| 4. Evaluate control systems | 4.1 Determine economic costs of insects  
4.2 Evaluate insects as environmental indicators  
4.3 Determine insect biological hazards  
4.4 Investigate direct and indirect impact and effects of chemical pesticides or biocontrol agents on target and non-target organisms  
4.5 Research insect resistance to pesticides  
4.6 Investigate fungi as biological control agents of tree pests  
4.7 Evaluate biological control methods of Integrated Pest Management (IPM)  
4.8 Research and evaluate plant health management options to offset the effects of insect damage |
| 5. Present results | 5.1 Collect, tabulate, and statistically analyse data for publications  
5.2 Determine the relevance of the results to arboriculture  
5.3 Compile and communicate research and test results in a research paper  
5.4 Submit research paper to a professional technical peer-reviewed journal |
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<td>5.5 Review feedback and amend where appropriate</td>
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<td>5.6 Communicate key facts and conclusions to industry in an article published in a non-technical industry publication or via presentation to an industry training event</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

Not in unit mapping for CfE, but is used in AHC80115 - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB704 Conduct an entomology research project

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- describing and identifying anatomical, morphological and taxonomical features of insect specimens
- examining and describe the behaviour, ecology and nutrition of insect interaction with trees
- researching annualised population and generational behaviour of insects
- constructing a database of tree pests and vectors
- developing and documenting an insect collection
- compiling host climatic and geographic distribution data
- researching and identifying natural antagonists, predators and parasitoids of insects
- identifying phytophagous and damaging insect-tree dynamics
- identifying symbiotic/beneficial and insect-tree dynamics
- researching physiology of tree resistance to insects
- researching host-pathogen and pathogen-vector interactions
- evaluating conditions associated with the selection of host trees by subcortical feeding insects and the factors associated with successful attack
- researching and assess insect transmission of disease
- evaluating multi-trophic interactions between host plant-pest-pathogen/parasitoids from a systems approach
- determining economic costs of insects
- evaluating insects as environmental indicators
- determining insect biological hazards
- investigating direct and indirect impact and effects of chemical pesticides or biocontrol agents on target and non-target organisms
- researching insect resistance to pesticides
• investigating fungi as biological control agents of tree pests
• evaluating biological control methods of integrated pest management (IPM)
• researching and evaluating plant health management options to offset the effects of insect damage
• collecting, tabulating, and statistically analysing data for publications
• determining the relevance of the results to arboriculture
• compiling and communicate research and test results in a research paper
• submitting research paper to a professional technical peer-reviewed journal
• reviewing feedback and amend where appropriate
• communicating key facts and conclusions to industry in an article published in a non-technical industry publication or via presentation to an industry training event.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• anatomical, morphological and taxonomical features of insect specimens
• behaviour, ecology and nutrition of insect interaction with trees
• annualised population and generational behaviour of insects
• database construction of tree pests and vectors
• annualised population of insects
• generational behaviour of insects
• insect collections
• generational phenology
• host, climatic and geographic distribution data
• natural antagonists, predators and parasitoids of insects
• phytophagous and damaging insect-tree dynamics
• symbiotic/beneficial and insect-tree dynamics
• physiology of tree resistance to insects
• host-pathogen and pathogen-vector interactions
• conditions associated with the selection of host trees by subcortical feeding insects
• factors associated with successful attack
• insect transmission of disease
• multi-trophic interactions between host plant-pest-pathogen/parasitoids from a systems approach
• economic costs of insects
• insects as environmental indicators
• insect biological hazards
• direct and indirect impact and effects of chemical pesticides or biocontrol agents
• target and non-target organisms
• insect resistance to pesticides
• fungi as biological control agents of tree pests
• biological control methods of Integrated Pest Management (IPM)
• plant health management options to offset the effects of insect damage
• collection, tabulation, and statistical analysis of data for publications
• compilation and communication of research and test results in a research paper
• professional technical peer-reviewed journal
• methods of reviewing and amending feedback
• methods of communicating key facts and conclusions in articles and presentations
• publishing in non-technical industry publications.

Assessment Conditions

It is an industry requirement that competency in this unit requires the identification by anatomical, morphological and taxonomical features of insect specimens, compiled into a collection of a minimum of one hundred (100) specimens of arboricultural concern or benefit from at least four (4) orders of insects. The collection may be digital and/or physical, correctly labelled and containing information on:

• date of collection
• location of collection
• host where applicable
• insect genus, and
• species where possible.

It is an industry requirement that research projects and management strategies include two or more of the following inter-disciplinary programs, and must focus on a specified insect or closely related insect species:

• Conceive, design, and implement safe and efficacious control strategies
• Research and develop alternative management strategies
• Investigate the longevity, infectivity, and virulence
• Monitor and assess infestation levels of outbreaks
• Design and implement biocontrol strategies using predators, parasitoids, and entomopathogenic fungi
• Design and implement methods for monitoring and assessment of population dynamics and distribution of tree pest species
• Conduct and evaluate a comparative ecological field study investigating efficacy and compatibility
• Trial and research a management plan for a phytophagous insect
• Trial and research a breeding program for a beneficial insect
• Conduct research of three model systems to examine tritrophic effects of susceptibility
• Design, implement, investigate, evaluate and report on tritrophic interactions
• Investigate preference and survivability
• Design projects investigating the subsequent risk analysis and tests required
• Develop a tree pest survey strategy
• Research and report on geographical or climatic distribution
• Coordinate an international and domestic multidisciplinary collaborative research initiative
Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - internet connection
  - digital camera with macro
  - diagnostic tools including sounding hammer, trowel, probe, cordless drill
  - soil testing equipment
  - digital dissection microscope 10-100x
  - compound microscope
  - microtome, staining and slide mounting equipment
  - slides and coverslips
  - temporary/permanent mountant
  - histochemical stains

- materials:
  - entomology research paper
  - insect collection/database of pests and vectors

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- entomology vocational competencies at least to the level being assessed
- current entomology skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB801 Contextualise diagnostic tests

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Application

This unit of competency describes the skills and knowledge required to contextualise diagnostic testing and execute a diagnostic test project.

This unit applies to individuals with advanced theoretical and technical knowledge and skills for professional or highly skilled work and/or further learning in one or more disciplines or areas of practice. This unit applies to individuals with advanced cognitive, technical and communication skills to provide specialist advice, analyse, generate and transmit solutions to complex problems, and to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.

The role involves the self-directed application of knowledge in tree anatomy, physiology, pathology, tree dynamics and the edaphic environment with substantial depth in areas such as diagnostic tool application methods and analysis of diagnostic test results.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Arboriculture (ARB)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Research diagnostic testing principles and processes | 1.1 Research peer-reviewed documentation and relevant case studies  
1.2 Develop competency in correct and functional operation of diagnostic testing equipment  
1.3 Interpret underpinning scientific principles of test processes  
1.4 Determine diagnostic assumptions and limitations of testing process for selected diagnostic tool |
| 2. Analyse requirements and calibrate processes | 2.1 Analyse quantification, variance and tolerance requirements for selected diagnostic tool  
2.2 Research calibration baselines and seek verification where required  
2.3 Verify appropriate calibration processes have been performed |
| 3. Determine project parameters and execute a diagnostic test project | 3.1 Select one or more appropriate testing processes for each of the primary domains: tree anatomy, physiology, pathology, tree dynamics and the edaphic environment  
3.2 Contextualise testing for each domain with appropriate selection of diagnostic tools  
3.3 Define scientific research method using a basis of hypothesis testing, measurement of functional relationships, and observational research as required  
3.4 Investigate scientific literature resources referenced by current science of each primary domain  
3.5 Describe efficacy of test in terms of primary domain  
3.6 Conceive and execute a diagnostic test project |
| 4. Interpret testing results | 4.1 Express testing results in performance metrics for each of the selected diagnostic tools  
4.2 Interpret results against normal and anticipated ranges  
4.3 Confirm predictive responses in terms of pre treatment results to projected post treatment outcomes  
4.4 Articulate meaning of results within context of primary domain |
| 5. Provide prognosis and document management plans | 5.1 Provide an informed prognosis  
5.2 Research management options and lag time  
5.3 Formulate a report that documents management plans |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB801 Contextualise diagnostic tests

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

It is an industry requirement that competency in this unit requires the analysis of five different diagnostic test results.

The candidate must provide evidence for and demonstrate:

- researching peer reviewed documentation and relevant case studies
- developing competency in correct, functional operation of diagnostic testing equipment
- interpreting the underpinning scientific principles of test processes
- describing the physical and other limits of the testing process
- determining the diagnostic assumptions and limitations of the testing process for the selected diagnostic tool
- analysing quantification, variance and tolerance requirements
- researching calibration baselines and seek verification where required
- verifying appropriate calibration processes have been performed
- selecting one or more appropriate testing processes for each of the primary domains of tree anatomy, physiology, pathology, tree dynamics and the edaphic environment
- contextualising testing for each domain with appropriate selection of diagnostic tools
- defining scientific research method using a basis of hypothesis testing, the measurement of functional relationships, and observational research.
- investigating and determine scientific literature resources referenced by the science of each primary domain
- describing the efficacy of the test in terms of the primary domain
- conceiving and executing a diagnostic test project
- expressing results in performance metrics of selected diagnostic tools
- interpreting results against normal and anticipated ranges
• confirming predictive responses in terms of post treatment to pre treatment results
• articulating meaning of results within context of primary domain
• providing an informed prognosis
• researching management options and lag time
• documenting management plans into report
• monitoring management plans and modify or refine as needed
• use of industry standard terminology to describe arboricultural diagnostic testing processes.

**Knowledge Evidence**

The candidate must demonstrate knowledge of:

• peer reviewed documentation and case studies
• correct, functional operation of diagnostic testing equipment
• underpinning scientific principles behind the test processes
• physical and other limits of the testing process
• diagnostic assumptions and limitations of tools
• quantification
• baselines
• calibration processes
• tree anatomy
• tree physiology
• tree dynamics
• the edaphic environment of trees
• research methods
• hypothesis testing
• measurement of functional relationships
• verifying efficacy of a test
• performance metrics
• normal anticipated ranges of test result
• scientific research methods
• scientific literature
• diagnostic test projects and processes
• the contextual meaning of tests results
• prognostics
• management of diagnostic outcomes
• management plans
• monitoring management plans.
Assessment Conditions

It is an industry requirement that competency in this unit requires the analysis of a minimum of five different diagnostic test results, one in each of the primary domains of tree anatomy, physiology, pathology, tree dynamics and the edaphic environment.

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - statistical software
  - internet connection
  - diagnostic tools selected for testing
- materials:
  - diagnostic test project
  - diagnostic test project management plan

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- arboriculture vocational competencies at least to the level being assessed
- current arboriculture industry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB802 Develop an urban forest management framework

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop an urban forest management framework incorporating the policy documentation and urban forest management planning.

This unit applies to individuals with advanced theoretical and technical knowledge and skills for professional or highly skilled work and/or further learning in one or more disciplines or areas of practice. This unit applies to individuals with advanced cognitive, technical and communication skills to provide specialist advice, analyse, generate and transmit solutions to complex problems, and to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.

The role involves the self-directed application of knowledge in tree anatomy, physiology, pathology, tree dynamics and the edaphic environment with substantial depth in areas such as forest asset management, tree inventory and data analysis.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
AHCARB703 Research urban forest performance

Unit Sector
Arboriculture (ARB)
## Elements and Performance Criteria

<table>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>

1. Establish performance metrics and analyse resources
   - 1.1 Research models of urban forest management
   - 1.2 Establish the key performance metrics and outcomes to be assessed incorporating specific parameters from the client brief
   - 1.3 Determine the data sets to be collected required for objectives of managing the resources and needs of stakeholders
   - 1.4 Analyse urban forest resources
   - 1.5 Determine agents and conditions affecting urban forest health
   - 1.6 Analyse species spatially in target geographic areas using geographical information systems (GIS) as required
   - 1.7 Determine canopy density targets

2. Determine urban forest asset value
   - 2.1 Determine outcomes in social, environmental, public health, economic, and aesthetic terms
   - 2.2 Determine asset value of single tree and forest based on value criteria of client and relevant benchmarks
   - 2.3 Perform cost-benefit analysis of forest assets
   - 2.4 Analyse variation in asset value within relevant variables

3. Review policy documentation
   - 3.1 Analyse and review relevant policy documents for meeting performance metrics and desired outcomes
   - 3.2 Determine statutory, liability and risk issues requiring consideration
   - 3.3 Identify stakeholder requirements and perceptions
   - 3.4 Evaluate the extent of impact and outcomes of proposed policy documents
   - 3.5 Create policy determinations on tree assets and record as reports
   - 3.6 Create and document urban forest management policy

4. Develop and document management plan
   - 4.1 Develop appropriate conceptual framework for urban forest management
   - 4.2 Develop street tree master plans as required
   - 4.3 Set vision and objective statements
   - 4.4 Determine quantifiable goals
   - 4.5 Use tree inventory and mapping data management software as required
   - 4.6 Establish and maintain inventories and databases
   - 4.7 Develop implementation and operational plans
   - 4.8 Develop and document an urban forest management plan
Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
New unit. No equivalent unit.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCARB802 Develop an urban forest management framework

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- researching models of urban forest management
- establishing the key performance metrics and outcomes to be assessed incorporating specific parameters from the client brief
- determining the data sets to be collected required for objectives of managing the resources and needs of stakeholders
- analysing urban forest for resources
- determining agents and conditions affecting urban forest health
- analysing species spatially in target geographic areas using geographical information systems (GIS)
- determining canopy density targets
- determining outcomes in social, environmental, public health, economic, and aesthetic terms
- determining asset value of single tree and forest based on value criteria of client and relevant benchmarks
- performing cost-benefit analysis of forest assets
- analysing variation in asset value within relevant variables
- analysing and reviewing relevant policy documents for meeting performance metrics and desired outcomes
- determining statutory, liability and risk issues requiring consideration
- identifying stakeholder requirements and perceptions
- evaluating the extent of impact and outcomes of proposed policy documents
- creating policy determinations on tree assets and record as reports
- creating and document urban forest management policy
- developing appropriate conceptual framework for urban forest management
- determining the requirement for street tree master plans
- setting vision and objective statements
- determining quantifiable goals
- using tree inventory and mapping data management software as required
- establishing and maintain inventories and databases
- developing implementation and operational plans
- developing and document an urban forest management plan
- use of industry standard terminology to describe urban forest management.

**Knowledge Evidence**

The candidate must demonstrate knowledge of:

- models of urban forest management
- key performance metrics
- data sets
- urban forest resources analysis
- tree assets
- urban forest health
- spatial analysis of trees
- geographical information systems (GIS)
- canopy density targets
- outcomes in social, environmental, public health, economic, and aesthetic terms
- asset value of single tree
- asset value of forest
- value criteria
- relevant benchmarks
- cost-benefit analysis
- forest assets
- variation in asset value
- variables
- performance metrics
- stakeholder requirements and perceptions
- policy determinations
- urban forest management policy
- conceptual framework
- urban forest management
- street tree master plans
- vision statements
- statement of objectives
- quantifiable goals
- tree inventory
- mapping data
- mapping data management
- mapping data management software
- inventories and databases
- implementation plans
- operational plans
- urban forest management plans.

Assessment Conditions

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

- equipment:
  - computer
  - word processing software
  - statistical software
  - internet connection
- materials:
  - urban forest management plan

Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:

- urban forestry vocational competencies at least to the level being assessed
- current urban forestry skills directly relevant to the unit of competency being assessed

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCARB803 Analyse edaphic interactions of trees and structures

Modification History

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<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to analyse the edaphic interactions of trees and structures.

This unit applies to individuals with advanced theoretical and technical knowledge and skills for professional or highly skilled work and/or further learning in one or more disciplines or areas of practice. This unit applies to individuals with advanced cognitive, technical and communication skills to provide specialist advice, analyse, generate and transmit solutions to complex problems, and to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.

The role involves the self-directed application of knowledge in tree anatomy, physiology and the edaphic environment with substantial depth in areas such as tree failures and biomechanics in the built environment.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCARB701 Analyse tree biomechanics

Unit Sector

Arboriculture (ARB)
Elements and Performance Criteria

<table>
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<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Determine soil attributes | 1.1 Research repose angle of soil materials  
1.2 Research soil plasticity  
1.3 Measure soil moisture content and field capacity of soil  
1.4 Research the effects of soil moisture on soil cohesion and plasticity  
1.5 Research modes of soil liquefaction  
1.6 Determine soil texture  
1.7 Assess level of soil cohesion  
1.8 Determine shear strength of the soil of concern  
1.9 Research load bearing capacity of soil of concern  
1.10 Determine mass of the soil plate |
| 2. Determine root attributes | 2.1 Determine root morphology, division and distribution  
2.2 Determine amount of buttressing of tree  
2.3 Determine species development of tap root system  
2.4 Research identifying anatomical features of tree roots  
2.5 Identify tree roots based on anatomical features |
| 3. Calculate forces from roots | 3.1 Research, experimentally model or demonstrate forces and pressures exerted into or through the soil, directly and indirectly by trees  
3.2 Estimate and measure dimensions of roots exerting a force on a structure of concern  
3.3 Calculate total surface area of the roots exerting a force on a structure of concern  
3.4 Calculate force exerted by roots per unit of surface area of structure  
3.5 Calculate total force exerted by roots of a given surface area |
| 4. Determine structure attributes | 4.1 Measure and determine volume of structure of concern  
4.2 Research and calculate mass of the structure and adjacent structures |
<table>
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<tr>
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<tr>
<td>4.3 Consider the impact of gravity on mass</td>
<td>5.1 Determine factors of root–soil matrix interactions</td>
</tr>
<tr>
<td>4.4 Determine effect of leverage on the forces exerted by tree roots onto structure of concern</td>
<td>5.2 Consider area of contact between root and soil</td>
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<td>5.3 Consider elasticity, tensile strength and breaking stress of roots</td>
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<td>5.4 Investigate root cross-sectional morphology</td>
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<td>5.5 Assess extent of root plate damage, deficiencies or defects</td>
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<td>5.6 Estimate impact of static and dynamic testing for root plate stability</td>
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<td>5.7 Evaluate the likelihood of root failure by root breakage</td>
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<td>5.8 Evaluate the likelihood of anchorage failure by soil breakage or slippage</td>
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<tr>
<td></td>
<td>6.1 Research and consider effects of increasing mass</td>
</tr>
<tr>
<td></td>
<td>6.2 Research and consider methods for, and effects of, increasing the modus of rupture</td>
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<tr>
<td></td>
<td>6.3 Research and consider effects of use of curved structures</td>
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<tr>
<td></td>
<td>6.4 Research and consider effects of soil mass and friction</td>
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<td></td>
<td>6.5 Research and consider effects of use of anchors, braces and props</td>
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<tr>
<td></td>
<td>6.6 Compile a portfolio of above research including personal annotations and calculations</td>
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<tr>
<td>5. Define the root-soil matrix factors for root/soil breakage</td>
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<tr>
<td>5.1 Determine factors of root–soil matrix interactions</td>
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<tr>
<td>5.2 Consider area of contact between root and soil</td>
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<tr>
<td>6. Research structural engineering solutions</td>
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<tr>
<td>6.1 Research and consider effects of increasing mass</td>
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<td></td>
</tr>
<tr>
<td>6.6 Compile a portfolio of above research including personal annotations and calculations</td>
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</tr>
<tr>
<td>7. Prepare stability and expert witness reports</td>
<td></td>
</tr>
<tr>
<td>7.1 Prepare report on likelihood of tree causing damage to structure of concern including all test results, assumptions and calculations</td>
<td></td>
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<tr>
<td>7.2 Provide design suggestions to mitigate likelihood of damage to a similar replacement structure</td>
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<tr>
<td>7.3 Prepare report on relative stability of tree as a result of a defective or damaged root plate</td>
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<tr>
<td>7.4 Provide design suggestions to mitigate likelihood of whole tree failure as a result of defective or damaged root plate</td>
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<tr>
<td>7.5 Prepare expert witness report on harm by roots on</td>
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<tr>
<td>Element</td>
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<tr>
<td>structures; or on stability of tree with a defective or damaged root plate, as required</td>
<td></td>
</tr>
</tbody>
</table>

8. Facilitate teamwork

8.1 Review construction and engineering language terminology
8.2 Discuss installation and protection measures to non-arboricultural project personnel
8.3 Resolve issues in construction and engineering terminology
8.4 Communicate in the language, concepts, basic science and technology of construction, architecture and engineering allied professions

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCARB803 Analyse edaphic interactions of trees and structures Release 2</td>
<td>AHCARB803 Analyse edaphic interactions of trees and structures Release 1</td>
<td>Minor typographical errors corrected</td>
<td>Equivalent unit</td>
</tr>
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**Links**

Assessment Requirements for AHCARB803 Analyse edaphic interactions of trees and structures

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence for and demonstrate:

- researching repose angle of soil materials
- researching soil plasticity
- measuring soil moisture content and field capacity of soil
- researching the effects of soil moisture on soil cohesion and plasticity
- researching modes of soil liquefaction
- determining soil texture
- assessing level of soil cohesion
- determining shear strength of the soil of concern
- researching load bearing capacity of soil of concern
- determining mass of the soil plate
- determining root morphology, division and distribution
- determining amount of buttressing of tree
- determining species development of tap root system
- researching identifying anatomical features of tree roots
- identifying tree roots based on anatomical features
- researching, experimentally modelling or demonstrating forces and pressures exerted into or through the soil, directly and indirectly by trees
- estimating and measuring dimensions of roots exerting a force on a structure of concern
- calculating total surface area of the roots exerting a force on a structure of concern
- calculating force exerted by roots per unit of surface area of structure
• calculating total force exerted by roots of a given surface area
• measuring and determine volume of structure of concern
• researching and calculate mass of the structure and adjacent structures
• considering the impact of gravity on mass
• determining effect of leverage on the forces exerted by tree roots onto structure of concern
• determining factors of root–soil matrix interactions
• considering area of contact between root and soil
• considering elasticity, tensile strength and breaking stress of roots
• investigating root cross-sectional morphology
• assessing extent of root plate damage, deficiencies or defects
• estimating impact of static and dynamic testing for root plate stability
• evaluating the likelihood of root failure by root breakage
• evaluating the likelihood of anchorage failure by soil breakage or slippage
• researching and considering effects of increasing mass
• researching and considering methods for, and effects of, increasing the modus of rupture
• researching and considering effects of use of curved structures
• researching and considering effects of soil mass and friction
• researching and considering effects of use of anchors, braces and props
• compiling a portfolio of above research including personal annotations and calculations
• preparing report on likelihood of tree causing damage to structure of concern including all test results, assumptions and calculations
• providing design suggestions to mitigate likelihood of damage to a similar replacement structure
• preparing report on relative stability of tree as a result of a defective or damaged root plate
• providing design suggestions to mitigate likelihood of whole tree failure as a result of defective or damaged root plate
• preparing expert witness report on harm by roots on structures; or on stability of tree with a defective or damaged root plate, as required
• reviewing construction and engineering language terminology
• discussing installation and protection measures to non-arboricultural team members
• resolving issues in construction and engineering terminology
• communicating in the language, concepts, basic science and technology of construction, architecture and engineering allied professions.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• repose angle of soil materials
• soil plasticity
• soil moisture content
• field capacity of soil
• effects of soil moisture on soil cohesion and plasticity
• modes of soil liquefaction
• soil texture
• soil cohesion
• shear strength of the soil
• load bearing capacity
• mass of soil plate
• root morphology
• root division
• root distribution
• buttressing
• species development of tap root systems
• anatomical features of tree roots
• identification of tree roots based on anatomical features
• research, experimental modelling and demonstration methods
• forces and pressures exerted into or through the soil, directly and indirectly by trees
• estimation and measurement of dimensions of roots exerting a force on a structure
• calculation of the total surface area of the roots exerting a force on a structure
• calculation of the force exerted by roots per unit of surface area of structure
• calculation of the total force exerted by roots of a given surface area
• measurement of volume of structures
• calculation of the mass of structures
• impact of gravity on mass
• effect of leverage on the forces exerted by tree roots onto structure
• factors of root–soil matrix interactions
• area of contact between root and soil
• elasticity of roots
• tensile strength of roots
• breaking stress of roots
• root cross-sectional morphology
• extent of root plate damage
• extent of root plate deficiencies
• extent of root plate defects
• impact of static and dynamic testing for root plate stability
• likelihood of root failure by root breakage
• likelihood of anchorage failure by soil breakage or slippage
• effects of increasing mass
• effects of use of curved structures
• effects of soil mass and friction
• effects of, increasing the modus of rupture
• effects of use of anchors, braces and props
• portfolio of research
• personal annotations and calculations
• report preparation
• test results and assumptions
• relative stability of tree
• whole tree failure
• design suggestions for mitigation of damage and whole tree failure
• harm by roots on structures
• expert witness reports
• expert witness report on harm by roots on structures
• construction language terminology
• engineering language terminology
• installation and protection measures
• concepts, basic science and technology of structural engineering
• concepts, basic science and technology of construction
• concepts, basic science and technology of architecture.

Assessment Conditions

It is an industry requirement that competency in this unit requires the preparation of a minimum of two (2) different reports:

• a report on harm by roots on structures
• a report on stability of tree with a defective or damaged root plate

Assessment must be demonstrated consistently over time in a suitable range of contexts and have a productivity-based outcome. No single assessment event or report is sufficient to achieve competency in this unit.

Assessment may be conducted in a simulated or real work environment, however determination of competency requires the application of work practices under work conditions.

The mandatory equipment and materials used to gather evidence for assessment include:

• equipment:
  • computer
  • word processing software
  • internet connection
  • digital camera with macro
  • diagnostic tools including sounding hammer, trowel, probe, cordless drill
  • soil testing equipment
  • digital dissection microscope 10-100x
  • compound microscope
  • microtome, staining and slide mounting equipment
  • slides and coverslips
  • temporary/permanent mountant
• histochemical stains
• materials:
  • structural damage and stability report
  • glossary of construction, architecture and engineering terminology
Assessors must satisfy current standards for RTOs in the assessment of arboriculture units of competency.

Assessment must be conducted only by persons who have:
• tree biomechanics vocational competencies at least to the level being assessed
• current tree biomechanics skills directly relevant to the unit of competency being assessed

Links
Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCASW301 Protect places of Aboriginal cultural significance

Modification History

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Application

This unit of competency describes the skills and knowledge required to protect places of cultural significance to Aboriginal people. It requires following Aboriginal cultural protocols and details the specific cultural, gender and kinship sensitivities of working in Aboriginal communities and on Country with diverse cultural requirements.

This unit applies to those whose work on Country and in cultural keeping places and includes protecting cultural places, sites and objects often in co-operation with a range of stakeholders and with reference to Aboriginal communities and/or line management. The unit involves and requires a high level of awareness and experience with Aboriginal culture and communities and the need to observe Aboriginal cultural protocols. This unit is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit, due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Aboriginal Sites Work (ASW)
# Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify and communicate with key stakeholders | 1.1 Identify appropriate persons within communities who hold cultural knowledge relevant to determining the cultural significance of Aboriginal places and heritage  
1.2 Develop working relationships with key stakeholders that assist in the management of culturally significant places  
1.3 Develop communication approaches that place Aboriginal cultural protocols and values at the forefront and accommodate stakeholder concerns and interests  
1.4 Seek and obtain views on the way in which the cultural significance and resource can be conserved and used  
1.5 Report feedback to management for operational planning processes |
| 2. Define cultural significance | 2.1 Ensure cultural knowledge holders inform the decision-making process to determine the cultural significance of places  
2.2 Acknowledge and respect traditional Aboriginal knowledge, practices, rights and responsibilities in managing Country and environment  
2.3 Determine the Aboriginal beliefs embedded in a place of cultural significance  
2.4 Recognise the embodiment of cultural significance in the place itself, its fabric, natural resources, setting, use, associations, meanings, records, related places and related objects  
2.5 Assess cultural significance  
2.6 Document cultural significance in accordance with Community permissions |
| 3. Identify threats to Aboriginal cultural places | 3.1 Identify threats to culturally significant places, both external and internal to the area under consideration  
3.2 Observe, describe and record details of evidence of land degradation using standard industry and Indigenous terminology and according to Community permissions  
3.3 Participate in a risk assessment of all threats to determine potential impact on sites and associated cultural landscape  
3.4 Identify appropriate protection or conservation measures to control potential and actual threats |
| 4. Conserve significance | 4.1 Use conservation policies and plans along with stakeholder views to participate in planning for ongoing conservation actions  
4.2 Implement conservation activities in culturally sensitive ways,
Element | Performance criteria
--- | ---
 | and in accordance with Burra Charter guidelines and enterprise, Community and legislative requirements
4.3 Apply safe and environmentally sustainable work practices
4.4 Obtain resources for conservation and restoration activities, along with any associated ceremonial or cultural activity

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCASW301A Protect places of Aboriginal cultural significance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW301 Protect places of Aboriginal cultural significance

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify appropriate cultural authorities for a Community, place or for a site
- develop working relationships with Aboriginal and non-Aboriginal stakeholders in cultural sites
- canvass views in determining the cultural significance and heritage value and preservation issues of an Aboriginal cultural site
- contribute to planning for the protection of an Aboriginal cultural site including identifying resources required and submissions to be completed
- observe Aboriginal cultural protocols when working with stakeholders and land managers
- identify threats to Aboriginal site and measures to mitigate and manage the risk of damaging incidents or loss of cultural integrity
- identify natural resources and how they relate to cultural protocol, spirituality, art, environment, values, beliefs and lore/law
- identify cultural rights and responsibilities when using Community knowledge, information and material
- identify groups to be consulted in relation to owners or custodians of cultural and Community knowledge, information and material
- use Aboriginal names and standard industry terminology appropriate to the task
- apply work health and safety practices in the context of own work
- apply appropriate sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:
Assessment Requirements for AIICASW301 Protect places of Aboriginal cultural significance

- Community’s history, cultural values and interpersonal and Community protocols related to the place
- Authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- Industry, organisational and enterprise policies and procedures for conservation of places of cultural significance
- Key concepts of Burra Charter and Guidelines
- Key concepts of Cultural and Heritage Legislation and National Parks and Wildlife Service (NPWS) legislation relevant to the protection of Aboriginal significant places.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW302 Relate Aboriginal culture to sites work

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Application

This unit of competency describes the skills and knowledge required to understand cultural landscapes from Aboriginal perspectives. The unit introduces overarching belief systems that operate where Aboriginal sites work takes place. It provides a conceptual foundation for understanding Aboriginal cultural protocols, cultural customs and cultural practices that the Aboriginal sites worker is likely to encounter in daily work routines.

This unit applies to Aboriginal worldviews and beliefs as they impact and affect Aboriginal sites work on Country. The unit applies to working either as an autonomous sites worker or under the supervision and cultural authority of Traditional owners or Elders for specific Country and is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge and materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Aboriginal Sites Work (ASW)
# Elements and Performance Criteria

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</tbody>
</table>
| 1. Apply understanding of traditional cultural frameworks when working with Aboriginal people | 1.1 Integrate the relationship to the land into daily work routines  
1.2 Determine relationships of Aboriginal objects, features and cultural landscapes to Aboriginal beliefs  
1.3 Determine the interrelationship of discrete Aboriginal sites to cultural frameworks  
1.4 Acknowledge and respect traditional knowledge, belief systems, customs and cultural practices in managing Country |
| 2. Recognise traditional Aboriginal social frameworks | 2.1 Recognise different language groups and general lore/laws and customs  
2.2 Identify extended family structures and clans in physical and geographical locations  
2.3 Relate totemic structures and associated stories about ancestral beings from the Creation Period to landscape features and sites  
2.4 Identify social structures that define the social positions, behaviours and obligations in kinship names, sections and networks  
2.5 Identify the kinship system for determining roles and responsibilities, marriage unions, ceremonial relationships, funeral roles and behaviour patterns with other kin  
2.6 Determine marriage relationships resulting from the union of two moieties or skin names  
2.7 Recognise and respect gender roles |
| 3. Relate Aboriginal spirituality to the landscape | 3.1 Acknowledge and record Aboriginal beliefs that determine Aboriginal cultural protocols  
3.2 Define the connection between spirituality and the land in local and trans-local terms of identity, culture and food  
3.3 Relate the historical and present living environments to Dreaming stories and cultural knowledge  
3.4 Recount cultural language and customs embedded in the relationship to the land and Aboriginal sites  
3.5 Define the relationships of Creation stories, oral histories, kinship and totems to the cultural landscape  
3.6 Recount the sense of belonging to the land and culture embedded in landscape in culturally appropriate ways  
3.7 Express elements of spirituality in ceremony, rituals, stories, dance, song, art and language |
<p>| 4. Relate the interactions | 4.1 Record the effects of cultural disconnection with the land, |</p>
<table>
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<tbody>
<tr>
<td>between Dreaming, traditional beliefs and ceremonies to Aboriginal sites work</td>
<td>spirituality and ceremonial expressions of culture</td>
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<tr>
<td></td>
<td>4.2 Record impacts of disintegration and disconnection on Aboriginal sites</td>
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<td></td>
<td>4.3 Acknowledge and respect the evolving nature of Dreaming</td>
</tr>
<tr>
<td></td>
<td>4.4 Identify and document current trends in mainstream culture and heritage and opportunities and threats to the Aboriginal sites work</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCASW302A Relate Aboriginal culture to sites work.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW302 Relate Aboriginal culture to sites work

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- explain traditional Aboriginal belief systems of the Community
- identify examples and impacts of disintegration and disconnection with Aboriginal culture
- describe the relationship between the land and environment and Aboriginal peoples in culturally relevant ways
- explain the relationship between Dreaming, traditional beliefs, Ceremony and sites
- use Aboriginal names and standard industry terminology appropriate to the task.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- how to source appropriate cultural and lore/law authority for specific Country and/or sites
- protocols and customs relating to disclosure of knowledge about Country
- Aboriginal cultural and social frameworks
- Community’s ancestral beliefs
- kinship names, sections and networks
- totems, moieties, skin names
- relationship of Community’s Dreaming to the site and how it is evolving
- rules and limitations to access to cultural knowledge
- different social structures of various Indigenous Communities
- Indigenous cultural customs and heritage of the Community
- recording and documentation procedures used by organisation.
Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW303 Identify and record Aboriginal sites, objects and cultural landscapes

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Application

This unit of competency describes the skills and knowledge required to record information and knowledge on Country from both an Aboriginal and non-Aboriginal perspective.

This unit applies to the identification and recording of Aboriginal sites, objects and cultural landscapes on Country. The unit applies to working with lore/law men and women either as an autonomous sites worker or under the supervision and cultural authority of Traditional Owners or Elders for specific Country and is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge and/or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Aboriginal Sites Work (ASW)
## Elements and Performance Criteria

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</table>
| **1. Identify Aboriginal sites, objects and materials and cultural landscapes on Country** | 1.1 Identify and consult appropriate cultural authorities  
1.2 Obtain approval to be on Country and perform identification and recording work  
1.3 Determine boundaries and extent of Country according to Community guidelines and Aboriginal cultural protocols  
1.4 Determine details of land management and maintenance practices  
1.5 Identify Aboriginal materials and objects accurately  
1.6 Identify Aboriginal cultural landscapes and Aboriginal sites accurately  
1.7 Determine the interrelationship of discrete Aboriginal sites to cultural landscapes and Indigenous land management  
1.8 Carry out work on and off Country in accordance with work health and safety policies and procedures |
| **2. Use the relevant Information Management System (IMS)** | 2.1 Determine the relevant government jurisdiction  
2.2 Research and determine the relevant information management system (IMS) in operation and the organisation responsible for maintaining the system  
2.3 Apply access restrictions to the IMS and confidentiality measures for recording secret, sacred materials  
2.4 Access the IMS and select relevant options  
2.5 Initiate and maintain, transfer of site, features and/or cultural landscape information |
| **3. Record information on Aboriginal sites, objects and cultural landscapes** | 3.1 Use information and data collected about the Aboriginal site, objects, features or landscape according to Community guidelines and Aboriginal cultural protocols  
3.2 Acknowledge and avoid practices which could damage the level of trust and respect between stakeholders, negotiating parties and the Community  
3.3 Categorise and record site context, location and information data  
3.4 Categorise and record feature data  
3.5 Record Aboriginal Community interpretations, related history and culture and recommendations  
3.6 Use standard industry terminology and Aboriginal names for recording and documenting information, where appropriate |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCASW303A Identify and record Aboriginal sites, objects and cultural landscapes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW303 Identify and record Aboriginal sites, objects and cultural landscapes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can record information and knowledge on Country from both an Aboriginal and non-Aboriginal perspective.

The candidate must provide evidence that they can:

- record details of Aboriginal sites, objects and cultural landscapes consistent with the requirements of the relevant Information Management System
- record and collate information on Aboriginal culture and history for Country whilst following Aboriginal cultural protocols
- follow Community guidelines and Aboriginal cultural protocols regarding the use of information on sites, objects and cultural landscapes
- identify appropriate cultural authorities for a Community, site, story or Ceremony
- apply Community protocols and permissions to determine cultural information, material and cultural expression that is appropriate to be shared
- identify groups to be consulted in relation to owners and custodians of cultural and Community knowledge, information or material
- use Aboriginal names and standard industry terminology appropriate to the task
- apply work health and safety practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Community Aboriginal history, cultural values and interpersonal and Community protocols related to the site
- cultural rights and responsibilities when using Community knowledge, information and material
• authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
• designated cultural areas and features, boundaries and extent of Country
• protocols and customs relating to disclosure of knowledge about Country.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW304 Identify Indigenous culturally significant plants

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Application

This unit of competency describes the skills and knowledge required to observe, record and report on the presence of plants of Indigenous cultural significance against criteria provided by a supervisor or as required under legislation, regulations, and or community protocols.

This unit involves the recognition of plants of Indigenous significance that are commonly encountered in land management situations and covers knowledge of Indigenous plant identification techniques, Indigenous plant names, community and organisational procedures for obtaining and supplying advice and information about Indigenous plants, and community or organisational expectations about the range and number of Indigenous plants to be recognised.

This unit has a particular focus on culturally significant Indigenous plants, management and conservation.

This unit applies to the identification and recording of Indigenous plants, local bushland and bush foods on Country. The unit applies to working with lore/law men and women either as an autonomous worker or under the supervision and cultural authority of Traditional Owners or Elders for specific Country.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.
Pre-requisite Unit
AHCILM306 Follow Aboriginal cultural protocols

Unit Sector
Aboriginal Sites Work (ASW)

Elements and Performance Criteria

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</table>
| 1. Prepare for plant recognition | 1.1 Identify range of Indigenous plants and plant species according to pre-determined criteria, and job or client needs  
1.2 Identify and locate resources required for use in recognition activity  
1.3 Identify, select and prepare processes for Indigenous plant recognition including consultation and seeking approval from relevant cultural authorities to be on specific Country  
1.4 Identify safety hazards and apply work health and safety procedures |
| 2. Identify specified Indigenous plants | 2.1 Name specified Indigenous plants according to their identifiable characteristics and by their Indigenous name  
2.2 Determine plant habits, characteristics and significant features according to enterprise requirements  
2.3 Seek advice from cultural authorities or supervisors when necessary and where appropriate in the recognition activity |
| 3. Survey and record identification of Indigenous plants in a specified area | 3.1 Identify survey site and record location of plants using maps and grid references  
3.2 Determine and record cultural uses and significance of specified Indigenous plants  
3.3 Document information about Indigenous plants and add to reference collection according to organisational requirements  
3.4 Update reference collection if new Indigenous plants are recognised  
3.5 Identify rare or endangered plant species in location  
3.6 Determine disposal techniques for plant debris if specimen collection is necessary  
3.7 Apply environmentally sustainable practices for carrying out observation activities to minimise degradation and disturbance  
3.8 Follow work health and safety policies and procedures for |
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<td>4. Identify local bushland and/or bush foods and their uses</td>
<td>4.1 Determine the relationship between local foods, general health and the land in Aboriginal culture</td>
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<td>4.2 Locate and gather information from a range of sources about access to bush foods</td>
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<td>4.3 Identify local Indigenous plants using their common, scientific and cultural names</td>
</tr>
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<td></td>
<td>4.4 Identify Indigenous cultural uses of available bush resources for food and medicine</td>
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<td>4.5 Identify land management practices and conservation of Indigenous species</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCASW304A Identify Indigenous culturally significant plants.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW304 Identify Indigenous culturally significant plants

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify Indigenous culturally significant plants
- observe and accurately identify species of Indigenous plants
- document observations in required format, according to Community and organisational needs
- apply environmentally sustainable practices to carry out survey activities in a natural area in order to minimise disruption to the environment
- explain and/or demonstrate uses of plants for food and medicine
- utilise available resources and equipment to identify Indigenous plants accurately
- read map and grid references to identify locations of plants
- use standard industry terminology and local Community names for Indigenous plants
- apply work health and safety practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- criteria used to categorise plant species
- common and scientific names of Indigenous plants
- biological species occurring in the study area
- the importance, value or potential impact of the species in a designated area
- rare and endangered species
- plant identification techniques and plant names used by enterprise
- organisational expectations relating to the range and number of Indigenous plants to be recognised in the survey
Assessment Requirements for AHCASW304 Identify Indigenous culturally significant plant:

- cultural protocols for obtaining and utilising information about Indigenous plants
- nutritional and medicinal purposes of bushland and/or bush foods
- land management and conservation techniques applicable to Aboriginal sites work.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW305 Work with Aboriginal ceremonial secret sacred materials

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Application

This unit of competency describes the skills and knowledge required to develop an awareness of the protocols involved in Aboriginal culture as they relate to individuals and communities, specifically in relation to materials with restrictions on access for cultural reasons.

The unit covers Community cultural processes including the need to identify the appropriate persons when approaching a Community and the cultural and social rules associated with that task.

This unit applies to following Aboriginal cultural protocols when coming into contact and working with cultural materials defined as Aboriginal ceremonial secret sacred objects. The unit applies to working with this material on Country and off Country where rules apply to limited access to the material for cultural and ceremonial reasons. This unit is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols
Unit Sector
Aboriginal Sites Work (ASW)

Elements and Performance Criteria

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| 1. Conduct background research and consultation with Traditional Owners, Community, Cultural Managers/Knowledge holders | 1.1 Confirm traditional ownership of cultural material and objects and consult appropriate Owners or Cultural Managers and Communities  
1.2 Identify gender requirements for consultations, handling of and access to materials according to Aboriginal cultural protocols  
1.3 Consult with Traditional Owner/s, Community groups and experts to determine suitable holding for materials not authorised for general exhibition  
1.4 Obtain permissions from cultural authorities for access and use of Aboriginal secret, sacred and ceremonial materials  
1.5 Consult with Community to determine culturally appropriate handling of material and any limitations on access to materials  
1.6 Demonstrate confidentiality and neutrality in consultations and dealings with Traditional Owners and Cultural Managers |
| 2. Handle Aboriginal secret sacred cultural material | 2.1 Allow for and carry out any required Ceremony and procedure associated with seeing, handling or moving the material  
2.2 Identify, move, store, maintain and return cultural material according to Aboriginal cultural requirements and enter into agreements  
2.3 Note aspects of cultural material requiring repair or attention and pass onto supervisor or person with relevant expertise  
2.4 Communicate specific Aboriginal cultural requirements to colleagues  
2.5 Select and use appropriate handling and moving equipment according to safe work practices and to protect sacred and ceremonial material  
2.6 Adhere to cultural restrictions and limitations on secret, sacred and ceremonial material  
2.7 Demonstrate handling cultural material in a manner that protects individual items, assists efficient loading and unloading processes if moving, and in accordance with safe work practices  
2.8 Handle, move, store and manage secret sacred cultural material in accordance with Burra Charter guidelines and legislative requirements |
### Element | Performance criteria
---|---
3. Contribute to documenting a generational succession plan for passing on ownership of secret sacred material | 3.1 Discuss options for inheritance of ownership with Traditional Owners and/or Elders  
3.2 Participate in documenting the process, guidelines and timeframes agreeable to Traditional Owners and Cultural Managers for handover of ownership, control and access to secret sacred materials

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCASW305A Work with Aboriginal ceremonial secret sacred materials.

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW305 Work with Aboriginal ceremonial secret sacred materials

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify cultural authority for ceremony in a particular area or site
- consult effectively with Traditional Owners and relevant Community representatives about the handling, access to and display of cultural material
- observe Aboriginal cultural protocols and follow collection management practices and industry cultural requirements when moving, storing, displaying and maintaining cultural material
- select and use handling, storage and transport systems in accordance with Aboriginal cultural protocols
- create, maintain and store records of the process, guidelines and timeframes for handover of ownership, control and access to secret sacred materials
- use standard industry terminology and Aboriginal names for sites and materials, as appropriate
- apply work health and safety practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- issues that frame the development of cultural protocols
- Community Aboriginal history, cultural values and interpersonal and Community protocols
- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- ownership relationships for secret, sacred material
• content of contracts and confidentiality agreements applicable to working with ceremonial secret sacred materials
• organisational procedures and guidelines for working with ceremonial secret sacred materials
• Burra Charter guidelines appropriate to working with Aboriginal secret sacred materials
• key concepts of Cultural and Heritage Legislation or National Parks and Wildlife Service (NPWS) legislation relevant to working with ceremonial secret sacred materials.

Assessment Conditions
Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW306 Use technology in Aboriginal sites work

Modification History

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Application

This unit of competency describes the skills and knowledge required to use technology and tools necessary to conduct Aboriginal sites work.

This unit applies to Aboriginal sites workers utilising technology on Country and in an office environment to assist them in their work. The unit applies to working either as an autonomous sites worker or under the supervision and cultural authority of Traditional owners or Elders for specific Country and is also applicable to the work of repatriation workers and anthropologists.

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country to identify and record site locations, read maps, and photograph and record sites, landscapes and objects.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Aboriginal Sites Work (ASW)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
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<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>Essential outcomes</td>
<td>Achievement of the element.</td>
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</tbody>
</table>
| 1. Apply information literacy skills to meet job needs | 1.1 Determine exact nature and extent of information technology needs for Aboriginal sites work undertaken in accordance with Aboriginal cultural protocols.  
1.2 Identify the relevant information management systems (IMS) and their applications for Aboriginal sites.  
1.3 Develop effective search strategies and use appropriate search tools to locate and record information in applications or programs used by enterprise.  
1.4 Follow Aboriginal cultural requirements for accessing and handling Aboriginal cultural material and cultural information.  
1.5 Recognise and apply copyright and licensing requirements related to access and use Aboriginal cultural material and cultural information. |
| 2. Set up and use handheld technology | 2.1 Identify and set up the basic operating and menu settings.  
2.2 Navigate and manipulate the screen environment according to needs.  
2.3 Customise screen icons and access to applications where applicable.  
2.4 Use technology to locate and record location and details of the site or cultural landscape and save and edit the output, where applicable.  
2.5 Assess the usefulness and relevance of information resources to the site’s work context and client needs.  
2.6 Evaluate search results and adjust search strategies to meet information needs.  
2.7 Use more advanced features as required. |
| 3. Access and use basic connectivity devices | 3.1 Set the basic operating and menu settings.  
3.2 Connect external digital devices, such as computer devices or storage devices to retrieve, copy, move and save information.  
3.3 Check physical connectivity of computer devices or storage devices to ensure operation and performance.  
3.4 Connect printer either through a computer device or directly, set printer settings and print data.  
3.5 Access audio-visual devices to view and play a multimedia file.  
3.6 Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications. |
| 4. Maintain and operate UHF/VHF radio and compass onsite in the | 4.1 Make sure suitable radio equipment for communication needs is available on site.  
4.2 Use radio devices and terminology effectively and correctly to... |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>context of site work</td>
<td>meet communication needs of self and team on site</td>
</tr>
<tr>
<td></td>
<td>4.3 Apply storage and transport requirements for compass equipment</td>
</tr>
<tr>
<td></td>
<td>4.4 Identify a suitable directional compass for orientation needs on-site</td>
</tr>
<tr>
<td></td>
<td>4.5 Use directional compass in conjunction with a geographical and topographical map to accurately move around onsite and map coordinates</td>
</tr>
<tr>
<td>5. Maintain knowledge of IMS trends and emerging technologies</td>
<td>5.1 Source information about current industry trends and emerging technologies in relation to IMS and data collection methods</td>
</tr>
<tr>
<td></td>
<td>5.2 Replace used technology consumables in accordance with manufacturer's instructions and organisational requirements</td>
</tr>
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<td></td>
<td>5.3 Carry out, or arrange for routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements</td>
</tr>
<tr>
<td></td>
<td>5.4 Accurately identify equipment faults, perform maintenance in accordance with manufacturer’s instructions or report fault to designated person</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCASW306A Use technology in Aboriginal-sites work.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW306 Use technology in Aboriginal sites work

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- use digital devices, including computers, smart phones, tablets, radios, GPS (Global Positioning System) or PDAs (Personal Data Assistants)
- use menu features and navigate around the device and IMS functions
- use device features, software and applications to perform tasks to enterprise requirements
- save work in a format and location according to enterprise requirements
- transfer saved files to a computer for long term storage and printing
- use compass and maps to move around site and map site coordinates
- use audio visual devices to enterprise requirements.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- basic security functions
- basic software operation and associated applications
- map reading (including topographical maps) and longitudinal and latitudinal coordinates
- digital device functions used in own role
- how to use internal and external computer storage devices.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.
Assessors must satisfy the current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW307 Support the documentation of Aboriginal cultural landscapes

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to identify and assist with the documentation of an Aboriginal cultural landscape on Country from an Aboriginal perspective.

This unit applies to Aboriginal sites workers who are working with experts to identify and record Aboriginal cultural landscapes on and off Country.

The unit applies to working with lore/law men and women either as an autonomous Sites worker or under the supervision and cultural authority of Traditional Owners and Elders for specific Country and is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols
## Unit Sector

Aboriginal Sites Work (ASW)

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>

| 1. Identify the characteristics of Aboriginal cultural landscapes on Country | 1.1 Identify Aboriginal cultural landscapes and associated sites and features of cultural significance  
1.2 Determine boundaries and extent of Country  
1.3 Apply the concept of lore/law in the land  
1.4 Describe Aboriginal cultural landscapes in ecological and archaeological terms, Aboriginal cultural language and spiritual terms, and traditional Aboriginal economic terms  
1.5 Identify archaeological evidence of landforms |

| 2. Participate in investigations of cultural and historical records of an Aboriginal cultural landscape | 2.1 Identify from relevant databases or websites whether any historical records or previous research is available for the site  
2.2 Participate in research activities to determine traditional understanding of the cycle of the seasons and meteorological phenomena, and of landform and vegetation community types in a cultural landscape  
2.3 Determine environmental cultural knowledge, cultural connections and relationships with the landscape that are passed down generationally  
2.4 Carry out investigations on Country in accordance with safe work policies and procedures, enterprise requirements and Burra Charter guidelines |

| 3. Identify Aboriginal cultural value links to cultural landscapes | 3.1 Identify cultural landscapes and determine links with Aboriginal cultural and Community knowledge  
3.2 Describe relationships between Creation stories, oral histories, kinship and totemic to the cultural landscape  
3.3 Identify gender access, roles and usage as this relates to the cultural landscape  
3.4 Identify Aboriginal cultural values in cultural landscapes  
3.5 Identify links between archaeological evidence and cultural landscapes  
3.6 Identify indicators in the landscape that reveal traditional Aboriginal land management practices |
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<th><strong>Element</strong></th>
<th><strong>Performance criteria</strong></th>
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</table>
| 4. Describe Aboriginal cultural practices and beliefs which maintain cultural connections to cultural landscapes | 4.1 Identify appropriate persons within Communities who hold cultural knowledge  
4.2 Identify appropriate Cultural Knowledge holders and/or Cultural Manager for an Aboriginal cultural landscape  
4.3 Recount the range and interrelationship of Aboriginal beliefs and Aboriginal cultural and ceremonial practices that maintain connection with the cultural landscape  
4.4 Document the associations of connection to Country through language, stories, song, dance and art if appropriate according to Community protocols and customs relating to disclosure of knowledge, using archaeological and Aboriginal terminology |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCASW307A Map Aboriginal cultural landscapes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW307 Support the documentation of Aboriginal cultural landscapes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- discuss Aboriginal cultural landscapes in ecological and archaeological terms, Aboriginal cultural, language and spiritual terms and traditional Aboriginal economic terms
- relate Creation stories, oral histories, kinship and totemic relationships to the cultural landscape
- follow Community guidelines and Aboriginal cultural protocols when using information on sites, objects and cultural landscapes
- identify appropriate cultural authorities for a Community, site, story or Ceremony
- describe the range and interrelationship of Aboriginal cultural and ceremonial practices undertaken to maintain connection with the culture
- use Aboriginal names and archaeological terminology to describe landscapes and cultural connections.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the Community’s Aboriginal history and cultural values
- Community protocols
- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- designated cultural areas and features of Country, boundaries and extent of Country
- Aboriginal cultural values of landform types
- archaeological evidence of landform types
- types of land features that have high possibility of cultural heritage being present
- creation stories, oral histories, kinship and totemic relationships to the cultural landscape
• key principles, values and practices of Aboriginal cultural knowledge
• lore/laws, customs and speaking rights
• connection to Country through stories, song, dance and art
• protocols and customs relating to disclosure of knowledge about Country
• key concepts of Cultural and Heritage Legislation or National Parks and Wildlife Service (NPWS) legislation relevant to own role
• key concepts of the Burra Charter.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy the current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW308 Apply cultural significance to Aboriginal sites and landscapes

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Application

This unit of competency describes the skills and knowledge required to determine theoretical and practical concepts of cultural significance in relation to Aboriginal cultural sites and landscapes. It uses the Burra Charter as the industry benchmark in assessing significance for culture and heritage work.

This unit applies to those who are working on Country finding Aboriginal sites and working to assess significance in landscapes on Country. The unit applies to working with lore/law men and women either as an autonomous Sites worker or under the supervision and cultural authority of Traditional Owners and Elders for specific Country. This unit is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal-sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCASW302 Relate Aboriginal culture to sites work*

AHCILM306 Follow Aboriginal cultural protocols
**Unit Sector**

Aboriginal Sites Work (ASW)

**Elements and Performance Criteria**

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<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Determine cultural significance** | 1.1 Ensure cultural knowledge holders inform the decision-making process to determine the cultural significance of Aboriginal sites and places  
1.2 Acknowledge the determination of Aboriginal people as the primary source, and owners of information about the cultural significance of an Aboriginal site and landscape  
1.3 Seek permission from cultural Authority to collect and share cultural knowledge  
1.4 Acknowledge and respect traditional knowledge and practices in managing Country and environment  
1.5 Determine Aboriginal history and beliefs embedded in a place of cultural significance  
1.6 Recognise the embodiment of cultural significance in the place itself, the geographical and geological features, its fabric, artefacts and stone objects, setting, use, associations, meanings, records, related places and related objects |
| **2. Conduct a significance assessment on an Aboriginal site** | 2.1 Determine the difference between an assessment of cultural significance and a statement of cultural significance  
2.2 Consult with colleagues and experts to identify factors that may impact on the assessment and incorporate them into planning work  
2.3 Collect information relevant to the assessment of cultural significance in collaboration with relevant experts  
2.4 Assess the cultural significance of the site in accordance with the Burra Charter guidelines and legislative requirements  
2.5 Prepare a statement of cultural significance consistent with the assessment of cultural significance findings, in collaboration with relevant experts to Community and legislative requirements  
2.6 Seek feedback from colleagues on statement of significance |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCASW308A Apply cultural significance to Aboriginal-sites and landscapes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW308 Apply cultural significance to Aboriginal sites and landscapes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must demonstrate that they can:

- determine theoretical and practical concepts of cultural significance in relation to Aboriginal cultural sites and landscapes
- identify appropriate cultural authorities for a Community, place or for a site
- collaborate with relevant experts to complete an assessment of cultural significance
- adhere to Burra Charter process and guidelines
- identify cultural information, material and expression appropriate to be shared
- identify groups and individuals to be consulted in relation to owners or custodians of cultural and Community knowledge, information and material
- recognise factors that may impact on the assessment, including artefacts and stone objects on site and geological and geographical features of the landscape.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Aboriginal history, cultural values and interpersonal and Community protocols
- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- the role and prominence of the Burra Charter in the culture and heritage sector in Australia
- the Burra Charter definition of significance
- geographic and geological identification features of the cultural landscape
- artefacts and stone objects identification
- key concepts of Cultural and Heritage Legislation or National Parks and Wildlife Service (NPWS) legislation relevant to own role.
Assessment Requirements for AHCASW308 Apply cultural significance to Aboriginal sites and landscapes

Assessment Conditions
Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy the current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW309 Interpret Aboriginal cultural landscape

Modification History

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Application

This unit of competency describes the skills and knowledge required to interpret cultural landscapes from an Aboriginal cultural and spiritual perspective. The unit also covers if and how this knowledge may be collected and provided to others.

This unit applies to individuals who are required to interpret cultural landscapes on Country. The unit applies to working with lore/law men and women either as an autonomous sites worker or under the supervision and cultural authority of Traditional Owners and Elders for specific Country. This unit is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities however and in some situations non-Aboriginal learners may not be able to access the cultural knowledge and materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

- AHCASW302 Relate Aboriginal culture to sites work
- AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Aboriginal Sites Work (ASW)
## Elements and Performance Criteria

<table>
<thead>
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| 1. Investigate cultural knowledge | 1.1 Acknowledge the determination of Aboriginal people as the primary source of information about cultural knowledge  
1.2 Work with cultural authorities to identify appropriate persons within communities who hold cultural knowledge  
1.3 Access cultural knowledge through reference to the appropriate Knowledge Holders or Cultural Manager  
1.4 Consult appropriate cultural authorities to obtain approval to be on Country  
1.5 Determine boundaries and extent of Country  
1.6 Establish ownership rights and intellectual property rights to Aboriginal cultural knowledge  
1.7 Establish parameters for access and access restrictions in transferring cultural knowledge and information  
1.8 Determine and record key principles, values and practices of Aboriginal cultural knowledge  
1.9 Define relationships between cultural knowledge and Country according to Aboriginal cultural protocols  
1.10 Determine and record the history of dispossession from Community sources and available resources  
1.11 Recount lost connections to Country due to colonisation |
| 2. Acquire information | 2.1 Manage movement through Country/park/reserve to minimise disturbance and degradation to the park/reserve and surrounding environments  
2.2 Determine the relationships between Aboriginal beliefs, Aboriginal sites, land features, seasons, artefacts, objects and spirituality  
2.3 Identify landscape features and sites on Country in accordance with their place and role in Dreaming, Aboriginal spirituality and local cultural practices and ceremony  
2.4 Make the association of connection to Country through language, stories, song, dance and art  
2.5 Determine the role of lore and customs in matters of land, family, marriage, kinship, totem, clan and obligation  
2.6 Use Aboriginal and common names to identify fauna and flora used for food and medicine  
2.7 Investigate knowledge of relationships between plants and animals from Aboriginal beliefs, land management and cultural... |
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<td>perspectives</td>
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<tr>
<td>2.8</td>
<td>Define simple bush tucker food chains relevant to Country and determine relationships to the cultural landscape</td>
</tr>
<tr>
<td>2.9</td>
<td>Carry out investigations in accordance with work health and safety and environmental sustainability policies and procedures</td>
</tr>
<tr>
<td>2.10</td>
<td>Document investigation in accordance with Community protocols and permissions, to enterprise standards</td>
</tr>
<tr>
<td>3.</td>
<td>Relate information on cultural knowledge to others</td>
</tr>
<tr>
<td>3.1</td>
<td>Seek permissions from cultural authorities, relevant individuals and organisations for access, use and documentation of Aboriginal cultural information and material</td>
</tr>
<tr>
<td>3.2</td>
<td>Provide information on Aboriginal cultural knowledge to those who are authorised to possess that knowledge according to Community guidelines and Aboriginal cultural protocols</td>
</tr>
<tr>
<td>3.3</td>
<td>Relate information on cultural knowledge in an appropriate format and medium according to Community guidelines and cultural protocols</td>
</tr>
<tr>
<td>3.4</td>
<td>Refer requests for disclosure of information on Aboriginal cultural sites, landscapes and cultural material that infringes intellectual property rights of a group or Community to appropriate persons</td>
</tr>
<tr>
<td>3.5</td>
<td>Decline requests for disclosure of information on aspects of cultural knowledge by unauthorised individuals</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCASW309A Interpret Aboriginal cultural landscape.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW309 Interpret Aboriginal cultural landscape

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret cultural landscapes from an Aboriginal cultural and spiritual perspective
- identify details of plant and animal species on Country, their Aboriginal names and their roles and place in the cultural landscape
- collate information on Aboriginal culture and history for Country in culturally appropriate ways
- collect and use information according to Community guidelines and cultural protocols
- follow community lore/laws, customs on accessing and sharing cultural knowledge
- identify landscape features and sites on Country in accordance with their place and role in Dreaming, Aboriginal spirituality and local cultural practices and ceremony
- use Aboriginal names and standard industry terminology appropriate to the task
- apply work health and safety practices in the context of own work
- apply appropriate sustainability practices to minimise disturbance and degradation to park or reserve and surrounding environments.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Aboriginal history, cultural values and interpersonal and Community protocols associated with area
- Aboriginal cultural customs and heritage related to area
- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- designated cultural areas and features of Country, boundaries and extent of Country
- key principles, values and practices of Aboriginal cultural knowledge
Assessment Requirements for AICASW309 Interpret Aboriginal cultural landscape

- connection to Country through stories, song, dance and art
- role of Community lore and customs in matters of land, family, marriage, kinship, totem, clan and obligation
- protocols and customs relating to disclosure of knowledge about Country
- when and how to relate and document information and when it is not appropriate according to cultural protocols
- Aboriginal names for plants, animals and landscape features
- cultural knowledge about plant and animals relating to a particular Community, group or region
- role and rights of Indigenous people in maintaining and controlling cultural knowledge
- individuals who are authorised to possess cultural knowledge.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW310 Move and store Aboriginal cultural material

Modification History

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Application

This unit of competency describes the skills and knowledge required to handle, pack and unpack Aboriginal cultural material for movement and storage.

This unit applies particularly to working around and with Aboriginal cultural materials and objects and focuses on the specific cultural and consultative requirements for sourcing, handling, and possibly interpreting Aboriginal cultural material. This unit is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Aboriginal Sites Work (ASW)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Source Aboriginal cultural material** | 1.1 Confirm traditional ownership of cultural material  
1.2 Consult with the appropriate traditional custodians and Community to determine suitable keeping places for cultural materials  
1.3 Work with cultural authorities to identify appropriate persons within Community who hold cultural knowledge relevant to establishing any restrictions on access to materials  
1.4 Seek permission and advice for being on site and using cultural material according to Aboriginal cultural protocols  
1.5 Locate and identify cultural material and objects and assess material’s suitability for moving  
1.6 Complete records according to cultural protocols  
1.7 Identify issues and follow protocols in relation to the return of cultural material to local Aboriginal Community |
| **2. Determine movement and storage requirements** | 2.1 Implement legislative and work health and safety requirements  
2.2 Assess and document the scope of work required for movement and storage of cultural material  
2.3 Identify and confirm organisational procedures and guidelines and specific requirements for moving and storing cultural material with relevant personnel  
2.4 Determine future storage requirements with relevant personnel  
2.5 Assess and arrange the need for specialist expertise |
| **3. Handle and transfer Aboriginal cultural material** | 3.1 Identify, move, store, maintain and return cultural material according to Aboriginal cultural requirements  
3.2 Record details of material requiring repair or attention and take action within scope of own job role or refer to relevant personnel as required  
3.3 Communicate specific Aboriginal cultural requirements to colleagues  
3.4 Select and use appropriate handling and moving equipment  
3.5 Handle cultural material in a manner that protects individual items and assists efficient loading and unloading processes  
3.6 Prepare transportation documentation  
3.7 Transfer Aboriginal cultural material to approved location  
3.8 Use techniques for moving material that minimise environmental disturbance and degradation, where appropriate |
<table>
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<tr>
<th><strong>Element</strong></th>
<th><strong>Performance criteria</strong></th>
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</thead>
</table>
| 4. Store cultural material according to Aboriginal cultural requirements | 4.1 Install, position or store cultural material as required  
4.2 Ensure specific storage needs of cultural material are based on knowledge of requirements for different types of materials  
4.3 Clear and clean work areas according to organisational procedures  
4.4 Maintain storage records according to organisational policies and procedures |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCASW310A Move and store Aboriginal cultural material.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW310 Move and store Aboriginal cultural material

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify appropriate cultural authorities for a Community, place or site
- consult effectively with Traditional Owners, Cultural Managers and relevant Community representatives about the handling, access to and display of cultural material
- handle, move and store cultural materials according to cultural protocols
- seek permissions from cultural authorities for being on site and handling, moving, storing and recording cultural material, according to Community protocols
- observe Aboriginal cultural protocols, follow collection management practices and industry requirements when moving, storing, displaying and maintaining cultural material
- record details of transporting and storing of cultural material
- report damage or faults with cultural material to appropriate persons
- select and use handling, storage and transport equipment
- apply work health and safety practices in the context of own work
- apply appropriate sustainability practices to minimise environmental disturbance and degradation when moving cultural objects from Aboriginal sites.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- cultural authority for ceremony on the site
- ownership relationships for secret, sacred material
- record-keeping techniques
- organisational procedures and guidelines.
Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy the current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW312 Maintain an Aboriginal cultural site

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Application

This unit of competency describes the skills and knowledge required to maintain Aboriginal cultural sites.

This unit applies to those working in Aboriginal communities and on Country in cultural landscapes and with cultural sites and objects. The unit applies to working with lore/law men and women, either as an autonomous Sites worker or under the supervision and cultural authority of Traditional Owners or Elders for specific Country. This unit is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities however and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Aboriginal Sites Work (ASW)
## Elements and Performance Criteria

<table>
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<tr>
<td>Elements describe the essential outcomes.</td>
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</table>
| 1. Assess maintenance work requirements and relevant cultural protocols | 1.1 Identify and consult appropriate cultural authorities according to Aboriginal cultural protocols  
1.2 Obtain approval and permits from relevant Traditional Owners and Cultural Managers for work to be carried out and for access to cultural site and materials for the specific persons who will conduct work  
1.3 Access records of assessment of significance incorporated into strategies and plans for area and site, to determine required and appropriate actions  
1.4 Identify any prior works that are not in keeping with cultural practices or causing damage to culturally significant sites or assets and determine appropriate maintenance actions  
1.5 Collect information on environmental systems and procedures and provide to the work group where appropriate  
1.6 Identify machinery, tools, equipment and materials to carry out maintenance works with appropriate techniques  
1.7 Estimate level of work and document materials required for maintenance work  
1.8 Identify where traditional Aboriginal repair or maintenance techniques and relevant archaeological practices and procedures are to be used and where modern techniques should be applied |
| 2. Prepare for maintenance | 2.1 Organise machinery, equipment and materials to carry out maintenance works and undertake pre-maintenance checks  
2.2 Prepare and assemble safety equipment and materials  
2.3 Identify safety hazards and apply safe work policies and procedures for all maintenance work |
| 3. Maintain condition of place | 3.1 Undertake maintenance work according to archaeological practices and Aboriginal cultural protocols and approvals and requirements of work programs and in a manner that ensures significance of place is maintained, and that work meets environmental sustainability requirements and does not cause damage to surrounds, fabric or building, or materials  
3.2 Apply continuous improvement strategies to own area of responsibility, including communicating ideas and possible solutions to the work group and management  
3.3 Support team members to identify possible areas for improved practices in work area on Country  
3.4 Report evidence of deterioration and wear to Traditional Owners,
### Element and Performance criteria

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<tr>
<th>Element</th>
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<tbody>
<tr>
<td>3.5</td>
<td>Record maintenance work according to Aboriginal cultural protocols and approvals and requirements of work programs</td>
</tr>
<tr>
<td>3.6</td>
<td>Clean up site on completion of maintenance works according to Aboriginal cultural protocols and supervisor’s instructions</td>
</tr>
<tr>
<td>4.1</td>
<td>Report any breach of legislation or enterprise regulations to Traditional Owners, Cultural Managers and supervisor</td>
</tr>
<tr>
<td>4.2</td>
<td>Maintain protective barriers and signs according to enterprise procedures and Aboriginal cultural practices</td>
</tr>
<tr>
<td>4.3</td>
<td>Provide information to workers and contractors to ensure significance of place is maintained, and that work meets environmental sustainability requirements, does not cause damage to surrounds, fabric or building, and materials, equipment and tools are removed at the completion of work</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCASW312A Maintain an Aboriginal cultural site.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW312 Maintain an Aboriginal cultural site

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify appropriate cultural authorities for a Community, place or for a cultural site
- consult with appropriate cultural authorities and obtain informed approval for works and access of specific persons
- assess the level of work required to maintain the cultural place
- carry out maintenance activities in accordance with organisational, environmental sustainability and Aboriginal cultural requirements
- report deterioration or damage to place according to Community protocols and requirements
- report incidents of breaches of legislation including vandalism
- determine the cultural rights and responsibilities when using Community knowledge, information and material
- apply work health and safety practices in the context of own work
- ensure sustainability practices are applied by all workers and contractors on site to minimise environmental degradation and deterioration of site.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- workplace health and safety requirements and responsibilities of own role
- sustainable environmental practices applicable to maintaining site
- traditional and Western modern techniques of site protection appropriate to the site
- range of maintenance works undertaken on cultural sites
- enterprise procedures for reporting deterioration or damage to place or reporting incidents
- site recording systems used by the enterprise or Community
• relevant archaeological practices and procedures
• Cultural and Heritage Legislation or National Parks and Wildlife Service (NPWS) legislation relevant to maintenance of an Aboriginal site.

Assessment Conditions
Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy the current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW313 Apply knowledge of relevant legislation to Aboriginal sites work

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Application

This unit of competency describes the skills and knowledge required to work within the constructs of relevant legislation when working with Aboriginal sites, cultural materials and cultural landscapes.

This unit applies to Aboriginal sites workers working on Country or in other cultural and heritage contexts where legislative requirements are in place. The unit applies to working either as an autonomous sites worker or under the supervision and cultural authority of Traditional owners or Elders for specific Country.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Aboriginal Sites Work (ASW)
## Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Research the relevant legislation | 1.1 Identify the legislative requirements that relate to Aboriginal sites work  
1.2 Identify the purpose of legislation and environmental and sustainability requirements which apply to own work context |
| 2. Identify relevant legislative provisions | 2.1 Identify the laws that protect Aboriginal sites  
2.2 Clarify compliance requirements with supervisor to confirm understanding and to ensure consistency of application across the organisation  
2.3 Consult with experts to address any competing interests arising from different pieces of legislation with jurisdiction over the one Aboriginal cultural site, landscape or material  
2.4 Carry out Aboriginal sites work within the constructs of relevant legislation |
| 3. Identify stakeholder requirements | 3.1 Communicate with clients and stakeholders to identify their needs in relation to relevant legislation  
3.2 Provide referrals for stakeholders to expert advisors or advisory organisations  
3.3 Recognise own limitations and professional boundaries  
3.4 Conduct own Aboriginal sites work in accordance with legislative requirements and following Aboriginal cultural protocols and values |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is not equivalent to AHCASW311A Apply relevant legislation in Aboriginal-sites work.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW313 Apply knowledge of relevant legislation to Aboriginal sites work

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- work within the constructs of relevant legislation in their work with Aboriginal sites, cultural materials and cultural landscapes
- identify and apply relevant legislation to the circumstances appropriately and accurately
- identify relevant compliance requirements affecting Aboriginal sites work in a specified jurisdiction
- use referral options and other expertise to assist in interpreting and applying legislative requirements
- communicate basic legal concepts and legislative language to Aboriginal clients and stakeholders in culturally appropriate way.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- how Cultural and Heritage Legislation or relevant National Parks and Wildlife Service (NPWS) legislation applies to Aboriginal sites work
- other legislation that may impact on Aboriginal sites work
- organisations to which appropriate referrals can be made.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

The assessor must satisfy the current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCASW501 Survey and report on Aboriginal cultural sites

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Application

This unit of competency describes the skills and knowledge required to survey and report on Aboriginal cultural sites.

This unit applies to those working in Aboriginal communities and on Country in cultural landscapes and with cultural sites and objects. The unit applies to working with lore/law men and women either as an autonomous sites worker or under the supervision and cultural authority of Traditional Owners or Elders for specific Country and is also applicable to the work of repatriation workers and anthropologists.

This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities however and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Aboriginal Sites Work (ASW)
## Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Identify, communicate and consult with key stakeholders | 1.1 Work with cultural authorities to identify appropriate persons within Communities who hold cultural knowledge relevant to determining the cultural significance of Aboriginal places and heritage  
1.2 Develop and implement communication and consultation systems that place Aboriginal cultural protocols and values at the forefront and accommodate stakeholder concerns and interests  
1.3 Confirm traditional ownership of Aboriginal sites, cultural material, and objects  
1.4 Ensure approval and permissions are obtained from relevant Traditional Owners and Cultural managers for work to be carried out and for access to the Aboriginal site for the specific persons who will conduct work  
1.5 Complete any necessary submissions for conducting Aboriginal cultural sites surveys  
1.6 Develop working relationships with key stakeholders that assist in the management of culturally significant places  
1.7 Scope and document client needs for deliverables required in a formal sites survey report  
1.8 Manage planning and assessment processes, ensuring they are in accordance with the Burra Charter process and other existing industry guidelines and legislation |
| 2. Manage collection of initial site data | 2.1 Source and verify site plans and maps including topographical maps  
2.2 Identify and acquire required resources  
2.3 Prepare a base plan of the site  
2.4 Undertake site orientation and define and verify location, geographic and operational boundaries  
2.5 Identify and record current land use and environmental problems and threats  
2.6 Identify and record covenants that could affect the site or report  
2.7 Ascertaining climate and weather conditions from historical data |
| 3. Compile a site inventory | 3.1 Categorise and record site context, location and site information data  
3.2 Categorise and record features data  
3.3 Identify and record cultural material, objects, properties and relevant physical characteristics on site inventory according to |
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<td></td>
<td>archaeological or scientific protocols</td>
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<td>3.4 Undertake relevant field research in accordance with safe work policies and procedures</td>
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<td>3.5 Implement appropriate techniques and tools and relevant archaeological practices and procedures</td>
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<td>3.6 Locate structural elements and confirm existing services and facilities</td>
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<td>3.7 Record the presence, location and/or extent of other relevant site constraints</td>
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<tr>
<td></td>
<td>3.8 Develop limits of acceptable change in the forms of deterioration and damage to the places of cultural significance to legislative and enterprise requirements</td>
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<tr>
<td>4. Review, assess and record the site data</td>
<td>4.1 Engage relevant expertise and consultant services when required</td>
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<td></td>
<td>4.2 Conduct an assessment of cultural significance</td>
</tr>
<tr>
<td></td>
<td>4.3 Document a statement of cultural significance</td>
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<tr>
<td>5. Determine the impact of threats to the site</td>
<td>5.1 Identify threats to culturally significant places, both external and internal to the area under consideration</td>
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<td>5.2 Undertake a risk assessment of all threats to determine potential impact on sites and associated cultural landscape</td>
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<td>5.3 Develop and implement risk management strategies and protection/conservation measures to control risks</td>
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<td>5.4 Develop and document a risk management report that incorporates an impact analysis</td>
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<td>5.5 Document policy changes required to address the threats</td>
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<tr>
<td>6. Document a site survey report</td>
<td>6.1 Document site information into a site assessment report or site survey report</td>
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<td>6.2 Incorporate all relevant data from the site assessment into assessment report in line with client needs and the requirements of relevant legislation and regulations</td>
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<td>6.3 Provide and record specific recommendations for remedial action of site conservation and mitigation of site problems</td>
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<td></td>
<td>6.4 Formulate and document recommendations for appropriate risk controls of site hazards</td>
</tr>
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<td>6.5 Store and maintain survey and assessment data as part of professional practice</td>
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<td>6.6 Inform and advise client-stakeholder of the content and implications of the report and present a copy</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCASW501A Survey and report on Aboriginal cultural sites.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCASW501 Survey and report on Aboriginal cultural sites

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify appropriate Aboriginal cultural authorities for a Community, place or site
- identify key stakeholders to be consulted in relation to owners and custodians of cultural and Community knowledge, information or material and cultural significance
- develop and implement consultation processes
- survey and assess Aboriginal cultural sites using appropriate techniques, tools and relevant archaeological practices
- incorporate the cultural significance, heritage values and conservation issues of an Aboriginal cultural site into report documentation
- identify threats and develop controls to mitigate and manage the risk of deterioration, damaging incidents or loss of cultural integrity
- prepare a site survey report to meet Community and enterprise needs
- complete submissions required to carry out a site survey
- observe Aboriginal cultural protocols in dealing with stakeholders and land managers.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- site survey techniques, procedures and processes
- archaeological and scientific research techniques relevant to survey Aboriginal cultural site
- monitoring of site including fabric deterioration, damage and likely causes of deterioration and damage
• cultural rights and responsibilities when using Community knowledge, information and material
• general understanding of impacts of natural resources, such as geological settings, ecological processes, and interaction between natural and cultural processes
• provisions in the Australian Natural Heritage Charter and the Burra Charter and Guidelines and how they relate to surveying and reporting on Aboriginal sites
• design and methodology of consultation processes
• policy analysis and development of impact statements
• the range of conservation strategies for cultural areas
• data submission systems and reporting requirements
• components of Cultural and Heritage Legislation or National Parks and Wildlife Service (NPWS) legislation relevant to surveying Aboriginal cultural sites.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy the current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCABC101 Support agricultural crop work

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide support to others undertaking agricultural cropping activities.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work alongside a supervisor and undertake defined routine activities. They exercise limited autonomy and identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<tr>
<td>1. Prepare materials, tools and equipment for</td>
<td>1.1 Identify the materials, tools and equipment required according to</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>1. Conduct checks on all materials, tools and equipment and report any insufficient or faulty items to the supervisor.</td>
<td>1. Load and unload materials using correct manual handling techniques to minimise damage to the load and the vehicle.</td>
</tr>
<tr>
<td>1.4</td>
<td>1.5 Identify hazards in agricultural crop work and report to the supervisor.</td>
</tr>
<tr>
<td>1.6 Apply enterprise work health and safety policies to crop work.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>2.3 Communicate with other staff and customers in a positive and professional manner.</td>
</tr>
<tr>
<td>2.4 Report problems or difficulties in completing work to required standards or timelines to supervisor.</td>
<td></td>
</tr>
<tr>
<td>3.1 Follow supervisor’s instructions to store waste material produced during cropping work in a designated area.</td>
<td>3.2 Handle and transport materials, equipment and machinery appropriately.</td>
</tr>
<tr>
<td>3.3 Maintain a clean and safe work site.</td>
<td></td>
</tr>
<tr>
<td>4.1 Store or dispose of materials according to supervisor's instructions.</td>
<td>4.2 Clean, maintain and store tools and equipment according to manufacturer’s specifications and supervisor’s instructions.</td>
</tr>
<tr>
<td>4.3 Apply enterprise biosecurity policies.</td>
<td>4.4 Report work outcomes to the supervisor.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC101A Support agricultural crop work.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCBA101 Support agricultural crop work

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare tools and equipment
- demonstrate crop support activities
- handle basic materials and equipment
- follow work instructions
- clean up after work activities
- follow enterprise work health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work
- follow enterprise sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- safety procedures
- materials, tools and equipment for cropping work
- undertaking of work as directed
- handling of materials and equipment
- procedures for cleaning up on completion of work.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBC201 Assist agricultural crop establishment

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist others to prepare for agricultural crop establishment.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for agricultural crop establishment</td>
<td>1.1 Follow supervisor instructions about planting</td>
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</tr>
</tbody>
</table>
| operations | 1.2 Select and prepare appropriate machinery, equipment and tools  
1.3 Identify work health and safety hazards in crop establishment and report to supervisor  
1.4 Select, use and maintain suitable personal protective equipment |
| 2. Prepare the site for crop establishment | 2.1 Remove and dispose of old crop and other waste materials appropriately  
2.2 Apply appropriate soil amendments as directed by supervisor  
2.3 Follow the crop production plan as directed by supervisor  
2.4 Implement crop protection as directed by supervisor  
2.5 Mark out the planting pattern as required by the crop production plan  
2.6 Operate machinery, equipment and tools appropriately |
| 3. Carry out establishment operations | 3.1 Follow instructions to treat planting material  
3.2 Handle and transport planting material  
3.3 Follow the planting plan |
| 4. Complete establishment operation | 4.1 Clean and sterilise tools and equipment appropriately  
4.2 Dispose of all containers, leftover fluids, waste and debris according to enterprise polices and minimising the impact on the environment  
4.3 Complete all required workplace records appropriately  
4.4 Apply enterprise biosecurity polices |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC201A Assist agricultural crop establishment.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCABC201 Assist agricultural crop establishment

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- communicate with supervisor and team members
- carry out ground preparation of the area for planting
- read and follow planting plan
- apply pre-planting soil treatments
- calibrate the planting equipment
- treat and plant seed
- apply fertiliser with seed at sowing or as a separate operation
- apply herbicides under supervision
- record all details of sowing
- operate a range of crop establishment machinery
- follow enterprise work health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- importance of correct timing and procedures for crop planting
- field hygiene and quality control in regard to crop establishment
- a range of pre-planting soil treatments and their importance
- methods of waste disposal causing minimal impact on the environment
- hazards and follow safety directions
- communication with team members and supervisor
- equipment calibration
• measurement of quantities of treatment
• determination of spacing’s and planting patterns
• machinery operation to manufacturers specifications and enterprise procedures
• safe application of appropriate agricultural chemicals
• enterprise work health and safety and biosecurity polices.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCBA202 Assist agricultural crop maintenance

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist others to maintain agricultural crops.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for agricultural crop maintenance</td>
<td>1.1 Follow instruction for crop maintenance activities and clarify any</td>
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<tr>
<td>operations</td>
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</tr>
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<td></td>
<td>1.2 Select and prepare appropriate machinery, equipment and tools</td>
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<tr>
<td></td>
<td>1.3 Identify work health and safety hazards in crop maintenance and report to supervisor</td>
</tr>
<tr>
<td></td>
<td>1.4 Select, use and maintain suitable personal protective equipment</td>
</tr>
<tr>
<td>2. Assist with the implementation of</td>
<td>2.1 Assist with the implementation of the crop weed control program</td>
</tr>
<tr>
<td>maintenance operations</td>
<td>2.2 Assist with the implementation of the crop pest and disease control program</td>
</tr>
<tr>
<td></td>
<td>2.3 Assist with the implementation of the crop nutrition program</td>
</tr>
<tr>
<td></td>
<td>2.4 Assist with the implementation of paddock maintenance duties</td>
</tr>
<tr>
<td></td>
<td>2.5 Assist with the implementation of any appropriate irrigation duties</td>
</tr>
<tr>
<td>3. Complete maintenance operation</td>
<td>3.1 Clean and sterilise tools and equipment appropriately</td>
</tr>
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<td>3.2 Dispose of all containers, leftover fluids, waste and debris according to enterprise polices and minimising the impact on the environment</td>
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<td></td>
<td>3.3 Complete all required workplace records appropriately</td>
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<td>3.4 Apply enterprise biosecurity polices</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBA202 Assist agricultural crop maintenance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBAC202 Assist agricultural crop maintenance

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare machinery, equipment and tools to maintain crops
- conduct scheduled routine checks on machinery and vehicles for oil levels, tyre pressures, water levels and greasing points
- assist with cropping duties including weed control, pest and disease control, crop nutrition and paddock maintenance
- report the presence of weeds, pests and disease in crops
- record the details of crop maintenance
- identify hazards and follow safety directions at work
- read and interpret a range of workplace information
- calibrate equipment
- measure quantities of treatment
- operate machinery to manufacturer’s specifications and enterprise procedures
- safely apply under supervision appropriate agricultural chemicals in weed and pest control programs
- follow enterprise work health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- operations of a range of cropping machinery
- importance of correct timing and procedures for crop maintenance
- weed control in crops
- pest and disease control
- crop nutrition
- methods of waste disposal causing minimal impact on the environment
- enterprise work health and safety and biosecurity polices.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC203 Assist agricultural crop harvesting

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist agricultural crop harvesting.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for agricultural crop harvesting</td>
<td>1.1 Confirm crop harvesting instructions with the supervisor</td>
</tr>
<tr>
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<tr>
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</tbody>
</table>
| operations                                  | 1.2 Select and prepare machinery, equipment and tools  
1.3 Identify work health and safety hazards in crop harvesting, assess risks and report to the supervisor  
1.4 Select, use and maintain appropriate personal protective equipment                                                                                                                                 |
| 2. Prepare harvesting machinery and vehicles for crop harvesting operations | 2.1 Ensure harvesting machinery and vehicles are fuelled  
2.2 Conduct routine checks for oil levels, tyre pressures, and water levels and greasing points  
2.3 Confirm instructions regarding location of the day's harvesting program, special operating instructions or work procedures |
| 3. Assist with harvesting of crops           | 3.1 Assist the operation of harvesting machinery and ancillary equipment appropriately and to suit crop conditions  
3.2 Maintain the hygiene of all surfaces that come into contact with the crop  
3.3 Assist in regularly checking and adjusting harvester and ancillary equipment where required |
| 4 Complete harvesting operation              | 4.1 Clean harvesting machinery and vehicles appropriately  
4.2 Dispose of all containers, leftover fluids, waste and debris according to enterprise polices and minimising the impact on the environment  
4.3 Apply enterprise biosecurity policies  
4.4 Complete all required workplace records appropriately |

Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBAC203 Assist agricultural crop harvesting.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBAC203 Assist agricultural crop harvesting

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and follow safety directions
- communicate with supervisor
- calibrate equipment
- measure quantities of treatment
- operate machinery to manufacturer's specifications and enterprise procedures
- prepare harvesting machinery and equipment to harvest crops
- operate vehicles and machinery safely and as directed to support the harvesting team
- carry out routine checks and refuelling of harvesting vehicles and machinery
- dispose of waste liquids and harvest debris according to environmental procedures
- record information as requested
- follow enterprise work health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- harvesting machinery operation and equipment basic maintenance
- harvesting machinery and equipment servicing
- hazard identification and safe work practices in harvesting
- types of crops and their characteristics
- crop hygiene requirements
- enterprise work health and safety and biosecurity polices.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC204 Prepare grain storages

Modification History

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Application

This unit of competency describes the skills and knowledge required to safely prepare storages, surrounding areas and equipment in readiness for receiving grain at an acceptable level of hygiene. This unit applies to workers in specialist grain storages or on grain farms.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all work in confined spaces must comply with state and federal legislation requirements.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Prepare to work in bulk material storage area | 1.1 Follow the work program and clarify with supervisor  
1.2 Identify work health and safety hazards in grain storage and report to supervisor and implement suitable controls  
1.3 Select, use and maintain suitable personal protective equipment  
1.4 Select, prepare and maintain appropriate equipment and tools |
| 2. Prepare storage area | 2.1 Clean the storage site of weeds, dust and spillage appropriately  
2.2 Dispose refuse appropriately  
2.3 Prepare and maintain the storage site appropriately |
| 3. Prepare storages | 3.1 Clean bulk material storages appropriately of all residues  
3.2 Check bulk material storages for structural safety, damage or deterioration, and repaired or reported appropriately  
3.3 Prepare and erect temporary storages appropriately |
| 4. Prepare bulk material handling machinery | 4.1 Clean bulk material handling machinery appropriately to be free of contamination and residues  
4.2 Assist in the adjustment and setting bulk material handling equipment appropriately  
4.3 Prepare bulk material handling equipment according to manufacturer’s instructions and enterprise requirements |
| 5. Complete maintenance operation | 5.1 Record workplace information  
5.2 Dispose of all waste and debris according to enterprise polices and minimising the impact on the environment  
5.3 Clean and store tools and equipment appropriately  
5.4 Apply enterprise biosecurity policies |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBA024A Prepare grain storages.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA204 Prepare grain storages

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and follow safe work procedures
- erect simple temporary bulk material storages
- check equipment and storage facilities, and identify current or impending faults
- perform pre-operational checks and routine safety, service and maintenance procedures on tools, equipment and machinery
- operate hand and independently powered tools and cleaning equipment to industry standards
- clean, secure and store machinery and equipment
- handle hazardous substances (fuels) safely
- read and interpret manufacturer's specifications, work and maintenance programs, and Safety Data Sheets (SDS)
- prepare the storage area for access by grain carriers
- prepare grain storages by removing all residues and checking structure
- work in confined spaces in accordance with State/Territory legislation, where required
- prepare and test grain handling machinery
- communicate with supervisor
- follow enterprise work health and safety policies in the context of own work
- follow enterprise biosecurity policies the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- range of construction methods, potential hazards, safety and structural requirements for storage
Assessment Requirements for AHCBA204 Prepare grain storages

- erection and dismantling for types of temporary storage used by organisation
- organisation and commodity quality requirements for grain storage
- grain storage hygiene requirements
- typical signs of structural damage to be documented and reported
- pre-operational and safety checks, servicing and maintenance procedures for tools and equipment
- machinery maintenance procedures and operating principles
- machinery and equipment cleaning, storage and protection methods
- appropriate action in contingency situations
- organisation requirements for protective equipment and safe practices in relation to work health and safety
- State/Territory legislation in respect to working in confined spaces
- potential hazards associated with the operation of basic tools and equipment
- regulations and codes of practice with regard to work health and safety, environment and the use and control of machinery and equipment
- personal protective clothing and equipment and when and how it should be used
- organisational recording and reporting procedures.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC301 Conserve forage

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Application

This unit of competency describes the skills and knowledge required to conserve forage. This includes controlling risks associated with conservation of forage activities such as risk of fire from moisture content creating excessive temperature of hay stacks, potential contact with overhead power lines and exposure to noise and dust.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices. All machinery is operated to manufacturer’s specifications.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
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</tbody>
</table>
| 1. Prepare for forage conservation          | 1.1 Confirm forage conservation options using the production plan  
1.2 Identify risk factors for spoilage in forage conservation such as fire, vermin and air in silage  
1.3 Confirm that paddock conditions are suitable for forage production  
1.4 Prepare forage conservation machinery and equipment  
1.5 Ensure clear access to paddocks for harvesting and transport machinery  
1.6 Prepare storage facility for selected forage conservation method  
1.7 Identify work health and safety hazards in forage conservation and assess risks |
| 2. Prepare paddocks for forage conservation | 2.1 Close paddock to stock access at appropriate time  
2.2 Report on the growth stage of the crop for harvest  
2.3 Control pests, weeds and diseases to maintain forage bulk and quality |
| 3. Make forage                               | 3.1 Implement work health and safety procedures for forage conservation  
3.2 Monitor weather conditions  
3.3 Identify dry matter target and assess dry matter content of forage material for the forage operation  
3.4 Mow, condition, tedder and rake swaths depending on weather conditions and forage drying targets  
3.5 Conduct harvesting activities  
3.6 Apply technology to ensure most efficient performance of operations  
3.7 Check equipment during harvesting operations regularly for wear and damage  
3.8 Bale, wrap, compact, seal or store forage to the storage plan  
3.9 Load, transport, and store or compact (if required) forage appropriately  
3.10 Store forage to minimise risk of spoilage and combustion |
| 4. Complete operations                      | 4.1 Complete records appropriately  
4.2 Dispose of all waste and debris appropriately  
4.3 Clean and service machinery and ancillary equipment appropriately  
4.4 Test or sample stored forage for quality  
4.5 Report on environmental impacts of forage conservation activities such as effluent run off to supervisor |
<table>
<thead>
<tr>
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<td>4.6 Apply enterprise biosecurity policies</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC301A Conserve forage.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA301 Conserve forage

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare paddocks for forage conservation
- apply forage conservation methods
- harvest, prepare and store forage
- record work activities
- interpret and implement forage conservation requirements
- operate and maintain forage harvesting equipment
- assess risks and implement work health and safety procedures for forage conservation
- correct use of technology to improve efficiency
- perform harvesting operations
- follow enterprise workplace health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work
- follow enterprise sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- silage and hay conservation systems and methods
- factors affecting the quality of silage and hay
- dry matter content, quality and hygiene requirements
- range and functions of silage and haymaking machinery and equipment
- common weeds, pests and diseases associated with crops and pastures
- role of technology in improving efficiency
- types and application of personal protective equipment
• legislation and regulations including licensing requirements in relation to forage operations
• risks associated with conservation of forage activities including risk of fire from moisture content creating excessive temperature of hay stacks; potential contact with overhead power lines; and exposure to noise and dust
• risk factors including animal health and weather
• environmental risks and impacts of forage conservation.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC302 Establish pastures and crops for livestock production

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish pastures and crops for livestock production.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Prepare for pasture and crop establishment             | 1.1 Confirm the pasture and crop establishment program with supervisor  
1.2 Conduct pre-treatment (including inoculation) of seed prior to sowing where required  
1.3 Select appropriate sowing methods for crop and pasture species  
1.4 Apply appropriate fertilisers  
1.5 Select and operate machinery and equipment appropriately  
1.6 Identify work health and safety hazards in crop and pasture establishment and assess risks |
| 2. Implement pasture and crop establishment program        | 2.1 Implement work health and safety controls for crop and pasture establishment  
2.2 Prepare machinery and equipment for sowing  
2.3 Calibrate seeding and fertilising equipment  
2.4 Conduct pasture and crop sowing appropriately  
2.5 Ensure efficient performance of sowing operations including the use of technology where appropriate  
2.6 Apply appropriate fertilisers and pesticides |
| 3. Implement grazing strategies during establishment       | 3.1 Use livestock to conduct stubble and fallow weed control as part of an integrated pest management program where appropriate.  
3.2 Use livestock to conduct stubble, ground cover, competition or weed control during establishment.  
3.3 Implement appropriate controlled grazing of crops and pastures during pasture and crop establishment  
3.4 Implement appropriate grazing management according to sustainable land management practices |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBAC302A Establish pastures and crops for livestock production
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA302 Establish pastures and crops for livestock production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- operate machinery and equipment
- calibrate boom spray and drill and fertiliser spreader
- identify pests and diseases
- identify pasture and crop species (both seed and seedlings)
- identify and control weeds
- handle chemicals safely
- mix and inoculate seed
- interpret and implement crop and pasture production plans
- assess existing pastures and crops to maximise livestock production
- sow and monitor new pastures and crops
- select pasture species, sowing method and application appropriate for optimal yield
- manage grazing systems including weed and stubble control
- control pests and weeds without damage to the crop or pasture
- demonstrate correct use of technology to improve efficiency
- follow enterprise work health and safety policies
- follow enterprise sustainability practices.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types of grasses, legumes and crops
- types of seed inoculants and fertilizers
- seed and fertilizer placement for optimal germination and growth
• integrated weed control including chemical application, cultural practices and grazing management
• safe use of chemicals and machinery
• role of technology in improving efficiency
• advantages and disadvantages of pasture and crop establishment programs
• timing of pasture and crop establishment
• enterprise work health and safety policies
• procedures for minimising environmental impacts.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC303 Prepare to receive grains and seeds

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare to test grains and seeds at receival facilities.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Prepare to work | 1.1 Identify and report on work health and safety hazards and risks in grain handling to supervisor  
  1.2 Select and use appropriate personal protective equipment  
  1.3 Follow enterprise work health and safety policies |
| 2. Maintain hygiene in receival storage facilities | 2.1 Clean and inspect receival and storage areas  
  2.2 Ensure receival area is free from potential contaminants  
  2.3 Inspect facilities and identify and report items that require maintenance or repair |
| 3. Prepare testing equipment for use | 3.1 Assemble testing equipment manufacturers instructions  
  3.2 Check equipment calibration and arrange for recalibration if required  
  3.3 Inspect testing equipment and identify and report items requiring maintenance or repair  
  3.4 Clean testing equipment and ensure it is free from residue |
| 4. Prepare to provide service to growers or suppliers | 4.1 Collate all documentation and information including conflict and dispute resolution procedures  
  4.2 Record information on receival and store all documents and data appropriately |
| 5. Prepare for storage of grains and seed | 5.1 Confirm arrangements for appropriate segregation of grain and seed  
  5.2 Confirm site transfer arrangements  
  5.3 Inspect conveying equipment and identify and report any items requiring maintenance or repair  
  5.4 Apply enterprise biosecurity policies as required |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC303A Prepare to receive grains/seeds.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBAAC303 Prepare to receive grains and seeds

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and assess risks in grain/seed receipt area
- operate and maintain grain/seed testing equipment
- inspect and clean receipt and storage areas and equipment
- source grower/supplier information
- identify grain/seed types
- use personal protective equipment
- identify defects such as split grains/seeds, undersize, chaff, weed seeds
- prepare the site and maintain hygiene
- prepare testing equipment
- liaise with growers and/or contractors
- maintain segregation of grains/seeds and arrange storage
- follow work health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- grain/seed receipt processes and industry practice
- calibration requirements for testing equipment
- types of testing equipment such as protein, oil content, moisture etc
- requirements for segregation, traceability and hygiene
- impact of residues including chemical
- seed and grain industry grains receipt standards and quality assurance requirements
• legislation, regulations and policies for Work Health and Safety and biosecurity
• segregation strategies/methods
• conflict and dispute resolution.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC304 Test grains and seeds on receipt

Modification History

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Application

This unit of competency describes the skills and knowledge required to test grains and seeds on receipt.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<tbody>
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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Prepare sampling and testing equipment for</td>
<td>1.1 Clean, maintain, test and calibrate testing and sampling</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>use</td>
<td>instruments appropriately</td>
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<td></td>
<td>1.2 Identify and report repairs and maintenance of sampling and testing equipment</td>
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<td></td>
<td>1.3 Identify work health and safety hazards in grain testing and assess risks</td>
</tr>
<tr>
<td>2 Identify grains on receival</td>
<td>2.1 Inspect load to confirm commodity type and determine presence of contaminants</td>
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<td>2.2 Record supplier information</td>
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<tr>
<td>3. Collect grains samples for testing</td>
<td>3.1 Follow sampling protocols and conduct appropriate sampling</td>
</tr>
<tr>
<td></td>
<td>3.2 Apply appropriate processes to prevent mixing or contamination of samples</td>
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<tr>
<td></td>
<td>3.3 Prepare samples for testing</td>
</tr>
<tr>
<td></td>
<td>3.4 Collect and maintain appropriate sample information records</td>
</tr>
<tr>
<td>4 Perform initial tests on samples</td>
<td>4.1 Follow handling procedures to prevent mixing or contamination of samples</td>
</tr>
<tr>
<td></td>
<td>4.2 Operate testing equipment to perform required tests in accordance with manufacturer's instructions, enterprise and industry practice</td>
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<td></td>
<td>4.3 Record results of initial testing appropriately</td>
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<td>4.4 Use visual recognition and industry reference material to determine the level of defects and contaminants</td>
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<td></td>
<td>4.5 Compare test results with specifications to determine the grade or reject the sample</td>
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<td></td>
<td>4.6 Observe appropriate policies and procedures with regard to rejection of product</td>
</tr>
<tr>
<td>5 Despatch samples to testing facilities</td>
<td>5.1 Pack and label samples appropriately</td>
</tr>
<tr>
<td></td>
<td>5.2 Prepare appropriate records of testing requirements</td>
</tr>
<tr>
<td></td>
<td>5.3 Despatch samples to testing facility</td>
</tr>
<tr>
<td>6. Prepare for storage of grains and seed</td>
<td>6.1 Conduct appropriate segregation arrangements of grain and seed</td>
</tr>
<tr>
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<td>6.2 Complete required site transfer arrangements</td>
</tr>
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<td></td>
<td>6.3 Inspect conveying equipment and identify and report items requiring maintenance or repair</td>
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<td>6.4 Apply enterprise biosecurity policies as required</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBAC304A Test grains and seeds on receipt.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA304 Test grains and seeds on receival

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify work health and safety hazards and implement safe operating procedures
- identify grain and seed types
- take consistent samples
- identify defects such as split grains and seeds, undersize, chaff, weed seeds, damage
- read and interpret commodity standards
- store and dispatch grains and seeds samples and maintain hygiene
- conduct sampling and initial testing
- operate electronic and non-electronic testing equipment
- record samples for further testing
- communicate with customers and maintain records
- follow enterprise work health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- safe operating procedures for handling and storing grain
- grain/seed testing processes
- industry standards and codes of practice
- testing parameters for grains such as protein, weight, oil content, moisture, defects, sprouts etc
- testing parameters for seed such as genetic purity, cultivar, dead, abnormal and hard seed, germination potential, foreign matter
- analysis and consequence of test result
- segregation strategies/methods, traceability and hygiene
- impact of residues including chemical
- industry practice, standards and quality assurance requirements in relation to grains sampling and testing
- workplace health and safety, company, industry and regulatory requirements
- sampling and testing protocols
- enterprise biosecurity policies.

**Assessment Conditions**
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBA305 Undertake preparation of land for agricultural crop production

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Application

This unit of competency describes the skills and knowledge required to prepare land for agricultural crop production.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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</table>
| 1. Prepare for cultivation | 1.1 Confirm work requirements from the planting plan with supervisor  
1.2 Confirm the identified method and order of cultivation from the planting plan with supervisor  
1.3 Identify work health and safety hazards in land preparation and assess risks implement suitable controls  
1.4 Select, use and maintain appropriate personal protective equipment |
| 2. Prepare the cultivating equipment | 2.1 Confirm appropriate vehicles and equipment required for site cultivation with supervisor and select according to the planting plan  
2.2 Confirm that vehicles and equipment are serviced and check that worn parts are replaced and vehicles are adjusted for the conditions  
2.3 Dispose of all containers, leftover fluids, waste and debris from the maintenance and servicing work appropriately  
2.4 Record all maintenance and servicing appropriately |
| 3. Cultivate soil | 3.1 Implement appropriate work health and safety controls  
3.2 Carry out removal of previous crop or land clearance debris and incorporate or burn appropriately  
3.3 Follow the cultivation plan and complete for each paddock  
3.4 Select, use and maintain appropriate personal protective equipment  
3.5 Operate vehicles and equipment appropriately  
3.6 Apply technology to ensure most efficient performance of operations  
3.7 Check and adjust vehicles and equipment regularly  
3.8 Confirm the timelines, resource and quality requirements of the planting plan |
| 4. Prepare site for planting | 4.1 Complete the planting layout and soil profiles to the planting plan  
4.2 Conduct identified weed and pest control measures  
4.3 Apply fertilisers, ameliorants, or other pre-planting treatments appropriately  
4.4 Confirm the environmental implications of site preparation with supervisor and take identified action |
| 5 Complete land preparation operations | 5.1 Clean and store vehicles and equipment appropriately  
5.2 Dispose of all containers, leftover fluids, waste and debris according to enterprise polices and minimising the impact on the environment  
5.3 Complete all required records and documentation organisational |
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<td>5.4 Apply enterprise biosecurity policies</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC305A Undertake preparation of land for agricultural crop production.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA05 Undertake preparation of land for agricultural crop production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret production and planting plans, produce standards, quality specifications and work procedure documents
- measure materials and site plan specifications
- operate, adjust and calibrate cultivation equipment safely
- complete pre- and post-operational checks on tools, vehicles and equipment
- perform routine safety, service and maintenance procedures on tools, cultivator and equipment
- demonstrate correct use of technology to improve efficiency
- read and interpret manufacturer specifications, work and maintenance plans, and Safety Data Sheets (SDS)
- communicate effectively with supervisor
- follow enterprise work health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work
- follow enterprise sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- methods of cultivating a range of soil types
- environmental issues of cultivating soil for planting, such as drainage and irrigation systems, soil amelioration and waste disposal procedures
- a range of pre-planting treatments, their purpose and method of application
- operation and maintenance of planting equipment
- role of technology in improving efficiency
• work health and safety guidelines, procedures and principles, including manual handling
  and exposure to hazardous substances
• enterprise biosecurity and sustainability policies.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately
reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
322cf72
AHCBAC306 Establish agricultural crops

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish agricultural crops.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

Operating machinery carries risk and candidates should observe all enterprise and manufacturer’s requirements.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare machinery and equipment for use | 1.1 Select and prepare appropriate machinery and equipment for the work plan  
1.2 Attached and calibrate equipment appropriately  
1.3 Identify work health and safety hazards in crop establishment, assess risks and implement controls in line with enterprise policies |
| 2. Prepare for agricultural crop establishment | 2.1 Monitor soil and weather conditions  
2.2 Follow soil conservation and sustainable land management practices and procedures  
2.3 Confirm soil test results and identify appropriate soil amendments  
2.4 Confirm seeding, fertiliser, and pest and weed control requirements against the work plan and prepare appropriately  
2.5 Prepare contingency plans for unusual seasonal conditions |
| 3. Sow the crop | 3.1 Implement work health and safety controls for crop establishment  
3.2 Follow the work plan to conduct seeding and fertiliser applications  
3.3 Apply technology to ensure most efficient performance of operations  
3.4 Coordinate pest and weed control treatment with seeding and fertiliser applications as required  
3.5 Identify environmental implications associated with sowing operations, assess impacts and implement appropriate procedures |
| 4. Complete seeding operations | 4.1 Maintain seeding, machinery and equipment operation records appropriately  
4.2 Report machinery and equipment damage, malfunctions or irregular performance appropriately  
4.3 Clean, secure and store machinery and equipment in line with manufacturer specifications and enterprise requirements  
4.4 Apply enterprise biosecurity policies |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBAC306A Establish agricultural crops

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA036 Establish agricultural crops

Modification History

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<tr>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe operating procedures
- sow seed and apply fertiliser at the required placement and rate
- identify types of weeds and insects harmful to crop establishment
- perform pre-operational and safety checks, servicing and maintenance on machinery and equipment
- calibrate, operate machinery and attach/detach equipment
- demonstrate emergency operating procedures in normal and adverse conditions
- recognise and report machinery damage, faults or malfunctions and perform minor repairs
- demonstrate safe, environmentally responsible and sustainable land management practices
- monitor and minimise impacts to the environment associated with sowing operations
- correct use of technology to improve efficiency
- read and interpret manufacturer specifications, work and maintenance plans, and MSDS
- obtain relevant licences and permits
- clean, secure and store machinery and equipment
- record and report equipment faults, workplace hazards and accidents
- assess and calculate the application of fertiliser/pesticide requirements and application rates
- calibrate equipment and calculate volumes, consumption and servicing requirements
- prepare and service machinery and equipment
- carry out tillage and apply pre-planting treatments
- carry out sowing operation and fertiliser application
- monitor the environmental impacts of establishing the crop
- clean, secure and store machinery and equipment
• keep records of the sowing operation
• follow enterprise work health and safety policies in the context of own work
• follow sustainability practices in the context of own work
• follow enterprise biosecurity policies in the context of own work.

Knowledge Evidence
The candidate must demonstrate knowledge of:
• crop types, preparation of seeds, seeding methods and application techniques
• fertiliser types, rates of application and crop nutrient requirements
• effects of weather conditions (normal and adverse) on seeding and fertilising applications
• operating principles and operating methods for machinery and equipment
• pre-operational and safety checks, servicing and maintenance procedures for seeding machinery and equipment
• principles of weight distribution with regard to load shifting and vehicle movement
• role of technology in improving efficiency
• sustainable land management and soil conservation techniques
• positive environmental practices, negative environmental impacts and minimisation measures associated with seeding operations
• procedures for cleaning, securing and storing machinery, equipment and materials
• enterprise policies with regard to seeding operations, and recording and reporting routines
• relevant state/territory legislation, regulations and codes of practice with regard to workplace health and safety and the use and control of pesticides and fertilizers
• Personal Protective Equipment and when and how it should be used
• relevant state/territory legislation and regulations with regard to licensing requirements and the use and control of machinery and equipment
• enterprise biosecurity and sustainability policies.

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC307 Maintain agricultural crops

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to maintain agricultural crops.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

Operating machinery carries risk and candidates should observe all enterprise and manufacturer’s requirements.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Monitor & assess agricultural crop condition, growth and requirements

1.1 Monitor crop health regularly and record observations
1.2 Report deviation from expected growth and vigour
1.3 Identify, monitor and report weeds, pests and diseases
1.4 Follow directions to establish sites for regular measurement of soil moisture
1.5 Measure moisture levels and calculate soil water percentage using soil probe
1.6 Report observations of crop ripening to manager to determine the timing of harvest

2. Undertake crop health operations

2.1 Identify hazards and implement appropriate controls
2.2 Select, use and maintain appropriate personal protective equipment
2.3 Follow label instructions and any specialist advice
2.4 Apply specialist sprays appropriately for growth stages
2.5 Apply technology to ensure most efficient performance of operations
2.6 Conduct any required chipping or spot spraying
2.7 Assess, record and report crop growth stages and keys
2.8 Apply water as required
2.9 Consider adverse environmental impacts when performing all applications

3. Complete cleaning and hygiene operations

3.1 Clean and maintain equipment appropriately
3.2 Dispose of all containers, leftover fluids, waste and debris from the maintenance and servicing work according to enterprise policies and minimising the impact on the environment
3.3 Complete all required records and documentation appropriately

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBAC307A Maintain agricultural crops.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA3707 Maintain agricultural crops

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- detect differences and variations in crop growth
- report/communicate such differences to the supervisor/farm owner
- observe and report on health and growth of the crop
- monitor pests and disease in crops
- assess crop maturity
- apply sprays and fertilizers as directed
- measure soil moisture and relate data to crop requirements
- apply technology to ensure most efficient performance of operations
- follow enterprise work health and safety policies in the context of own work
- follow sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- appropriate legislative requirements, manufacturer's instructions and organisation procedures/instructions
- potential hazards associated with the operation of basic tools and equipment
- general machine maintenance procedures
- machinery operating principles and safe operating methods
- environmental impacts associated with the operation of machinery and equipment in a harvesting context
- organisation recording and reporting procedures
- symptoms of crop lacking health and vigour
• signs of pest and disease infestation, moisture stress and nutrient deficiencies
• hygiene requirements for agricultural crops and equipment that comes into contact with the crop
• types and uses of herbicides, insecticides and other pesticides and alternative pest control methods (non-chemical)
• role of technology in improving efficiency
• work health and safety and pesticides legislative and enterprise policies.

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC308 Undertake agricultural crop harvesting activities

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to undertake agricultural crop harvesting activities.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

Operating machinery carries risk and candidates should observe all enterprise and manufacturer’s requirements.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</tbody>
</table>

### 1. Prepare to harvest agricultural crops

1.1 Determine requirements for the work to be undertaken, method and order of harvesting from the harvest strategy and confirm with supervisor
1.2 Identify work health and safety hazards in crop harvesting and assess risks
1.3 Select and maintain appropriate personal protective equipment
1.4 Identify environmental impacts of harvesting the crop and take required action
1.5 Complete windrowing or swathing appropriately
1.6 Sample crop for moisture content and report to supervisor to assess timing of harvest
1.7 Identify hygiene standards for the crop and the paddock from the harvest strategy or the crop storage plan

### 2. Prepare the harvesting equipment

2.1 Clean harvesting machinery and other equipment appropriately
2.2 Assess and service all machinery and equipment, replace required parts and adjust for harvesting conditions
2.3 Dispose of all containers, leftover fluids, waste and debris from the maintenance and servicing work appropriately
2.4 Record all maintenance and servicing activities appropriately

### 3. Harvest crops

3.1 Implement work health and safety controls for crop harvesting
3.2 Follow and complete the harvest strategy for each paddock, including implementing fire prevention measures
3.3 Operate harvesting machinery and ancillary equipment appropriately and to suit crop conditions
3.4 Apply technology to ensure most efficient performance of operations
3.5 Maintain the hygiene of all surfaces that come into contact with the crop
3.6 Check regularly and adjust harvester and ancillary equipment where required

### 4. Complete harvesting operations

4.1 Clean and store equipment, attachments and other ancillary equipment appropriately
4.2 Apply any required insecticides appropriately
4.3 Dispose of all containers, leftover fluids, waste and debris according to enterprise polices and minimising the impact on the environment
<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.4 Move harvesting equipment is moved between sites and on public roads appropriately</td>
</tr>
<tr>
<td></td>
<td>4.5 Complete all required records and documentation appropriately</td>
</tr>
<tr>
<td></td>
<td>4.6 Apply enterprise biosecurity policies</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC308A Undertake agricultural crop harvesting activities.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBC308 Undertake agricultural crop harvesting activities

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- handle and manoeuvre harvesting equipment
- operate crop harvesting machinery and equipment
- implement correct use of technology to improve efficiency
- implement procedures for seed handling and hygiene
- identify hazards and implement work health and safety procedures for all harvest tasks
- complete pre- and post-operational checks on tools, harvesting machinery and equipment
- perform routine, service and maintenance procedures on tools, harvesting machinery and equipment
- sample crops to assess moisture content and maturity/ripeness of the crop
- monitor efficiency of harvesting equipment and make adjustments to height and other settings
- transport, clean and store harvesting equipment
- use of industry standard terminology to describe agricultural harvesting activities
- follow work health and safety policies in the context of own work
- follow biosecurity policies in the context of own work
- follow sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- handling and manoeuvring of harvesting equipment
- operation of crop harvesting machinery and equipment
- role of technology in improving efficiency
Assessment Requirements for AHCBAC308 Undertake agricultural crop harvesting activities

- procedures for seed handling and hygiene
- hazards and work health and safety procedures for all harvest tasks
- pre- and post-operational checks on tools, harvesting machinery and equipment
- routine, service and maintenance procedures on tools, harvesting machinery and equipment
- enterprise biosecurity policies and sustainability practices.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC310 Maintain pastures and crops for livestock production

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain pastures and crops for livestock production.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

Operating machinery carries risk and candidates should observe all enterprise and manufacturer’s requirements.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Monitor & assess agricultural pasture and crop condition, growth and requirements | 1.1 Monitor pasture and crop growth, nutrient status and health regularly and record observations  
1.2 Report deviation from expected growth and vigour  
1.3 Identify, monitor and report weeds, pests and diseases  
1.4 Monitor soil fertility and plant nutrition where required  
1.5 Follow directions to establish sites for regular measurement of soil moisture where required.  
1.6 Measure moisture levels and calculate soil water percentage using soil probe or other measuring tools  
1.7 Report observations of pasture and crop ripening to manager to determine the timing of harvest |
| 2. Undertake pasture and crop health operations | 2.1 Identify work health and safety hazards and implement appropriate controls  
2.2 Select, use and maintain appropriate personal protective equipment  
2.3 Contribute to an Integrated pest and plant health strategy to address pasture / crop health and growth issues  
2.4 Select and use equipment to apply treatments where required  
2.5 Follow label instructions and any specialist advice  
2.6 Apply specialist sprays appropriately for growth stages  
2.7 Apply technology to ensure most efficient performance of operations  
2.8 Conduct any required chipping or spot spraying  
2.9 Assess, record and report pasture and crop growth stages and keys  
2.10 Apply water as required in irrigated situations  
2.11 Consider adverse environmental impacts when performing all applications |
| 3. Complete cleaning and hygiene operations | 3.1 Clean and maintain equipment appropriately  
3.2 Dispose of all containers, leftover fluids, waste and debris from the maintenance and servicing work appropriately  
3.3 Follow enterprise biosecurity procedures  
3.4 Complete all required records and documentation appropriately |
| 4. Implement grazing strategies | 4.1 Contribute to an integrated pest management program using livestock to conduct stubble and fallow weed control  
4.2 Implement appropriate grazing program to maintain pasture and |

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Skills Impact
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>crop production for grazing</td>
<td>4.3 Respond to changes in quantity and quality of available pasture and crop with appropriate grazing management</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBC310 Maintain pastures and crops for livestock production

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- detect differences and variations in pasture and crop growth
- report/communicate such differences to the supervisor/farm owner
- observe and report on health, nutrition and growth of the pasture and crop
- monitor pests and disease in pastures and crops
- assess pastures and crop maturity
- apply sprays and fertilizers as directed
- measure soil moisture and relate data to crop requirements
- apply technology to ensure most efficient performance of operations
- monitor the productivity and feed intake of grazing livestock
- assess the impact of grazing on pasture and crop productivity
- follow enterprise work health and safety and animal welfare policies and procedures.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- potential hazards associated with the operation of basic tools, equipment and machinery
- general machine maintenance procedures
- machinery operating principles and safe operating methods
- role of technology in improving efficiency
- environmental impacts associated with the operation of machinery and equipment
- organisation recording and reporting procedures
- symptoms of pasture and crop lacking health and vigour
- signs of pest and disease infestation, moisture stress and nutrient deficiencies
- hygiene requirements for equipment that comes into contact with the pastures and crops
- types and uses of herbicides, insecticides and other pesticides and alternative pest control methods (non-chemical)
- work health and safety and pesticides, legislation
- different livestock grazing habits
- enterprise sustainability practices.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC401 Manage pastures for livestock production

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage pastures for livestock production.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Develop a pasture</td>
<td>1.1 Assess pasture types on property and seasonal production</td>
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<tr>
<td>management program</td>
<td>potential and limitations</td>
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<tr>
<td></td>
<td>1.2 Confirm or modify livestock production and enterprise objectives to develop production targets achievable by each pasture type</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess grazing and rest period requirements of pasture types for pasture quality, quantity and persistence considerations</td>
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<tr>
<td></td>
<td>1.4 Assess nutrient requirements for pastures to determine appropriate fertiliser and soil ameliorant program</td>
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<td>1.5 On properties / paddocks with irrigation, determine appropriate irrigation schedules for each soil and pasture type using assessed water requirements, rainfall, Readily Available Water and evapo-transpiration data</td>
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<tr>
<td></td>
<td>1.6 Identify and plan grazing and fodder conservation strategies</td>
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<td></td>
<td>1.7 Determine infrastructure and resources required to support grazing management</td>
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<td></td>
<td>1.8 Identify and account for budgetary constraints appropriately</td>
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<td></td>
<td>1.9 Develop appropriate pasture management program</td>
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<tr>
<td></td>
<td>1.10 Identify hazards in pasture management and assess risks</td>
</tr>
<tr>
<td>2. Implement pasture management program</td>
<td>1.1 Identify work health and safety hazards and implement controls</td>
</tr>
<tr>
<td></td>
<td>1.2 Monitor pasture capacity appropriately</td>
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<td>1.3 Implement planned strategic grazing to reduce or eradicate areas of weed infestation and maintain ground cover</td>
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<tr>
<td></td>
<td>1.4 Determine fertiliser and soil ameliorant applications and rates appropriate to pasture type, soil analysis and production targets, and applied accordingly</td>
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<td>1.5 On properties / paddocks with irrigation, monitor soil moisture and schedule watering</td>
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<td></td>
<td>1.6 Apply technology to ensure most efficient performance of operations</td>
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<td></td>
<td>1.7 Develop and implement appropriate processes to minimise waste, soil degradation and environmental impacts</td>
</tr>
<tr>
<td>3. Monitor pasture growth and fodder production</td>
<td>3.1 Determine longer term trends in weed, pest and disease incidence and implement any identified changes to control measures</td>
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<td></td>
<td>3.2 Monitor soil structure and risks of erosion, determine changes to cultural practices, grazing management and drainage to improve soil quality</td>
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<tr>
<td></td>
<td>3.3 On properties with irrigation, check and maintain irrigation and drainage systems</td>
</tr>
<tr>
<td></td>
<td>3.4 Monitor grazing management to ensure sustainable pasture and optimal livestock production levels</td>
</tr>
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<td></td>
<td>3.5 Identify feed surpluses and deficiencies and rectify appropriately</td>
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<td>3.6 Monitor pasture maturity and conduct seed harvesting to meet any</td>
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</table>
## Element: Review production level

### Performance criteria:

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<tbody>
<tr>
<td>4.1 Monitor pasture yields and evaluate against forecast production levels</td>
</tr>
<tr>
<td>4.2 Evaluate grazing programs for sustainability of the land and pasture resource, and livestock profitability</td>
</tr>
<tr>
<td>4.3 Collect and maintain physical and financial records of production for analysis and evaluation of production performance</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCBA01A Manage pastures for livestock production.

### Links

Assessment Requirements for AHCBA401 Manage pastures for livestock production

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine fertiliser, soil ameliorants and biological inputs required to support production
- set objectives and milestones for pasture production
- calculate costs
- determine soil quality and land use capability
- monitor the productivity and feed intake of grazing livestock
- develop grazing strategies and plan infrastructure required
- assess the impact of grazing on pasture productivity and resilience
- identify pasture species and estimate dry matter production of pasture
- assess options to control weed infestation
- identify strategies for pest and disease control
- establish production targets for each pasture type in an enterprise
- develop a pasture management program to meet production targets and enterprise objectives
- carry out strategic grazing to reduce or eradicate areas of weed infestation
- monitor soil health and grazing management to ensure sustainable pasture and optimal livestock production levels
- monitor pasture yields and evaluate against forecast production levels
- correct use of technology to improve efficiency
- maintain relevant physical and financial records for pasture and livestock production
- implement work health and safety policies and procedures
- implement enterprise environmental management and sustainability practices.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- land and soil conditions
- pasture species and growing requirements
- pasture grazing strategies
- nutrient requirements and soil fertility
- environmental management strategies in land use
- safe handling processes for fertilisers
- infestation patterns for different types of weed
- role of technology in improving efficiency
- work health and safety legislative and enterprise requirements
- relevant environmental codes of practice, legislation and regulations relating to farm production.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC402 Plan a pasture establishment program

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan a pasture establishment program.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine requirements of the</td>
<td>1.1 Assess existing pasture for retention or removal</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Pasture establishment</td>
<td>1.2 Identify appropriate pasture species and cultivars that are best suited to soil, climate, seasonal conditions and livestock goals and calculate, cost and confirm availability with suppliers</td>
</tr>
<tr>
<td>program</td>
<td>1.3 Select appropriate pasture establishment procedures that are consistent with seasonal factors, site and soil characteristics, production plans and the resources and equipment available</td>
</tr>
<tr>
<td></td>
<td>1.4 Assess technology to ensure most efficient performance of operations</td>
</tr>
<tr>
<td></td>
<td>1.5 Plan post-planting care according to production needs, enterprise standards and site capabilities.</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify and plan for plant germination and nutrient requirements, taking into account soil characteristics</td>
</tr>
<tr>
<td></td>
<td>1.7 Identify, cost and confirm availability of resources, tools, equipment and machinery required for planting and post-planting care with suppliers, contractors and appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>1.8 Identify work health and safety hazards associated with the pasture establishment program, assess risks and develop appropriate controls</td>
</tr>
<tr>
<td>Prepare and document the</td>
<td>2.1 Prepare detailed plans based on the requirements of the pasture establishment program and production requirements</td>
</tr>
<tr>
<td>pasture establishment</td>
<td>2.2 Produce plan which can be readily interpreted and understood by on-site personnel appropriately</td>
</tr>
<tr>
<td>program</td>
<td>2.3 Develop on-site planting procedures and schedules and post-planting care of pasture and communicate to staff</td>
</tr>
<tr>
<td></td>
<td>2.4 Plan for contingencies and identify applicable alternative strategies</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC402A Plan a pasture establishment program.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA402 Plan a pasture establishment program

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine requirements of the pasture establishment program
- research suitable pasture species for the site and proposed land use
- prepare and document the pasture establishment program
- develop strategies for weed, pest and disease control
- assess pastures for production potential
- assess site factors
- select suitable pasture species and cultivars
- identify threats to pasture establishment including weeds, pests and diseases
- determine resources and equipment for planting and post-planting care
- prepare pasture establishment plans to meet livestock production plans and schedules
- demonstrate correct use of technology to improve efficiency
- implement enterprise work health and safety policies in the context of the work team
- implement sustainability practices in the context of the work team.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- pasture varieties and their characteristics, requirements and production potential
- establishment techniques of specific pasture species and cultivars
- advantages and disadvantages of a range of pasture establishment procedures
- maintenance requirements and practices for specific pasture species and cultivars after initial establishment
- livestock production systems and their integration with pasture production
- planning process, including costing and scheduling of works
- plant identification of pasture and weed species
- role of pasture in sustainable land use
- role of technology in improving efficiency
- environmental impacts of pasture establishment.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC0403 Supervise agricultural crop establishment

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to supervise agricultural crop establishment, including planning and scheduling plantings based on the planting plan.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Source information for input to planting plan | 1.1 Identify and obtain documents relating to crop production  
1.2 Identify competing demands on human and physical resources |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>that may affect planting</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify the specific target area, or paddock, for planting from the production or management plan</td>
</tr>
<tr>
<td>1.4</td>
<td>Obtain paddock history to identify crop and pasture rotation, and potential weed, pest &amp; disease issues</td>
</tr>
<tr>
<td>1.5</td>
<td>Obtain and evaluate soil test results to determine appropriate soil treatments</td>
</tr>
<tr>
<td>1.6</td>
<td>Assess and account for trash levels and seedbed conditions</td>
</tr>
<tr>
<td>2. Prepare planting plan</td>
<td>2.1 Determine the agricultural crop and method(s) of planting to be used from the organisation's production or management plan and availability</td>
</tr>
<tr>
<td></td>
<td>2.2 Assess and calculate the resources required for the planting operations from the area to be sown, the method of planting to be used, and the available timelines</td>
</tr>
<tr>
<td></td>
<td>2.3 Assess technology to ensure most efficient performance of operations</td>
</tr>
<tr>
<td></td>
<td>2.4 Set target dates for planting, including the sequencing for planting across paddocks or crop areas, in line with the overall production or management plan</td>
</tr>
<tr>
<td></td>
<td>2.5 Select the chemical applications that are required prior to and post planting and organise to occur appropriately</td>
</tr>
<tr>
<td></td>
<td>2.6 Prepare the plan to ensure that any potential detrimental environmental impacts are minimised or eliminated, including the proper disposal of containers, drums and other waste</td>
</tr>
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<td></td>
<td>2.7 Identify and assess hazards, and safe work practices for planting are implemented and overseen with staff</td>
</tr>
<tr>
<td></td>
<td>2.8 Identify, arrange and obtain required approvals for the planting operations</td>
</tr>
<tr>
<td></td>
<td>2.9 Determine measurable indicators, specifications and targets, based on the production or management plan and the method, resources and seed to be used</td>
</tr>
<tr>
<td>3. Determine scheduling and key responsibilities</td>
<td>3.1 Determine appropriate planting schedule</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine key responsibilities for required specific preparatory processes</td>
</tr>
<tr>
<td></td>
<td>3.3 Determine key responsibilities for specific implementation processes</td>
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<td></td>
<td>3.4 Determine and implement appropriate recordkeeping processes, including the type, format, frequency and detail of any reporting required by both managers and operators</td>
</tr>
<tr>
<td></td>
<td>3.5 Document the plan, including scheduling and key responsibilities</td>
</tr>
<tr>
<td>4. Monitor and adjust the</td>
<td>4.1 Ensure adherence to monitoring points outlined in the</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>planting plan</td>
<td>implementation plan</td>
</tr>
<tr>
<td></td>
<td>4.2 Conduct checks to ensure that work health and safety procedures and site environmental requirements are being observed and followed</td>
</tr>
<tr>
<td></td>
<td>4.3 Communicate with operational staff and any contractors</td>
</tr>
<tr>
<td></td>
<td>4.4 Conduct checks to ensure that the required documentation is completed clearly and accurately during the progress of the planting process</td>
</tr>
<tr>
<td></td>
<td>4.5 Determine and implement any required corrective action or amendment to the planting plan</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBA403A Supervise agricultural crop establishment.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA403 Supervise agricultural crop establishment

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and oversee safe operating procedures
- identify the seasonal conditions which affect crop establishment
- plan and schedule planting including amending plans during the operations
- recognise poor growth and lack of vigour caused by nutrient deficiency and incorrect planting depth
- observe, identify and react appropriately to environmental implications and work health and safety hazards
- plan the planting operation including timing and resources required
- correct use of technology to improve efficiency
- carry out pest, weed and disease control either pre or post planting if required
- supervise staff and monitor the planting operation
- implement work health and safety policies in the context of the work team.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- equipment that is required for a range of tillage methods, and pest and weed control prior to planting
- crop establishment requirements
- equipment servicing requirements
- role of technology in improving efficiency
- integrated pest and weed management techniques
- environmental controls and codes of practice applicable to the enterprise
Assessment Requirements for AHCBA403 Supervise agricultural crop establishment Date this document was generated: 18 March 2019

- legislation, codes of practice and enterprise procedures for work health and safety and environmental management
- management practices and processes to minimise environmental impacts such as noise, soil degradation, and debris from planting operations.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBA404 Plan and implement agricultural crop maintenance

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to plan and implement agricultural crop maintenance.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine condition of</td>
<td>1.1 Measure and assess soil moisture and calculate soil water</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>agricultural crops</td>
<td>percentage</td>
</tr>
<tr>
<td></td>
<td>1.2 Calculate water requirements to soil analysis data, standing crop, and forecast</td>
</tr>
<tr>
<td></td>
<td>weather conditions</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess nutrient requirements and availability for crops and identify deficiencies</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify factors affecting crop capacity</td>
</tr>
<tr>
<td></td>
<td>1.5 Assess technology to ensure most efficient performance of operations</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify work health and safety hazards in crop maintenance and assess risks</td>
</tr>
<tr>
<td>2. Determine pest control</td>
<td>2.1 Assess evidence of pests and disease and determine appropriate integrated control</td>
</tr>
<tr>
<td></td>
<td>measures</td>
</tr>
<tr>
<td></td>
<td>2.2 Locate and identify areas of weed infestation for reduction or eradication</td>
</tr>
<tr>
<td></td>
<td>2.3 Select appropriate integrated control methods</td>
</tr>
<tr>
<td></td>
<td>2.4 Schedule suitable control methods appropriately</td>
</tr>
<tr>
<td></td>
<td>2.5 Maintain records on severity of infestations and treatments used</td>
</tr>
<tr>
<td>3. Manage crop health</td>
<td>3.1 Implement work health and safety controls</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor crop to maintain water and nutritional requirements for optimal production</td>
</tr>
<tr>
<td></td>
<td>3.3 Implement sustainable land management practices appropriately</td>
</tr>
<tr>
<td></td>
<td>3.4 Monitor weed and pest levels and modify the control program as required</td>
</tr>
<tr>
<td></td>
<td>3.5 Assess, document and analyse benefits from soil and plant inputs and treatments</td>
</tr>
<tr>
<td></td>
<td>3.6 Monitor and document cropping programs</td>
</tr>
<tr>
<td></td>
<td>3.7 Document and record relevant data for continual analysis and effective crop</td>
</tr>
<tr>
<td></td>
<td>management</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBAC404A Plan and implement agricultural crop maintenance.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBCAC404 Plan and implement agricultural crop maintenance

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- refer to records of, and assess, soil health and nutrient status
- dispatch soil samples to laboratories
- carry out a soil health appraisal
- identify likely threats to crop from pests, weeds and diseases
- recognise damage to crop caused by weeds, pests or diseases
- recognise poor growth and lack of vigour in crop caused by nutrient deficiency
- record monitoring results
- plan and implement integrated control strategies to address nutrient deficiencies, disease outbreaks, pest and weed infestations
- accurately measure soil moisture and estimate irrigation needs if required
- apply pesticides or fertility treatments as required
- apply correct use of technology to improve efficiency
- communicate with industry, suppliers and other personnel
- read and interpret Safety Data Sheets (SDSs), production plans and analysis results
- estimate and measure pest control treatments
- assess crop needs accurately
- carry out crop cultural practices and treatments
- monitor and assess crop maturity
- ascertain water requirements from survey advice and weather forecasts
- measure soil moisture and interpret data accurately
- determine time of harvest with specialist advice
- implement work health and safety policies in the context of the work team
- implement enterprise sustainability practices.
Knowledge Evidence
The candidate must demonstrate knowledge of:

- crop growth stages and keys
- crop growth requirements compared to soil nutrient status
- fertiliser and soil ameliorant types and application times, methods and rates
- chemical use if applicable
- factors leading to development of chemical resistance
- role of technology in improving efficiency
- integrated pest management strategies
- life-cycles of pest, diseases and weeds
- work health and safety legislative requirements
- relevant codes of practice with regard to the use and control of agricultural chemicals
- legislation and codes of practice with regard to environmental protection.

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC405 Supervise agricultural crop harvesting

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise agricultural crop harvesting.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Prepare for harvesting</td>
<td>1.1 Assess crop maturity and quality in readiness for harvesting</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
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<td>---------</td>
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</tr>
<tr>
<td>1.2</td>
<td>Determine pre-harvest treatments for the control and eradication of pests and implement appropriately</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify and comply with licence or permit requirements</td>
</tr>
<tr>
<td>1.4</td>
<td>Assess insurance requirements and plan and implement required risk management strategies</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify work health and safety hazards and assess risks in crop harvesting</td>
</tr>
<tr>
<td>2.1</td>
<td>Estimate and calculate optimum timing to carry out harvest according to crop maturity assessment</td>
</tr>
<tr>
<td>2.2</td>
<td>Assess resource requirements appropriate to the size of the crop and estimated timing of harvest</td>
</tr>
<tr>
<td>2.3</td>
<td>Assess technology to ensure most efficient performance of operations</td>
</tr>
<tr>
<td>2.4</td>
<td>Arrange and confirm required labour and equipment to carry out harvesting operations within budgetary constraints</td>
</tr>
<tr>
<td>2.5</td>
<td>Identify and arrange appropriate requirements for fire prevention and control</td>
</tr>
<tr>
<td>3.1</td>
<td>Implement work health and safety controls</td>
</tr>
<tr>
<td>3.2</td>
<td>Implement appropriate communication strategies</td>
</tr>
<tr>
<td>3.3</td>
<td>Implement harvesting operations and adjust as required according to weather, equipment and staff requirements</td>
</tr>
<tr>
<td>3.4</td>
<td>Coordinate and monitor equipment operation</td>
</tr>
<tr>
<td>3.5</td>
<td>Identify and control existing and potential biosecurity hazards appropriately</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify appropriate storage resources and strategies for drying grain</td>
</tr>
<tr>
<td>4.2</td>
<td>Segregate grain quality of grain to marketing grades and monitor for moisture content according to classification standards</td>
</tr>
<tr>
<td>4.3</td>
<td>Evaluate harvesting operations and outcomes against harvest strategy</td>
</tr>
<tr>
<td>4.4</td>
<td>Document and record information for continual analysis and effective planning management</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBAC405A Supervise agricultural crop harvesting.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA405 Supervise
agricultural crop harvesting

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- organise and schedule the maintenance of plant and equipment
- establish strategies, procedures and controls for crop harvesting
- negotiate and arrange contracts and agreements
- implement safe workplace and positive environmental practices
- deal with weather and other contingencies
- establish strategies, procedures and controls for crop harvesting, including fire prevention and control plans
- correct use of technology to improve efficiency
- negotiate and arrange contracts and agreements
- estimate crop yields
- maintain budgetary controls
- assess crop maturity and quality in readiness for harvesting
- arrange storage and delivery requirements
- segregate grain for quality and monitor for moisture content
- implement work health and safety policies in the context of the work team
- implement biosecurity policies in the context of the work team.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- crop maturity and yield potential
- grain or seed quality
- functions and limitations of harvesting equipment
• role of technology in improving efficiency
• crop measurement techniques and parameters
• grain market information and sources
• location and relative skills and abilities of available contractors
• weather conditions which may affect the harvest
• relevant legislation, codes of practice and enterprise requirements for Work Health and Safety, contractor engagement, environment and pesticides
• environmental controls and codes of practice applicable to harvesting operations
• enterprise biosecurity policies.

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC406 Maintain grain quality in storage

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to maintain grain quality in storage and includes assessing and maintaining hygiene in grain storage areas, as well as monitoring the grain for deterioration or pests and contaminants.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

Participants must check state and federal training requirements before using fumigants in grain storages.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Maintain hygiene in storage areas | 1. Test storage conditions and facilities to maintain the standard of hygiene in stored grain  
2. Identify, report and carry out repairs and maintenance  
3. Apply treatments to storage facilities to maintain hygiene standards and in line with the grain storage program  
4. Implement enterprise biosecurity policies  
5. Record application of all treatments appropriately |
| 2. Monitor grain from arrival to dispatch | 2.1 Take samples and refer for testing before storing grain  
2.2 Take regular samples to ensure purity standards of the grain  
2.3 Check the grain quality at dispatch against the records taken at the point of storage  
2.4 Take, prepare and forward test samples for analysis according to prescribed guidelines  
2.5 Maintain and store records of grain movements in and out of storage as prescribed in the grain storage program  
2.6 Research and recommend new technology, systems or practices that will improve or maintain grain quality in storage  
2.7 Implement work health and safety policies for activities around the grain storage facilities |
| 3. Monitor and maintain grain condition in storage | 3.1 Conduct regular checks of grain in storage to maintain continued freedom from contaminants and deterioration  
3.2 Conduct appropriate periodical checks of grain in long-term storage for quality factors and viability  
3.3 Take, prepare and send samples of grain for testing in a laboratory setting appropriate to industry quality assurance and laboratory requirements  
3.4 Create, maintain and keep records of grain tests and inspections appropriate to the grain storage program.  
3.5 Use the schedule and methods outlined in the grain storage program to monitor condition of storage facilities  
3.6 Take appropriate corrective action to maintain grain quality  
3.7 Ensure that all activities around the grain storage facilities are undertaken appropriate to the grain storage program |
| 4. Control weeds and pests in storage areas | 4.1 Monitor grain according to the monitoring points, targets and methods outlined in the grain storage program  
4.2 Take samples the grain to test for pest infestation |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3</td>
<td>Prepare and forward sample for analysis appropriately</td>
</tr>
<tr>
<td>4.4</td>
<td>Control pests in storage to the grain storage program</td>
</tr>
<tr>
<td>4.5</td>
<td>Fumigate enclosed grain storage area clean the surrounding environment appropriately to the integrated pest management strategy in the grain storage program</td>
</tr>
<tr>
<td>4.6</td>
<td>Identify and control sources of any infestations appropriately to the integrated pest management strategy in the grain storage program</td>
</tr>
<tr>
<td>4.7</td>
<td>Ensure all pest control activities are undertaken appropriately to the grain storage program</td>
</tr>
<tr>
<td>4.8</td>
<td>Create, maintain and store records of treatments to the grain and storage facilities appropriately to the grain storage program</td>
</tr>
<tr>
<td>4.9</td>
<td>Create, maintain and store records of all chemical use in the storage facility, and the applicable withholding periods appropriately to the grain storage program</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBA406A Maintain grain quality in storage.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA406 Maintain grain quality in storage

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- setup and operate fumigation and pesticide application equipment
- sample loads and grain in storage, and conduct a simple analysis
- create, maintain, use and keep clear and trackable records
- use a range of communication equipment, including in emergency situations
- inspect and test silos
- identify insects, pests and other factors that affect grain quality
- set up and operate inert atmosphere equipment
- handle and mix chemicals for baiting, fumigation, spraying, and other forms of application
- interpret monitored information on pests
- plan and schedule weed, pest and disease control including amending plans during the operations
- calculate mass and volumes of grain and grain storages
- implement pre-determined integrated pest management strategies
- monitor and maintain hygiene
- monitor and control pests and contaminators
- investigate and recommend options for technology, systems or practices that will improve grain quality
- implement work health and safety policies in the context of the work team
- implement enterprise biosecurity policies in the context of the work team.

Knowledge Evidence

The candidate must demonstrate knowledge of:
Assessment Requirements for AHCBAC406 Maintain grain quality in storage

- types, levels and control methods for a range of pests and contaminants
- silo and temporary storage configuration and operation
- chemical handing and dangerous goods requirements
- range of applicable pesticides, their uses, application methods and handling requirements
- grain commodity types, varieties and grades, marketing requirements and options for grain growers
- handling requirements for gas cylinders
- insect life cycles and optimum conditions for development
- Integrated Pest Management (IPM) principles and the procedures used within the organisation
- legislative requirements, codes of practice and enterprise procedures relating to the purchase, transport, storage, use and disposal of pesticides and fumigants, work health and safety and environment
- client's sampling and classification requirements
- common grain pests and their general control methods
- equipment used in grain storage facilities
- site hazards and sound management practices and processes to minimise noise, odours, and debris from grain storage operations
- chemical handing and dangerous goods requirements
- developments and options available for maintaining or improving the quality of grain during storage
- enterprise biosecurity policies.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC407 Save, prepare and store agricultural seed

Modification History

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Application

This unit of competency describes the skills and knowledge required to save, prepare and store agricultural seed.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select seed from</td>
<td>1.1 Calculate the quantity of seed required to sow the following</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>agricultural crops</td>
<td>season's crop</td>
</tr>
<tr>
<td></td>
<td>1.2 Calculate the area of crop needed to produce the required quantity of seed for the following season's crop</td>
</tr>
<tr>
<td></td>
<td>1.3 Select a portion of the crop to be used as seed, based on the calculated requirements and its health, vigour, and grain size</td>
</tr>
<tr>
<td></td>
<td>1.4 Record the soil type in the selected portion of the crop</td>
</tr>
<tr>
<td></td>
<td>1.5 Implement measures to improve seed and plant health, vigour and uniformity within the selected area</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify application of any chemicals to the crop and consider detrimental environmental impacts</td>
</tr>
<tr>
<td></td>
<td>1.7 Implement enterprise work health and safety policies</td>
</tr>
<tr>
<td>2. Evaluate and grade seed</td>
<td>2.1 Assess grain variety for its suitability for the location, the soil, and the organisation's current marketing requirements after harvest</td>
</tr>
<tr>
<td></td>
<td>2.2 Research information regarding new varieties or trial results and progress for input to management decision-making</td>
</tr>
<tr>
<td></td>
<td>2.3 Grade the seed to the required size either on or off-site</td>
</tr>
<tr>
<td></td>
<td>2.4 Apply fungicidal and insecticidal dressings to the seed appropriately</td>
</tr>
<tr>
<td></td>
<td>2.5 Collect, prepare and forward test samples to the analysing body, according to the guidelines of that body</td>
</tr>
<tr>
<td></td>
<td>2.6 Collect, maintain and store records of observations, information gathered, and results of tests and grading appropriately</td>
</tr>
<tr>
<td></td>
<td>2.7 Refer records to the appropriate person for analysis and decision-making</td>
</tr>
<tr>
<td>3 Store seed</td>
<td>3.1 Select and hygienically prepare storage facilities</td>
</tr>
<tr>
<td></td>
<td>3.2 Transfer seed to the storage facility appropriately</td>
</tr>
<tr>
<td></td>
<td>3.3 Ensure seed is stored under conditions that maintain its quality and germination capacity</td>
</tr>
<tr>
<td></td>
<td>3.4 Conduct appropriate periodical checks of seed in long-term storage for quality factors and viability</td>
</tr>
<tr>
<td></td>
<td>3.5 Collect, prepare and forward seed samples for laboratory testing and analysis according to prescribed guidelines</td>
</tr>
<tr>
<td></td>
<td>3.6 Create, maintain and store records of seed storage, tests and inspections appropriately to the seed storage program</td>
</tr>
<tr>
<td></td>
<td>3.7 Monitor the condition of storage facilities using the schedule and methods outlined in the seed storage program and take appropriate corrective action to maintain seed quality</td>
</tr>
<tr>
<td></td>
<td>3.8 Ensure activities around the seed storage facilities are undertaken appropriately to the grain storage program</td>
</tr>
<tr>
<td>4. Collect and deliver</td>
<td>4.1 Establish delivery or supply terms and apply when collecting or</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
seed delivering seed | 4.2 Ensure seed sold or purchased conforms to local State and Federal legislation and regulations  
4.3 Observe regulations relating to the interstate movement of seeds  
4.4 Implement enterprise biosecurity policies

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC407A Save, prepare and store agricultural seed.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA407 Save, prepare and store agricultural seed

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select appropriate seed tests
- apply pre and post-harvest treatments for seed
- identify varieties from growth patterns
- identify weed seeds and contaminants
- identify pests in stored grain and initiate control measures
- calculate volumes, capacities, areas, ratios for seed, storages, and chemicals
- keep, update and maintain records relating to test results, provenance, varieties, pest control measures, and other relevant information about the seed
- calculate the quantity of seed required for the following season
- grade and test seed and interpret the results
- store the seed for use in the following season
- maintain grain in storage to ensure maximum quality and yield when used
- implement work health and safety policies in the context of the work team
- implement enterprise biosecurity policies in the context of the work team
- implement enterprise environmental sustainability practices.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- identification of varieties
- seed treatment and cleaning measures
- sources of purchased seed
- inoculation treatments and seed dressings used within the organisation
Assessment Requirements for AIHCBAC407 Save, prepare and store agricultural seed

- records and documentation required for tracking and handling of seed
- storage techniques and requirements for seed and grain
- environmental controls and codes of practice applicable to the enterprise
- relevant legislation and regulations relating to WHS, contractor engagement, chemical use and application, vehicle and plant use, and to the use, handling and sale of seed
- sound management practices and processes to minimise noise, odours, and debris from sowing operations
- enterprise biosecurity policies.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC408 Manage agricultural crop production

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage agricultural crop production.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who demonstrate deep knowledge in a specific technical area, take personal responsibility and exercise autonomy in undertaking complex work. They organise the work of self and others and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine</td>
<td>1.1 Select plant varieties that are best suited to soil, climate, seasonal</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>---------</td>
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</tr>
<tr>
<td>1. Determine required irrigation schedules where required for each soil and crop type based on assessed water requirements, rainfall and evapo-transpiration data</td>
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</tr>
<tr>
<td>1.3 Assess nutrient requirements for crops to determine appropriate fertiliser program</td>
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<tr>
<td>1.4 Assess technology to ensure most efficient performance of operations</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify and maintain budgetary constraints</td>
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</tr>
<tr>
<td>1.6 Develop a crop establishment program appropriate to the crop production plan</td>
<td></td>
</tr>
<tr>
<td>1.7 Identify work health and safety hazards and develop control strategies in establishing agricultural crops</td>
<td></td>
</tr>
<tr>
<td>2.1 Implement strategic grazing to reduce or eradicate areas of weed infestation</td>
<td></td>
</tr>
<tr>
<td>2.2 Determine fertiliser applications and rates appropriate to crop type and applied accordingly</td>
<td></td>
</tr>
<tr>
<td>2.3 Determine crop nutrient requirements to ensure sustainability and achievement of yield</td>
<td></td>
</tr>
<tr>
<td>2.4 Monitor soil moisture and adjust watering schedule if appropriate</td>
<td></td>
</tr>
<tr>
<td>2.5 Determine and implement processes to minimise waste and soil degradation appropriately</td>
<td></td>
</tr>
<tr>
<td>3.1 Determine longer term trends in weed, pest and disease incidence, and implement any necessary changes to control measures</td>
<td></td>
</tr>
<tr>
<td>3.2 Monitor soil structure and erosion and determine necessary changes to cultural practices, grazing management and drainage</td>
<td></td>
</tr>
<tr>
<td>3.3 Check and maintain irrigation and drainage systems</td>
<td></td>
</tr>
<tr>
<td>3.4 Monitor grazing management to ensure crop production levels</td>
<td></td>
</tr>
<tr>
<td>3.5 Monitor crop maturity and undertake harvesting to meet marketing and production targets</td>
<td></td>
</tr>
<tr>
<td>4.1 Follow the harvesting plan to apply pre-harvest pest control treatments where weather patterns permit</td>
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</tr>
<tr>
<td>4.2 Ensure adherence to all work health and safety and environmental requirements throughout the application of pre-harvest treatments and throughout the harvest</td>
<td></td>
</tr>
<tr>
<td>4.3 Ensure that all required labour and equipment is ready and available at the scheduled place and time</td>
<td></td>
</tr>
<tr>
<td>4.4 Commence the harvest at the scheduled time</td>
<td></td>
</tr>
<tr>
<td>4.5 Follow the order of the harvest described in the harvesting plan</td>
<td></td>
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</tbody>
</table>
| 4.6 Monitor harvesting operations and adjust to allow for weather,
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>contracting and equipment maintenance needs</td>
<td>4.7 Instruct truck, tractor and harvester operators on procedures to deliver each crop load at maximum quality</td>
</tr>
<tr>
<td>5. Record production</td>
<td>5.1 Maintain appropriate records of production for analysis and evaluation of production performance</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA08 Manage agricultural crop production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply environmental protection strategies in land use
- set objectives and milestones for a cropping program
- determine soil quality and land use capability
- determine crop nutrient requirements and fertiliser requirements
- measure and assess quantities of fertiliser to meet plant requirements
- predict patterns of weed infestation
- manage irrigation processes to avoid soil degradation if applicable
- demonstrate use of technology to improve efficiency
- prepare budgets
- develop a cropping program for an enterprise
- plan for crop establishment
- monitor growing crops, provide inputs and carry out cultural practices as required
- develop a plan for the crop harvest
- monitor crop yields and evaluate production performance
- implement work health and safety policies in the context of the work team
- implement enterprise environmental sustainability practices in the context of the work team.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- land and soil conditions
- effects of soil characteristics on nutrient availability
Assessment Requirements for AHCBA408 Manage agricultural crop production

- role of technology in improving efficiency
- budgeting and financial analysis techniques
- environmental protection strategies
- cultivation requirements for different types of crop
- safe handling processes for fertilisers
- infestation patterns for different types of weed
- integrated strategies for the management of pests, weeds and diseases
- work health and safety legislative requirements
- environmental legislation and codes of practice, relating to farm production.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC502 Manage forage conservation

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage forage conservation.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who demonstrate deep knowledge in a specific technical area, take personal responsibility and exercise autonomy in undertaking complex work. They organise the work of self and others and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<tr>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan for forage</td>
<td>1.1 Determine the resource needs and end use requirements of forage</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
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</tbody>
</table>
| conservation | conservation in the farm production system  
1.2 Define forage conservation options and cost benefit  
1.3 Select appropriate paddocks for forage conservation with regard to species selection and target growth stage  
1.4 Select appropriate forage conservation machinery, equipment and personal protective equipment in accordance with manufacturer's specifications, work health and safety requirements and industry practice  
1.5 Assess technology to ensure most efficient performance of operations  
1.6 Ensure safe access to paddocks for harvesting and transport machinery  
1.7 Plan and prepare storage facility or system for selected forage conservation method  
1.8 Identify and minimise potential environmental impacts of forage conservation activities  
1.9 Negotiate contracts and costs including crop inputs, machinery, harvest area and storage sites where applicable  
1.10 Communicate details of work activities with workers or contractors where applicable  
1.11 Identify work health and safety hazards and risks in forage conservation and develop control strategies |
| 2. Prepare paddocks for forage conservation | 2.1 Identify need for fertiliser, irrigation, weed control and grazing or slashing before closing paddock to stock at appropriate time  
2.2 Identify optimum time for harvest of key species  
2.3 Monitor and control weeds, pests and diseases |
| 3. Oversee forage harvesting operations | 3.1 Establish dry matter targets for the selected method of forage conservation  
3.2 Monitor seasonal and current weather conditions to determine optimum time for harvest and to ensure quality  
3.3 Assess condition and dry matter content of the crop throughout the harvesting operation  
3.4 Select harvesting and conditioning machinery based on weather conditions and forage drying targets  
3.5 Ensure that harvesting activities are conducted in a safe, controlled and efficient manner  
3.6 Ensure that baling, wrapping, compacting, sealing or storage of forage is in accordance with storage plan  
3.7 Ensure that forage is safely loaded, transported and stored in accordance with work health and safety and quality requirements and to minimise spoilage and the risk of combustion |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>4. Complete operation</td>
<td>4.1 Complete records in accordance with quality assurance requirements and industry practice</td>
</tr>
<tr>
<td></td>
<td>4.2 Ensure waste and debris is disposed of to minimise environmental impact</td>
</tr>
<tr>
<td></td>
<td>4.3 Ensure that machinery and ancillary equipment is cleaned and serviced in accordance with manufacturer’s specifications, work health and safety requirements and industry practice</td>
</tr>
<tr>
<td></td>
<td>4.4 Conduct quality checks on stored forage</td>
</tr>
<tr>
<td></td>
<td>4.5 Monitor and minimise environmental impacts of forage conservation activities including concentration of nutrients at field out areas and effluent run-off</td>
</tr>
<tr>
<td></td>
<td>4.6 Implement enterprise biosecurity policies</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC502A Manage forage conservation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBC502 Manage forage conservation

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assess the need for and implications of forage conservation in the farming system
- select and implement a forage conservation system
- perform harvesting operations
- assess cost benefit and forage conservation options
- select appropriate forage conservation method
- select suitable forage conservation machinery
- apply correct use of technology to improve efficiency
- oversee harvest, forage preparation and storage
- record work activities
- implement work health and safety policies in the context of the work team
- implement enterprise biosecurity policies in the context of the work team
- implement enterprise environmentally sustainability practices.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- forage conservation options and cost benefit economic analysis
- silage and hay conservation systems
- factors affecting the quality of silage and hay
- dry matter content, quality and hygiene requirements
- range and functions of silage and haymaking machinery and equipment
- role of technology in improving efficiency
- common weeds, pests and diseases associated with crops and pastures
types and application of personal protective equipment
types and application of personal protective equipment
work health and safety legislation and regulations including licensing requirements in relation to forage operations
risk factors including human and animal health, weather, harvesting and environmental
enterprise biosecurity policies and environmental sustainability practices.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC503 Manage integrated crop and pasture production

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage integrated crop and pasture production.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who demonstrate deep knowledge in a specific technical area, take personal responsibility and exercise autonomy in undertaking complex work. They organise the work of self and others and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop a pasture and</td>
<td>1.1 Establish production targets for each crop and pasture type</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>crop program</td>
<td>consistent with marketing and enterprise objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 Select plant varieties that are best suited to soil, climate, seasonal conditions and marketing goals</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine irrigation schedules, where required, for each soil and crop or pasture type based on assessed water requirements, rainfall and evapo-transpiration data</td>
</tr>
<tr>
<td></td>
<td>1.4 Assess nutrient requirements for crops and pastures to determine appropriate fertiliser program</td>
</tr>
<tr>
<td></td>
<td>1.5 Assess technology to ensure most efficient performance of operations</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify and maintain budgetary constraints appropriately</td>
</tr>
<tr>
<td></td>
<td>1.7 Develop a pasture and crop program to meet production targets and enterprise objectives</td>
</tr>
<tr>
<td></td>
<td>1.8 Identify work health and safety hazards in crop &amp; pasture management and develop control strategies</td>
</tr>
<tr>
<td>2. Implement pasture and crop management program</td>
<td>2.1 Implement pasture and crop program and monitor pasture capacity appropriately</td>
</tr>
<tr>
<td></td>
<td>2.2 Implement planned strategic grazing, where necessary, to reduce or eradicate areas of weed infestation</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine and conduct fertiliser applications and rates appropriate to crop or pasture type</td>
</tr>
<tr>
<td></td>
<td>2.4 Apply crop and pasture nutrient requirements to ensure achievement of yield and sustainability of pasture</td>
</tr>
<tr>
<td></td>
<td>2.5 Monitor soil moisture schedule watering, and adjust as required</td>
</tr>
<tr>
<td></td>
<td>2.6 Determine and implement appropriate processes to minimise waste, soil degradation and environmental standards</td>
</tr>
<tr>
<td>3. Monitor crop or pasture growth and fodder production</td>
<td>3.1 Determine longer term trends in weed, pest and disease incidence and implement any necessary control measures changes</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor soil structure and erosion, determine and implement any necessary changes to cultural practices, grazing management and drainage</td>
</tr>
<tr>
<td></td>
<td>3.3 Check and maintain irrigation and drainage systems</td>
</tr>
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<td></td>
<td>3.4 Monitor grazing management</td>
</tr>
<tr>
<td></td>
<td>3.5 Integrate livestock into the cropping cycle through grazing of pastures returning to crop, stubbles and crop residues, and dual purpose crops</td>
</tr>
<tr>
<td></td>
<td>3.6 Identify feed surpluses and deficiencies and take appropriate action</td>
</tr>
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<td></td>
<td>3.7 Monitor crop or pasture maturity is monitored and conduct harvesting to meet marketing and production targets</td>
</tr>
<tr>
<td>4. Review production</td>
<td>4.1 Monitor pasture and crop yields and evaluate against forecast</td>
</tr>
<tr>
<td>Element</td>
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</tr>
<tr>
<td>level</td>
<td>production levels</td>
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<tr>
<td></td>
<td>4.2 Evaluate efficiency and effectiveness of grazing and cropping programs and document for future best practice</td>
</tr>
<tr>
<td></td>
<td>4.3 Evaluate production performance of each enterprise and document for management program review</td>
</tr>
<tr>
<td></td>
<td>4.4 Maintain appropriate production records for production performance analysis and evaluation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC503A Manage integrated crop and pasture production.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA503 Manage integrated crop and pasture production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- measure and assess quantities of fertiliser
- apply environmental protection strategies in land use
- set objectives and milestones
- determine soil quality and land use capability
- predict patterns of weed infestation
- design irrigation processes to avoid soil degradation
- apply correct use of technology to improve efficiency
- assess financial strategies and prepare budgets
- develop a pasture and crop program to meet production targets and enterprise objectives
- maintain the productivity of crops and pastures in a farming system
- monitor soil structure and erosion and make required changes to cultural practices and grazing management
- implement grazing strategies to optimise pasture and livestock production levels and support the cropping program
- evaluate grazing and cropping programs for efficiency and effectiveness
- use physical and financial records of production to evaluate production performance
- implement work health and safety policies in the context of the work team.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- land and soil conditions
- effects of nutrients of soil types
• crop and pasture production financial analysis techniques
• environmental standards
• cultivation requirements for different types of crop
• safe handling processes for fertilisers
• role of technology in improving efficiency
• infestation patterns for different types of weed
• work health and safety legislation codes of practice and enterprise procedures.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBC504 Plan and manage a stored grain program

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and manage a stored grain program.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who demonstrate deep knowledge in a specific technical area, take personal responsibility and exercise autonomy in undertaking complex work. They organise the work of self and others and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan grain storage</td>
<td>1.1 Collect and analyse organisational documentation and financial</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1. Plan and manage a stored grain program | 1.2 Identify, record and assess available storage facilities for suitability and capacity  
1.3 Calculate and analyse projected grain production and delivery quantities, types and timeframes against storage capacity  
1.4 Arrange any required temporary storage  
1.5 Estimate timeframes and scheduling for delivery of grain to storage facilities on- and off-site  
1.6 Prepare program to include plans for annual, seasonal and short-term periods, appropriate to achieve organisational goals and objectives  
1.7 Document program, including scheduling and key responsibilities, and reporting type, format, frequency and detail required by managers and operators |
| 2. Plan integrated pest control for the storage area | 2.1 Organise grain testing and sampling for pest infestation  
2.2 Record and analyse results of samples and tests for pest infestation  
2.3 Develop and implement an integrated pest management program to control grain insects and other pests in storage  
2.4 Determine monitoring points, targets and methods to identify possible development of resistance in insects  
2.5 Ensure the selected pest control strategies relate to the requirements of the end use and to customers’ expectations  
2.6 Determine appropriate record keeping requirements and procedures to ensure compliance with the range of applicable regulations  
2.7 Document the program, including scheduling and key responsibilities, including the type, format, frequency and detail of any reporting required by both managers and operators |
| 3. Implement work health and safety program for grain storage area | 3.1 Identify hazards within and surrounding the grain storage area(s)  
3.2 Develop, document and implement procedures to minimise risks  
3.3 Communicate work health and safety and risk minimisation procedures  
3.4 Ensure the program describes the personal protective equipment and safety gear required to be used around the storage facilities  
3.5 Determine record keeping requirements and implement procedures appropriately  
3.6 Ensure the program includes the type, format, frequency and detail of any reporting required by both managers and operators |
| 4. Manage the grain storage program | 4.1 Implement the grain storage program  
4.2 Schedule and organise activities for efficient transport and storage |
<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td></td>
<td>of the grain</td>
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<tr>
<td>4.3</td>
<td>Implement pest control strategies according to the integrated pest management program</td>
</tr>
<tr>
<td>4.4</td>
<td>Ensure personal protective equipment and safety gear is provided to all people operating around the storage facilities</td>
</tr>
<tr>
<td>4.5</td>
<td>Ensure that all work health and safety procedures are implemented by operational personnel</td>
</tr>
<tr>
<td>4.6</td>
<td>Conduct checks to ensure that the performance indicators, targets and specifications are being met and make amendments to the program, where necessary</td>
</tr>
<tr>
<td>4.7</td>
<td>Communicate regularly with operational personnel throughout the storage, transport, sampling and chemical application operations to ensure efficient and safe operation and progress</td>
</tr>
<tr>
<td>4.8</td>
<td>Assess the impact and risk of existing and potential problems</td>
</tr>
<tr>
<td>4.9</td>
<td>Identify potential problems and investigate likely causes</td>
</tr>
<tr>
<td>4.10</td>
<td>Consider, analyse, review and recommend alternative solutions to appropriate personnel for a decision</td>
</tr>
</tbody>
</table>

| 5. Maintain records of stored grain movement | 5.1 Create, maintain and store records and documentation as described in the grain storage program, the integrated pest management program, and work health and safety requirements |
| 5.2    | Complete appropriate records and documentation throughout the storage program |
| 5.3    | Ensure that the record keeping system is appropriate |
| 5.4    | Implement enterprise biosecurity policies |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBA504A Plan and manage a stored grain program.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCBA504 Plan and manage a stored grain program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- cost benefit analysis of grain storage
- establish procedures and controls for implementation by others
- plan, schedule, monitor and amend plans for operations
- administer and co-ordinate operations on a site
- explain, and deliver instructions about the plans and scheduling of the grain storage operations to both staff and contractors
- observe, identify and react appropriately to environmental implications and work health and safety hazards
- plan for storage needs based on grain production estimates
- implement an integrated pest management (IPM) program for grain storage
- supervise procedures to manage work health and safety risk for the storage site
- schedule the storage and transport of grain
- supervise staff to monitor transport, storage, sampling and pest control procedures
- maintain records of grain storage to meet quality requirements
- implement work health and safety policies
- implement enterprise biosecurity policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- silo layout and operations, configuration, and maintenance procedures
- safe working practices, especially in confined spaces and at heights
• organisational priorities and policies in relation to production planning, work health and safety and chemical use
• organisational priorities and policies in relation to quality, personnel and operations
• pest control principles
• reporting and recording requirements within the organisation and as required by external authorities
• grain marketing and commodity prices
• use of technology in grain storage operations
• integrated pest and weed management techniques
• relevant legislation and regulations relating to work health and safety, contractor engagement, chemical use and application, site management, and vehicle and plant use
• sound management practices and processes to minimise noise, odours, and debris from grain storage operations
• enterprise biosecurity policies.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC505 Plan and manage long-term weed, pest or disease control in crops

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Application

This unit of competency describes the skills and knowledge required to plan and manage long-term weed, pest or disease control in crops.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who demonstrate deep knowledge in a specific technical area, take personal responsibility and exercise autonomy in undertaking complex work. They organise the work of self and others and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Source information for input to weed, pest or disease control planning | 1.1 Identify and access historical data, including recent data from organisational records for input to weed, pest or disease control planning  
1.2 Research and collate information from other enterprises within the district  
1.3 Use information regarding the characteristics of the crop(s) planned for, or under production  
1.4 Research and collate information regarding the local geography, soil and climatic conditions  
1.5 Consider and document the environmental implications of pesticide or herbicide use, alternative methods and non-chemical preventative methods  
1.6 Assess technology to ensure most efficient performance of operations  
1.7 Assess information and determine potential key information for input to planning decisions |
| 2. Determine long-term weed, pest or disease control strategies | 2.1 Analyse information gathered for suitable methods  
2.2 Consider methods of control, including their impacts  
2.3 Determine strategies for weed, pest or disease control to integrate the most suitable control methods with the proposed crops and the existing geography  
2.4 Establish environmental controls and include in the plan  
2.5 Identify work health and safety hazards, assess risks and incorporate suitable controls into the plan |
| 3. Provide input to other planning processes | 3.1 Incorporate selected weed, pest or disease control strategies into other organisational planning processes  
3.2 Collect and use information regarding other planning processes in the weed, pest or disease control plan  
3.3 Communicate information appropriately about the range of planning processes |
| 4. Determine scheduling and key responsibilities | 4.1 Determine appropriate scheduling for weed, pest or disease control  
4.2 Determine key responsibilities for specific implementation processes  
4.3 Determine record keeping requirements are determined and implement appropriate procedures  
4.4 Document the plan, including scheduling and key responsibilities and ensure it includes the type, format, frequency and detail of any reporting required by both managers and operators |
<p>| 5. Monitor and adjust weed, pest or disease | 5.1 Evaluate the effectiveness of the weed, pest or disease control |</p>
<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Identify, monitor and assess environmental impacts and work health and safety hazards relating to weed, pest or disease control throughout the implementation process</td>
</tr>
<tr>
<td>5.3</td>
<td>Identify and implement necessary modifications to the strategy</td>
</tr>
<tr>
<td>5.4</td>
<td>Implement enterprise biosecurity policies</td>
</tr>
<tr>
<td>6.1</td>
<td>Analyse data, observations, and documentation from the implementation against the plan appropriately</td>
</tr>
<tr>
<td>6.2</td>
<td>Prepare recommendations for future strategies</td>
</tr>
<tr>
<td>6.3</td>
<td>Prepare a report that documents the implementation of the strategies and includes any difficulties or issues faced, the methods used for treatment, impacts on environmental and work health and safety, any recommendations for future work, results, costs and any available data analysis</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC505A Plan and manage long-term weed, pest or disease control in crops.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA505 Plan and manage long-term weed, pest or disease control in crops

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret monitored information on pest and weed numbers, density and control
- interpret, analyse and extract information from a range of sources and discussions
- plan and manage long-term weed, pest or disease control including amending plans during the operations
- plan land use incorporating appropriate weed, pest or disease control measures
- establish processes or strategies, procedures and controls for long-term weed, pest or disease control
- demonstrate correct use of technology to improve efficiency
- negotiate and arrange contracts and agreements
- explain, and deliver instructions about the plans and scheduling of the weed, pest or disease control operations to both staff and contractors, as well as suppliers, customers, and neighbours
- recognise poor growth and lack of vigour caused by weeds, pests or disease rather than nutrient deficiency
- observe, identify and react appropriately to environmental implications and work health and safety hazards
- interpret information on pest and weed numbers, density and control
- establish processes or strategies, procedures and controls for long-term weed, pest or disease control
- implement and monitor long-term weed, pest or disease control strategies
- use records and observations to evaluate weed, pest or disease control strategies
- plan land use incorporating long-term weed, pest or disease control strategies
- implement work health and safety policies
- implement enterprise biosecurity policies.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- pest and weed species, including their life cycles and reproduction or multiplication capability
- integrated pest and weed management
- effects on crops of weeds, pests or diseases including competitive effects on crop yield; threshold levels; and the effects of alternative methods of control
- role of technology in improving efficiency
- environmental controls and codes of practice applicable to the enterprise
- relevant legislation and regulations relating to work health and safety, contractor engagement, chemical use and application, and vehicle and plant use
- environmental controls and codes of practice applicable to the business, and to the weed, pest or disease control operations
- sound management practices and processes to minimise noise, odours, and debris from weed, pest or disease control operations
- enterprise biosecurity policies.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC506 Manage the harvest of crops

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage the harvest of crops.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

Harvesting crops carries risk of fire. All harvesting activities shall be conducted appropriate to relevant regulations, legislation and guidelines as determined by the relevant fire authority.

This unit applies to individuals who demonstrate deep knowledge in a specific technical area, take personal responsibility and exercise autonomy in undertaking complex work. They organise the work of self and others and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Determine crop quality
   - 1.1 Assess the potential crop yield using measurements made in the field
   - 1.2 Test and assess the potential quality of the crop using quality parameters before harvest
   - 1.3 Estimate the value of each crop using the measurements taken and assessments made before harvest

2. Determine crop readiness
   - 2.1 Refer pre-harvest samples to the laboratory or marketing agent to determine the potential quality of the crop
   - 2.2 Monitor weather patterns estimate the rate of ripening
   - 2.3 Monitor crop maturity and estimate when the crop will be at its optimum and harvest commencement
   - 2.4 Assess the incidence of pests and determine the requirement for, and the type of, pre-harvest treatment
   - 2.5 Select pre-harvest treatments to ensure that the crop meets market requirements
   - 2.6 Ensure adherence to all work health and safety and environmental requirements throughout the application of pre-harvest treatments

3. Assess the need for insurance
   - 3.1 Confirm any commitments to insure the crop
   - 3.2 Estimate the crop value
   - 3.3 Insure the crop, if appropriate
   - 3.4 Analyse, assess and implement appropriate strategies to manage financial risk

4. Plan harvest strategy
   - 4.1 Estimate the appropriate harvest commencement date and the time span
   - 4.2 Calculate equipment and labour resources required for harvest from the size of the crop and harvest time limitations
   - 4.3 Analyse equipment and labour resources required against those available within the enterprise, and determine the amount of labour and equipment to be contracted
   - 4.4 Assess technology to ensure most efficient performance of operations
   - 4.5 Plan for and order any equipment preparation required prior to harvest
   - 4.6 Plan application of required pre-harvest pest control treatments appropriately
   - 4.7 Determine and arrange required licenses, permits and notifications
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8 Determine and describe the order of the harvest in the plan</td>
<td></td>
</tr>
<tr>
<td>5.1 Communicate with all harvesting personnel and ensure awareness of work health and safety hazards that may be present, their responsibilities for action, and the systems that are in place to deal with such hazards</td>
<td></td>
</tr>
<tr>
<td>5.2 Implement suitable controls to reduce work health and safety hazard risks</td>
<td></td>
</tr>
<tr>
<td>5.3 Monitor, identify and assess work health and safety hazards at each stage of the harvesting process</td>
<td></td>
</tr>
<tr>
<td>6.1 Evaluate the property and identify fire risks and hazards</td>
<td></td>
</tr>
<tr>
<td>6.2 Develop a fire prevention and control strategy that addresses the identified risks and hazards, including measures to be taken</td>
<td></td>
</tr>
<tr>
<td>6.3 Assess the fire prevention and control strategy, and the specific measures to be taken</td>
<td></td>
</tr>
<tr>
<td>6.4 Prepare appropriate fire breaks as identified in the strategy</td>
<td></td>
</tr>
<tr>
<td>6.5 Ensure that sufficient firefighting equipment meets appropriate fire authority standards or guidelines is available as prescribed in the strategy</td>
<td></td>
</tr>
<tr>
<td>6.6 Implement appropriate community fire control practices</td>
<td></td>
</tr>
<tr>
<td>7.1 Allocate crop storage facilities, and plan and arrange for immediate delivery of the crop to packing sheds, the bulk handling system, or other purchasers</td>
<td></td>
</tr>
<tr>
<td>7.2 Ensure that silos, storage bins and other containers are located to enable efficient harvesting and transport operations</td>
<td></td>
</tr>
<tr>
<td>7.3 Identify any work health and safety hazards from silo operation and implement risk minimisation practices</td>
<td></td>
</tr>
<tr>
<td>7.4 Plan storage for flexible marketing and distribution initiatives</td>
<td></td>
</tr>
<tr>
<td>7.5 Evaluate resources required for crop transport, engage contractors where required</td>
<td></td>
</tr>
<tr>
<td>7.6 Identify strategies and resources to dry crops appropriately</td>
<td></td>
</tr>
<tr>
<td>8.1 Ensure harvest plan is adhered to</td>
<td></td>
</tr>
<tr>
<td>8.2 Ensure adherence to all work health and safety and environmental requirements</td>
<td></td>
</tr>
<tr>
<td>8.3 Monitor harvest operations to ensure efficient and timely completion</td>
<td></td>
</tr>
<tr>
<td>8.4 Monitor crop quality against the harvesting plan as the crop is harvested and segregate into the various marketing grades</td>
<td></td>
</tr>
<tr>
<td>8.5 Store each crop grade as determined by the harvesting plan</td>
<td></td>
</tr>
<tr>
<td>8.6 Implement enterprise biosecurity policies</td>
<td></td>
</tr>
<tr>
<td>9.1 Maintain appropriate records of production for analysis and</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
</tbody>
</table>
| level and review cropping strategies | evaluation of production performance  
9.2 Monitor and evaluate crop yields against forecast production levels |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBAC506A Manage the harvest of crops.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBC506 Manage the harvest of crops

Modification History

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<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan and implement harvesting operations, including amendment of these during the operation itself
- organise and schedule the maintenance of plant and equipment
- establish processes or strategies, procedures and controls for crop harvesting
- demonstrate correct use of technology to improve efficiency
- interpret, analyse and extract information from a range of sources and discussions
- assess potential yields
- negotiate and arrange contracts and agreements
- explain, and deliver instructions about the plans and scheduling of the harvest operations to both staff and contractors, as well as suppliers, customers, and neighbours
- observe, identify and react appropriately to environmental implications and work health and safety hazards
- estimate crop yield and value and monitor for harvest readiness
- plan for the resources that will be required for harvest
- negotiate insurance and equipment supply contracts
- develop risk management procedures for work health and safety, climate and fire risk
- organise for the logistics of the harvesting operation including harvesting, storage and delivery
- keep grain batches separate and monitor for pests or spoilage
- implement work health and safety policies in the context of the work team
- implement enterprise biosecurity policies
- implement enterprise environmental sustainability practices.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- capability and use of harvesting equipment
- role of technology in improving efficiency
- crop measurement techniques and parameters
- market information and sources
- contracting requirements for crop insurance
- management of the moisture content of crops, including drying and aeration
- storage options and local storage availability
- bushfire prevention and control legislation
- bushfire prevention and control strategies and equipment
- contact details for local fire services
- weather conditions which may affect the harvest
- relevant legislation and regulations relating to WHS, contractor engagement, chemical use and application, and vehicle and plant use
- environmental controls and codes of practice applicable to the business and to the harvesting operations
- sound management practices and processes to minimise noise, odours, and debris from the harvesting operations
- enterprise biosecurity policies and environmental sustainability practices.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBAC507 Develop production plans for crops

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop production plans for agricultural and horticultural crops.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who demonstrate deep knowledge in a specific technical area, take personal responsibility and exercise autonomy in undertaking complex work. They organise the work of self and others and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select crop species and</td>
<td>1.1 Establish production targets for each crop type, consistent with</td>
</tr>
<tr>
<td><strong>Element</strong></td>
<td><strong>Performance criteria</strong></td>
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<tr>
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</tbody>
</table>
| variety     | marketing and enterprise objectives  
1.2 Assess and select crop types and varieties for their market potential and gross margin returns for the farm environment  
1.3 Select most profitable cultural practices and rotations, consistent with disease and pest management strategies, available machinery resources, and management for sustainability of resources  
1.4 Assess technology to ensure most efficient performance of operations  
1.5 Identify production risks for each crop and determine strategies to address these  
1.6 Identify environmental risks and develop appropriate strategies |
| 2. Establish yield potential and quality specification for crop | 2.1 Source relevant benchmark yields, where available, to assist setting target yields  
2.2 Analyse past production records and determine the key determinants of yield  
2.3 Use appropriate available models for calculating water use efficiency or other key determinants of yield to assist in setting target yields  
2.4 Establish quality specifications and target yields for all crops |
| 3. Prepare crop program | 3.1 Assess proposed crop land areas for nutrient, pest and disease status, water reserves, tillage requirements, and other factors before selecting crop variety  
3.2 Use records of chemical use for planning to reduce chemical resistance  
3.3 Select crop variety and plan paddock preparation, planting, fertilising and other treatments  
3.4 Determine optimum timing of planting, applications and treatments and prepare calendar of operations  
3.5 Determine cash flow budget for the cropping program |
| 4. Review production plan | 4.1 Plan logistical arrangements related to harvesting, transportation, marketing and other key production cycle operations  
4.2 Plan and check machinery and equipment requirements for the crop production cycle  
4.3 Assess work health and safety requirements of the production plan  
4.4 Identify and plan labour requirements for the crop production cycle  
4.5 Identify seed, fertiliser, pest and disease treatments and other input requirements  
4.6 Establish record keeping system provide data for the analysis of crop performance, and to meet other statutory requirements including records of chemical use |
### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCBAC507A Develop production plans for crops.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBA507 Develop production plans for crops

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare budgets and gross margins
- source and interpret relevant benchmark information from consultants or peers
- assess proposed crop land areas for nutrient status by sampling and testing soils and plant tissue
- analyse past production records
- select crop species and variety
- source and interpret relevant benchmark information
- select crop species and variety and determine yield potential for crop
- demonstrate correct use of technology to improve efficiency
- prepare crop programs
- review, amend and document the production plan
- prepare budgets and gross margins
- source and interpret relevant benchmark information
- prepare individual paddock plans and a whole farm cropping plan
- assess work health and safety implications of the plan.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- determinants of crop yield
- cultural practices related to cropping
- role of technology in improving efficiency
- market prices, gross margins, cash flow budgets
- benchmark performance indicators
- disease and pest management for relevant crops
- machinery and equipment requirements for cropping
- record keeping systems.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBC508 Apply plant biology to agronomic practices

Modification History

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Application

This unit of competency covers the application of introductory plant biology (plant taxonomy, plant morphology and plant physiology) to a wide range of agronomic practices including crop/pasture establishment, fertiliser use, irrigation, Integrated Pest Management (IPM), crop harvesting, grazing management and the provision of specialist agronomic advice.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to work as an agronomist. Work is normally undertaken without supervision.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Broad acre cropping (BAC)

Elements and Performance Criteria

<table>
<thead>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Apply plant taxonomy</td>
<td>1.1 Identify botanical terminology of plant taxonomy (plant kingdom</td>
</tr>
</tbody>
</table>
### Element: Apply plant biology to agronomic practices

#### Performance criteria

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</table>
| to agronomic practices | divisions, major plant families and genera) for plant classification  
1.2 Apply the rules of plant nomenclature when naming plants  
1.3 Describe the external features of plants – leaves, stems, flowers and fruits using botanical terminology  
1.4 Identify a range of plants used in agronomy to species level, using plant keys and/or other references where required  
1.5 Use correct botanical terminology to discuss plant taxonomy in agronomic practices |
| 2. Identify plant functions and their impact on growth | 2.1 Investigate and identify plant cell structures, their functions and the organisation of cells into primary tissues  
2.2 Research the structure and functions of leaves, stems, root and flowers in relation to agronomic practices  
2.3 Describe the processes and outcomes of photosynthesis, respiration and transpiration |
| 3. Apply plant morphology to agronomic practices | 3.1 Research, analyse and document specialist botanical knowledge of plant morphology (leaf, root, stem, flower and seed characteristics from development to maturity) for crop and pasture management  
3.2 Use correct botanical terminology when discussing plant morphology and identifying growth stages of plants  
3.3 Identify critical growth stages for crop/pasture monitoring, nutrient assessment and spray applications |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

New unit - equivalent to VU21630 Apply plant biology to agronomic practices.

### Links

Companion Volume implementation guides are found in VETNet -  
Assessment Requirements for AHCBA508 Apply plant biology to agronomic practices

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- use appropriate authoritative references and resources for plant classification
- apply scientific concepts of plant biology to agronomic practices
- identify plants according to accepted taxonomic classifications.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- plant morphology
- plant taxonomy
- plant physiology
- plant nomenclature according to the rules and recommendations of the International Code of Botanical Nomenclature (ICBN) and the International Code of Nomenclature for Cultivated Plants (ICNCP)
- broad knowledge of agronomic practices.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK203 Open and reassemble a beehive

Modification History

<table>
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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to open and reassemble a beehive to carry out routine bee husbandry and related tasks.

The unit applies to individuals that undertake routine beekeeping tasks. This includes identifying and providing solutions to a limited range of predictable problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to open a beehive</td>
<td>1.1 Confirm the activity to be undertaken according to job requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify health and safety hazards and take action according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Select, ensure serviceability, fit and use personal protective</td>
</tr>
</tbody>
</table>
### Elements

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes.</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>

1. **Identify and select tools and equipment required according to workplace procedures**

2. **Check tools for serviceability and ensure faults are rectified or reported to supervisor**

3. **Assess weather conditions and nectar flow and adjust planned activities to minimise risk of robbing and stress to bees**

4. **Comply with site quarantine and biosecurity requirements according to workplace procedures**

5. **Use safe manual or mechanical handling techniques to minimise to prevent injuries and damage to hives**

### 2. Open the beehive

1. **Apply smoke to control bees throughout the process**

2. **Carry out work from a safe position in relation to beehive**

3. **Open beehive using hive tool and remove components according to workplace procedures**

4. **Place the components safely to ensure they remain clean and free from contaminants according to biosecurity and workplace procedures**

### 3. Reassemble the beehive

1. **Replace components according to workplace procedures and brood manipulation requirements**

2. **Reassemble the hive according to workplace procedures**

3. **Close the hive and secure according to workplace procedures**

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret and workplace procedures</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Comply with and implement explicit instructions and workplace procedures</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Get the work done | • Plan and implement beehive tasks making limited decisions on sequencing and timing

## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
<td>AHCBEK203 Open and reassemble a beehive Release 2</td>
<td>AHCBEK203 Open and reassemble a beehive Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

## Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBEK203 Open and reassemble a beehive

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least two occasions the individual has demonstrated that they have safely opened and reassembled a hive, including:

- identified health and safety hazards and risks and applied appropriate controls
- selected, checked serviceability, fitted and used appropriate personal protective equipment (PPE)
- selected appropriate tools and equipment, and checked serviceability
- complied with hive quarantine and biosecurity requirements
- assessed the weather and other factors to minimise the risk of robbing and stress to bees
- worked from a safe position and used smoker, tools and equipment to move, open and dismantle a hive according to workplace procedures
- ensured hive components were kept clean and free from dirt
- replaced hive components and brood, reassembled the hive according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of opening and reassembling beehives
- bee behaviour when manipulating and dismantling a beehive
- the use of smoke to control bee behaviour
- hive components, location and purpose
- beekeeping tools and their application for dismantling a hive
- basic principles of hive hygiene, biosecurity and quarantine
- safety hazards, risks and controls when working bees including:
• PPE
• manual and mechanical handling techniques
• effect of weather and nectar flow on bee behaviour.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • an active apiary with live bees
• resources, equipment and materials:
  • live bees
  • hive tools
  • hive components
  • PPE
  • mechanical handling equipment
• specifications:
  • workplace procedures related to opening and reassembling beehives
  • access to specific bee related quarantine regulations and biosecurity codes of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK205 Prepare and use a bee smoker

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to use a bee smoker when undertaking bee husbandry tasks.

The unit applies to individuals who operate a bee smoker. This includes identifying and providing solutions to a limited range of predictable problems.

State and territory regulations and local government by-laws apply in some jurisdictions to beehive ownership, biosecurity and the lighting of fires in the open.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare bee smoker for use</td>
<td>1.1 Identify the activity to be undertaken according to job requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess the climatic and other conditions that permit the use of smoker and adjust planned activities according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Check bee smoker for serviceability and ensure any faults are rectified</td>
</tr>
</tbody>
</table>
### Elements

*Elements describe the essential outcomes.*

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Identify hazards and risks associated with the use of a bee smoker and apply control measures according to health and safety in the workplace procedures.</td>
</tr>
<tr>
<td>1.5 Select, ensure serviceability, fit and use personal protective equipment.</td>
</tr>
<tr>
<td>1.6 Ensure an adequate water supply and tools available for fire control according to regulations and workplace fire prevention procedures.</td>
</tr>
<tr>
<td>1.7 Assess defensive behaviour of bees by considering weather conditions, nectar flow and strain of bee.</td>
</tr>
<tr>
<td>1.8 Prepare the bee smoker with suitable fuel and ignite according to workplace procedures and manufacturer instructions.</td>
</tr>
<tr>
<td>1.9 Operate bee smoker bellows to produce and maintain smoke according to workplace procedures.</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- Interpret information from health and safety in the workplace procedures and fire permit.</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>- Comply with explicit policies and procedures, seeking clarification or assistance when required.</td>
</tr>
</tbody>
</table>
### Skill Description

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact with others</td>
<td>• Communicate with supervisor using appropriate terminology when confirming activities and conditions</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Follow clearly defined instructions and sequencing, and monitors own progress when operating a bee smoker</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBEK205 Prepare and use a bee smoker</td>
<td>AHCBEK202 Use a bee smoker</td>
<td>Minor change to title. Minor changes to Performance Criteria for clarity. Updated Performance Evidence and Knowledge Evidence.</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBEK205 Prepare and use a bee smoker

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have operated a bee smoker including:

- confirmed work activity with supervisor
- identified and confirmed that the conditions are appropriate for using a bee smoker
- checked bee smoker equipment is available and serviceable
- identified hazards and risks and used personal protective equipment (PPE) and safe work practices to minimise risk
- ensured fire prevention procedures were carried out
- anticipated defensive behaviour of bees and monitored and applied smoke to control bee behaviour
- selected and ignited suitable fuel for smoker keeping it alight and functioning while carrying out bee husbandry tasks
- used and shut down bee smoker safely after completing operations according to regulations and workplace fire prevention procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of using smoke on bees to pacify behaviour
- types of bee smokers and their use and advantages/disadvantages, including:
  - bellows (traditional)
  - electric fan operated
  - electric ignition
- types of smoke and the effect on bees and hive products
- suitable bee safe fuel and ignition procedures
• operation of bee smokers and the effect of weather and environmental conditions on the safe use of smoker including fire prevention activities
• fire restrictions and regulations that impact on use of bee smokers, including:
  • permits and exemptions
  • applications for exemptions
• health and safety hazards and risks and their controls when using smokers.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in a functioning apiary with live bees or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • bee smoker and apiary tools for manipulating hives
  • access to live bees
  • PPE
• specifications:
  • access to specific regulations and permits relevant to the lighting and operating bee smokers within work area.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK206 Assemble and maintain beekeeping components

Modification History

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Application

This unit of competency describes the skills and knowledge required to safely assemble and disassemble beehives, identify and repair damaged components, and treat hive components according to biosecurity and legislative requirements.

The unit applies to beekeepers who work under routine supervision. This includes identifying and providing solutions to a limited range of predictable problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to assemble or repair hive components</td>
<td>1.1 Confirm construction plans, hive components, other materials and equipment required for hive assembly, repair and treatment with supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Check and inspect stored hive components for availability and suitability for use</td>
</tr>
<tr>
<td></td>
<td>1.3 Remove faulty components from store and replace, repair or</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td></td>
<td>discard according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify health and safety hazards and take action according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.5 Select, ensure serviceability, fit and use personal protective equipment</td>
</tr>
<tr>
<td>2. Assemble or repair hive components</td>
<td>2.1 Inspect hives to identify necessary repairs, scope of job, materials and tools required</td>
</tr>
<tr>
<td></td>
<td>2.2 Treat hive components where inspection or testing indicated presence of pests or diseases according to supervisor instructions, biosecurity procedures and product label</td>
</tr>
<tr>
<td></td>
<td>2.3 Assemble or repair hive components according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.4 Apply treatments to preserve hive components appropriate for materials used and according to workplace procedures, product label and safety data sheets</td>
</tr>
<tr>
<td></td>
<td>2.5 Mark hive components with beekeeper identifier according to state or territory legislation</td>
</tr>
<tr>
<td></td>
<td>2.6 Report problems or difficulties in completing work to required standards or timelines to supervisor</td>
</tr>
<tr>
<td></td>
<td>2.7 Maintain a clean and safe work site while working</td>
</tr>
<tr>
<td>3. Clean up on completion of work</td>
<td>3.1 Return, store or dispose of materials according to workplace waste management and biosecurity procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Clean, maintain and store equipment</td>
</tr>
<tr>
<td></td>
<td>3.3 Report work outcomes according to workplace procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret basic hive plans and specifications</td>
</tr>
<tr>
<td></td>
<td>• Interpret safety data sheets for treatments and preservatives used</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
</tbody>
</table>
| Numeracy                     | • Identify and interpret numerical information and symbols, including quantity, date, time, temperature, area and volume found on plans and product specifications  
• Perform basic mathematical calculations required to interpret hive plans, including quantity, distance, area and volume |
| Navigate the world of work   | • Recognise workplace expectations and follows explicit procedures, and seeks clarification when required |
| Get the work done            | • Follow clearly defined instructions and sequencing, and monitors own progress for the task, seeks assistance when necessary |

## Unit Mapping Information

<table>
<thead>
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</table>
| AHCBEK206 Assemble and maintain beekeeping components | AHCBEK204 Construct and repair beehives | Minor change to Title and Elements to reflect current industry terminology  
Minor changes to Performance Criteria for clarity  
Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

## Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBEK206 Assemble and maintain beekeeping components

Modification History

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have assembled and maintained beekeeping components including:

- identified hive components for assembly or repair
- identified materials, equipment and tools required for assembly work
- identified health and safety hazards and risks and applied relevant actions
- checked components for suitability and biosecurity risk to the environment or apiculture products
- removed, repaired or replaced unsuitable materials from the store
- constructed and repaired hive components according to workplace procedures, including correct selection and safe use of tools
- applied biosecurity and preservation treatments according to product labels, safety data sheets and workplace procedures
- marked hive components according to legislative requirements
- disposed of waste materials according to workplace biosecurity and waste management procedures
- cleaned and maintained and stored equipment and unused materials after completion of work
- maintained workplace records and reporting procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose, materials and properties of hive components
- principles and techniques for construction, repair and preservation of hive components
- tools and equipment used for assembly work, including:
  - safe use
  - appropriate personal protection equipment
• maintenance and storage
• biosecurity issues with used hive components and treatments including:
  • pests and diseases and treatment options
  • sanitising new and used components
• hive components preservation materials and techniques, including:
  • plastic components
  • timber components
  • paints
  • chemical dips
  • wax dips
• interpretation of chemical labels and safety data sheets for treatments and preservatives
• legislative requirements for identifying hive ownership
• mandatory and workplace record keeping systems.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • hand tools and equipment
  • new and used hive components
  • preservatives and treatments relevant to the type of materials used in the hive
  • use of appropriate personal protective equipment
• specifications:
  • workplace procedures relating to assembly and maintenance of beehives
  • manufacturer’s operating instructions for tools and equipment used in beehive construction, assembly and preservation
  • product labels and safety data sheets for preservatives and treatments
  • access to specific legislation/codes of practice for hive identification and bee biosecurity
  • construction plans showing hive components.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK301 Manage honey bee swarms

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to collect and establish bee swarms, determine the health of bee swarm and manage swarming behaviour in hives according to quarantine and biosecurity procedures.

The unit applies to beekeepers who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

State and territory regulations and local government by-laws apply in some jurisdictions to beehive ownership and biosecurity.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>

1. Prepare to catch a swarm of honey bees
   1.1 Assess swarm location, size and condition and determine the options for dealing with the swarm
   1.2 Determine equipment and resources required if catching the swarm
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>is a viable and safe option 1.3 Select equipment and ensure serviceable for collecting swarms 1.4 Identify health and safety in the workplace hazards and risks and apply appropriate controls associated with collecting a swarm 1.5 Select, ensure serviceability, fit and use personal protective equipment 1.6 Conduct work according to quarantine regulations and biosecurity codes of practice</td>
<td></td>
</tr>
<tr>
<td>2. Collect a swarm of honey bees</td>
<td>2.1 Place foundation frames in hive box to encourage collected swarm to remain according to biosecurity code of practice 2.2 Catch swarm by shaking or placing into an empty box 2.3 Move boxed swarm to new location after confirming that entire swarm has been collected 2.4 Quarantine swarm from apiary to monitor hive health according to biosecurity procedures 2.5 Monitor egg laying performance of queen to determine if re-queening is required according to workplace procedures</td>
</tr>
<tr>
<td>3. Manage swarming behaviour in a honey bee colony</td>
<td>3.1 Monitor honey bee colony for signs that swarming may occur 3.2 Consider options for controlling swarming behaviour and select and implement the best option 3.3 Monitor colony to ensure that swarming behaviour has been managed and assess further management options</td>
</tr>
<tr>
<td>4. Update and maintain apiary records</td>
<td>4.1 Update apiary records for increased hive numbers according to workplace procedures 4.2 Notify authorities of amended hive numbers according to legislative and regulatory requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*
Skill | Description
--- | ---
Reading | • Interprets biosecurity protocols and codes of practice
Writing | • Completes workplace documentation using appropriate terminology and in required format
Get the work done | • Plans and implements routine tasks and workload deciding on the sequencing and timing of honey bee swarm management and collection

### Unit Mapping Information

<table>
<thead>
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<td>AHCBEK301 Manage honey bee swarms Release 2</td>
<td>AHCBEK301 Manage honey bee swarms Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
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</tbody>
</table>

### Links

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Assessment Requirements for AHCBEK301 Manage honey bee swarms

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have managed a honey bee swarm including:

- assessed swarm for condition and viable and safe options for collection, and determined resources and equipment required
- identified the hazards and risks and selected, fitted and used appropriate personal protective equipment
- identified and prepared equipment required for swarm collection
- interpreted behaviour and handling of bees and applied appropriate management strategies
- collected a swarm of honey bees using appropriate equipment and techniques while following quarantine and biosecurity requirements
- assessed captured swarm for health and need for re-queening
- selected and implemented control options to manage swarming behaviour in honey bees
- updated and maintained workplace and statutory records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of managing swarms, including:
  - causes and timing of honey bees swarm activity
  - why swarms are collected including environmental and social impacts
  - signs of colony swarming activity
  - management techniques that can be used to manage a colony showing signs of potential swarm activity
  - setting up swarm catch boxes to capture swarming bees
• biosecurity considerations, including:
  • pests and diseases that occur in honey bees
  • signs of pests and diseases in swarms
  • quarantine procedures to prevent cross contamination of apiaries
  • sampling procedures for pests and disease for confirmation
• signs and purpose for re-queening collected swarms
• swarm collecting and boxing techniques, including:
  • tools and equipment used for capturing swarms
  • hive components
• hazards and risks when collecting swarms and control strategies, including:
  • safety aspects of swarm collection and location
  • personal protective clothing
  • public safety
• workplace and statutory apiary records and notifications.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • an active apiary
  • access to bee swarm
• resources, equipment and materials:
  • live bees or hive preparing to swarm
  • safety equipment for handling bees
  • tools and equipment appropriate for managing swarms.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK302 Manipulate honey bee brood

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manipulate a honey bee brood to improve efficiencies in apiaries.

The unit applies to beekeepers who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to manipulate brood | 1.1 Establish purpose for manipulating brood and plan appropriate actions and sequence  
1.2 Select tools and equipment required to manipulate brood and ensure serviceability |
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

1.3 Identify health and safety in the workplace hazards and risks and apply appropriate controls associated with manipulating honey bee brood
1.4 Select, ensure serviceability, fit and use personal protective equipment
1.5 Observe site quarantine or biosecurity procedures according to workplace procedures and biosecurity code of practice
1.6 Identify risks to bees, brood and queen and take actions to minimise risks

2. Manipulate brood

2.1 Open hive and remove frames according to planned sequence and set aside in suitable safe position
2.2 Replace frames in hive in sequence and position according to planned manipulation
2.3 Monitor hive following manipulation and take appropriate action to minimise disturbance to brood according to workplace procedures
2.4 Clean work area and dispose of waste materials according to workplace waste management and biosecurity procedures

3. Update and maintain apiary records

3.1 Update apiary records for hive manipulations according to workplace procedures
3.2 Maintain mandatory records for hive manipulations according to legislative and biosecurity reporting requirements

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following explicit and implicit workplace procedures, regulations and biosecurity codes of practice</td>
</tr>
</tbody>
</table>
Skill Description
Get the work done • Take responsibility for planning, sequencing and prioritising tasks required for bee brood manipulation

Unit Mapping Information

<table>
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<td>AHCBEK302 Manipulate honey bee brood Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
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Assessment Requirements for AHCBEK302 Manipulate honey bee brood

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have manipulated a honey bee brood including:

- established the purpose for manipulating brood and determined appropriate actions and sequencing of a honey bee brood to achieve a desired outcome
- identified hazards, assessed the risks and implemented safe work procedures for handling bees
- selected, checked serviceability, fitted and used appropriate personal protective equipment
- selected and used tools, materials and equipment for manipulating bee brood
- complied with apiary biosecurity and quarantine procedures during the activity
- opened hives, removed frames and set aside with minimal disturbance to brood and queen
- repositioned frames safely according to plan with minimal damage or unintended disturbance to brood
- monitored the hive after manipulation
- cleaned up work area and disposed of waste appropriately
- updated and maintained workplace and statutory records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of honeybee brood manipulation
- biosecurity and quarantine requirements when manipulating bees
- bee behaviour and handling techniques
- different types of manipulation that may be used to achieve desired results, including:
  - hive expansion
- splitting and nucleus development (nucs)
- pests and disease inspection and control
- increasing honey production
- swarm control
- re-queening and queen rearing
- seasonal preparations
- frame rotation
- tools and equipment and their safe use for opening hives and manipulating brood
- types of hive waste and processes for disposal
- workplace and statutory records and reporting.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- physical conditions:
  - an active apiary
- resources, equipment and materials:
  - hives with live bees with brood comb
  - specific hive tools
  - personal protective equipment
- specifications:
  - workplace procedures and instructions for manipulating brood
  - access to beekeeping legislation and biosecurity code of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK303 Re-queen a honey bee colony

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
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<tr>
<td>Release 1</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to locate and remove a queen from a hive and introduce a new queen into an existing honey bee colony.

The unit applies to beekeepers who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Identify requirements for re-queening a colony

1.1 Assess the current queen performance against workplace specifications

1.2 Monitor colony for signs that indicate queen replacement is necessary
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.3 Determine the need and method for re-queening</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Prepare to re-queen a colony | 2.1 Identify health and safety in the workplace hazards and risks and apply appropriate controls associated with manipulating honey bee brood  
2.2 Select, ensure serviceability, fit and use personal protective equipment  
2.3 Select tools and equipment required for re-queening operations and ensure serviceability  
2.4 Identify and obtain replacement queen to meet workplace specifications and biosecurity requirements  
2.5 Store replacement queen and escort worker bees in appropriate conditions and monitor until re-queening is undertaken  
2.6 Assess the condition and health of replacement queen  
2.7 Monitor hive condition and environment to ensure re-queening occurs under optimum conditions |
| 3. Introduce replacement queen bee | 3.1 Open hive and conduct manipulations re-queening operations according to method selected  
3.2 Locate queen bee to be replaced in the hive and remove  
3.3 Introduce queen to hive according to selected method and workplace procedures  
3.4 Allow time for queen and colony to adjust and stabilise according to workplace procedures |
| 4. Monitor progress of a replacement queen bee | 4.1 Monitor the hive for acceptance of replacement queen bee by colony according to workplace procedures  
4.2 Monitor replacement queen bee for evidence of egg laying and adequate levels of hatching |
| 5. Update and maintain apiary records | 5.1 Confirm legislative and workplace procedures for record keeping  
5.2 Update apiary records for re-queening activities according to workplace procedures, legislative and biosecurity reporting requirements |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret biosecurity protocols and codes of practice</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes responsibility for following explicit and implicit workplace procedures and industry practices</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Takes responsibility for planning, sequencing and prioritising tasks required in preparing for and conducting a honey bee queen replacement procedure</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<tbody>
<tr>
<td>AHCBEK303 Re-queen a honey bee colony Release 2</td>
<td>AHCBEK303 Re-queen a honey bee colony Release 1</td>
<td>Minor changes to Elements and Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
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</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBEK303 Re-queen a honey bee colony

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has demonstrated that they have re-queened a honey bee colony for at least one hive including:

- monitored colony performance, assessed the queen against specifications and determined the need and method for re-queening
- identified hazards and risks and implement control measures for re-queening operations
- selected, fitted and used suitable personal protective equipment
- selected and ensured serviceability of tools and equipment required for re-queening operations
- obtained, assessed the condition and stored the new queen according to workplace and biosecurity requirements
- monitored conditions to ensure optimum time for re-queening operations
- assessed the health and condition of the parent colony
- conducted hive operations to locate old queen and replace with new queen according to selected method
- monitored hives for colony acceptance of new queen and queen brood development performance
- updated and maintained apiary records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of re-queening honey bee hives
- common manipulations, methods and techniques used to re-queen colonies
tools and equipment required for hive operations and re-queening, including:
  • maintenance
  • safe operation
  • hygiene and biosecurity
natural processes for queen replacement and their signs, including:
  • supersEDURE
  • swarming
  • emergency queen replacement
hive monitoring techniques and assessing the performance of queen bee in the colony, including:
  • behaviour
  • colony traits
  • brood and egg laying
  • honey bee brood production
selection criteria for queen bees
assessing the health of queen bees
handling queen bees, including:
  • transport and storage requirements
  • handling cages
  • handling live queen bee
  • identifying, removing and destroying old queen
  • introducing new queen
sources of queen bees their advantages and disadvantages, including:
  • commercial suppliers
  • apiary breeding stock
  • supersEDURE
health and safety hazards and risks when handling bees and personal protection equipment
biosecurity considerations when selecting queen bees and suppliers
workplace and statutory records and reporting procedures for re-queening operations.

Assessment Conditions
Assessment of skills must take place under the following conditions:
  • physical conditions:
    • an active apiary
resources, equipment and materials:
  • live bees
  • live queen bee as supplied by commercial supplier or own apiary breeding program
  • tools for hive and queen bee manipulation
  • personal protective equipment
Specifications:
- workplace procedures related to re-queening a bee colony
- workplace queen bee specifications
- access to biosecurity code of practice

Timeframes:
- within a specific time period according to queen bee replacement method.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK304 Remove a honey crop from a hive

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to separate bees from ripe honey comb and remove the full comb from the hive for transport to the extracting facility.

The unit applies to beekeepers who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

Harvesting honey is subject to state and territory food safety legislation and regulations.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to remove</td>
<td>1.1 Select tools and equipment required for removing honey crop from</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>honey</td>
<td>hive and ensure serviceability</td>
</tr>
<tr>
<td>1.2 Identify health and safety in the workplace hazards, assess risks and implement control measures</td>
<td></td>
</tr>
<tr>
<td>1.3 Select, ensure serviceability, fit and use personal protective equipment</td>
<td></td>
</tr>
<tr>
<td>1.4 Identify and control food safety risks according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.5 Follow site quarantine and biosecurity procedures</td>
<td></td>
</tr>
<tr>
<td>1.6 Determine ripeness of honey to ensure it is ready to be harvested</td>
<td></td>
</tr>
<tr>
<td>1.7 Check treatment records to ensure withholding periods are met for medications and treatments made before harvest</td>
<td></td>
</tr>
<tr>
<td>1.8 Determine the factors affecting the quantity and quality of honey to be harvested from the hive</td>
<td></td>
</tr>
<tr>
<td>1.9 Plan the time and location of honey harvest according to workplace harvesting procedures</td>
<td></td>
</tr>
<tr>
<td><strong>2. Remove honey from the hive</strong></td>
<td>2.1 Identify, select and implement method for removing bees from ripe honey comb</td>
</tr>
<tr>
<td></td>
<td>2.2 Ensure honey comb removal prevents contamination and maintains desired quality and biosecurity standards</td>
</tr>
<tr>
<td></td>
<td>2.3 Load, secure, protect and transport ripe honey comb for processing according to workplace procedures for food safety, safe handling requirements and transport regulations</td>
</tr>
<tr>
<td></td>
<td>2.4 Store ripe honey comb in a pest and bee protected environment to prevent robbing, damage and contamination according to workplace procedures</td>
</tr>
<tr>
<td><strong>3. Update and maintain apiary records</strong></td>
<td>3.1 Update apiary records for honey harvest according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Maintain mandatory records for honey harvest according to legislative and biosecurity requirements</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret food safety and biosecurity codes of practice</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes responsibility for following explicit and implicit policies, procedures and regulatory requirements for harvesting and maintaining food safety</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Takes responsibility for planning, sequencing and prioritising tasks for efficient honey harvest process</td>
</tr>
<tr>
<td></td>
<td>• Makes operational decisions when considering and implementing honey removal activities</td>
</tr>
</tbody>
</table>

Unit Mapping Information

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<tr>
<td>AHCBEK304 Remove a honey crop from a hive Release 2</td>
<td>AHCBEK304 Remove a honey crop from a hive Release 1</td>
<td>Minor changes to Elements and Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
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Assessment Requirements for AHCBEK304 Remove a honey crop from a hive

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that on at least one occasion the individual has demonstrated that they have removed a ripe honey crop from a hive including:

- selected and ensured serviceability of tools and equipment for harvesting a honey crop
- identified work safety hazards and risks and implemented control measures when working around bees
- selected and used appropriate personal protective equipment (PPE)
- performed honey harvest activities according to food safety, quarantine and biosecurity procedures
- determined the ripeness and volume of honey comb and its readiness for harvest
- checked treatment records and ensured honey is harvested according to treatment withholding periods
- determined the factors affecting quality and quantity of honey and planned the time and location to harvest
- handled comb filled with honey to prevent contamination and maintain quality
- selected and used appropriate method to remove ripe honey comb from hives and loaded and secured for transport
- used safe handling and loading techniques
- transported and stored ripe honey comb in a pest and bee secure environment protected from damage and contamination
- updated and maintained apiary records according to workplace procedures.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of removing honey filled frames from hives
- impact on colony, type of honey and apiary site on the quality of honey, planning and timing of removal
- methods of removing bees from ripe honey comb and supers, including:
  - fume boards
  - brushing
  - blowers
  - escape boards
- food safety and handling requirements of honey comb
- indicators of ripe honey and adequately filled comb
- honey quality and factors that impact on quality
- calculations for estimating volume of harvest
- hive medications and treatments and their effect on honey harvesting and withholding periods
- tools and equipment required for honey harvest operations, including:
  - maintenance
  - safe operation
  - hygiene and biosecurity
- potential contaminants of ripe honey and the effect on honey quality
- loading, securing, protecting, transporting and storing ripe honey comb to minimise contamination, and comply with biosecurity requirements
- biosecurity standards and practices, barrier system and traceability of hive components when harvesting ripe honey
- hazards and risks when harvesting honey and control measures to apply including PPE
- planning a harvest and factors and conditions that impact on timing and location
- records and record keeping systems when harvesting honey crop.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - an active apiary or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - bee hives with ripe honey
  - live bees
  - PPE
  - equipment, resources and tools used for removing bees from ripe honey comb
- specifications:
Assessment Requirements for AHCBEK304 Remove a honey crop from a hive

- workplace procedures for honey removal
- safety data sheets for fume boards used
- access to specific food safety regulations, biosecurity code of practice and transport regulations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCBEK307 Collect and store propolis

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to collect propolis from bee hives and store propolis according to food safety standards.

The unit applies to beekeepers who work under broad direction and take responsibility for their own work in the specialist production of propolis according to food safety and quality assurance requirements. They use discretion and judgement in the selection, allocation and use of available resources to solve problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to collect propolis | 1.1 Identify and prepare hives suitable for propolis collection  
1.2 Clean and sanitise equipment to be used  
1.3 Identify health and safety in the workplace hazards and take action to minimise risks  
1.4 Select, check, fit and use personal protective equipment |
AHCBEK307 Collect and store propolis

<table>
<thead>
<tr>
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<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1.5 Determine and implement propolis production strategy  
1.6 Stimulate propolis production by manipulating hive conditions | |
| 2. Collect and store propolis | 2.1 Remove propolis from hive with minimum colony disturbance and care according to production strategy  
2.2 Comply with quality assurance and food safety requirements throughout propolis production process  
2.3 Observe personal hygiene requirements according to food health and safety standards and workplace procedures  
2.4 Extract propolis according to production strategy and workplace procedures  
2.5 Store extracted propolis according to food safety standards, quality and workplace procedures | |

Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret product labels, safety data sheets, instructions, procedures and specifications</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes responsibility for following workplace procedures and food safety legislative requirements</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Takes responsibility for planning, sequencing and prioritising propolis collection and workload</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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</thead>
<tbody>
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<td>AHCBEK401 Collect</td>
<td>Code changed to reflect</td>
<td>Equivalent</td>
</tr>
<tr>
<td>and store propolis</td>
<td>and store propolis</td>
<td>AQF alignment</td>
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</tr>
<tr>
<td>Minor changes to Performance Criteria to increase clarity</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Updated Performance Evidence and Knowledge Evidence</td>
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<td>unit</td>
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Assessment Requirements for AHCBEK307 Collect and store propolis

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have collected and stored propolis including:

- assessed safety hazards, risks and applied appropriate controls
- selected, fitted and used personal protective equipment (PPE) while handling and working safely around bees
- identified and prepared hives suitable for producing propolis
- determined a propolis production strategy and manipulated hive to stimulate propolis production
- applied quality assurance and food safety and quality procedures
- cleaned and sanitised tools and removed propolis from the hive
- remove propolis ensuring minimal colony disturbance
- used appropriate propolis extraction and storage methods.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- honey bees and their behaviours for propolis and its production including types of flora
- recognition of propolis and distinguishing features from other substances collected by honey bees
- propolis production and collection strategies and hive manipulations to increase propolis production
- suitable extraction methods, conditions and constraints when collecting propolis
- methods, procedures and conditions for storing propolis
- food safety requirements when collecting propolis and working with hives
- honey industry quality assurance and biosecurity requirements specific to propolis production.
Assessment Conditions

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - an active apiary or an environment that accurately represents workplace conditions

- **resources, equipment and materials:**
  - live honey bees
  - tools for manipulating a hive and collecting propolis
  - cleaning products that comply with food safety standards
  - PPE

- **specifications:**
  - workplace procedures for propolis production
  - safety data sheets for cleaning products.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK308 Produce and harvest royal jelly

Modification History

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Application

This unit of competency describes the skills and knowledge required to manipulate a honey bee hive to encourage the production, collection and storage of royal jelly. The unit applies to beekeepers who work under broad direction to analyse information and complete a range of specialised beekeeping activities and who demonstrate a thorough understanding of the development of queens in hives and the production of royal jelly. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

State and Territory food safety legislation, regulations and standards apply to royal jelly that is used in food for human consumption.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to produce and harvest royal jelly</td>
<td>1.1 Assess health and safety in the workplace hazards and risks associated with working with bees and apply appropriate control measures</td>
</tr>
</tbody>
</table>
## Elements

**Performance Criteria**

Elements describe the essential outcomes.

<table>
<thead>
<tr>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Select, ensure serviceability, fit and use personal protective equipment</td>
</tr>
<tr>
<td>1.3 Assess hive for suitability for production of royal jelly</td>
</tr>
<tr>
<td>1.4 Prepare hive and introduce artificial queen bee cells</td>
</tr>
<tr>
<td>1.5 Graft bee larvae according to workplace procedures</td>
</tr>
<tr>
<td>1.6 Stimulate the colony into producing royal jelly</td>
</tr>
<tr>
<td>1.7 Ensure production equipment is clean and sanitised according to hygiene procedures</td>
</tr>
</tbody>
</table>

2. Collect and store royal jelly

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Adhere to hygiene requirements according to food safety and workplace procedures</td>
</tr>
<tr>
<td>2.2 Ensure royal jelly collection and storage equipment is clean and sanitised according to hygiene procedures</td>
</tr>
<tr>
<td>2.3 Remove and discard larvae from queen cells ensuring no contamination of jelly</td>
</tr>
<tr>
<td>2.4 Harvest royal jelly from each cell according to workplace procedures</td>
</tr>
<tr>
<td>2.5 Prepare the royal jelly for storage according to workplace procedures</td>
</tr>
<tr>
<td>2.6 Place royal jelly into hygienic containers ensuring minimum exposure to contamination and refrigerate according to food safety procedures</td>
</tr>
</tbody>
</table>

3. Finalise tasks

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Check, clean and store equipment according to workplace procedures and hygiene procedures</td>
</tr>
<tr>
<td>3.2 Update and maintain records according to workplace procedures and quality assurance procedures</td>
</tr>
</tbody>
</table>

### Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>

Skill | Description
--- | ---
Writing | • Complete workplace documentation using appropriate terminology and in required format
Navigate the world of work | • Takes full responsibility for following policies, procedures and legislative requirements for safety, hygiene and storage requirements
Get the work done | • Accepts responsibility for planning and sequencing royal jelly production and harvesting, scheduling tasks and workload

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBEK308 Produce and harvest royal jelly</td>
<td>AHCBEK403 Produce and harvest royal jelly</td>
<td>Code changed to reflect AQF alignment Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBEK308 Produce and harvest royal jelly

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that on at least one occasion the individual has demonstrated that they have manipulated a hive to produce and harvest royal jelly including:

- assessed safety hazards, risks and applied appropriate controls
- selected, fitted and used appropriate personal protective equipment (PPE)
- assessed the suitability of hives for the production of royal jelly
- introduced queen cells, grafted larvae and stimulated the colony for royal jelly production
- handled bees and hive components while preparing the hive
- prepared and sanitised equipment ready for royal jelly harvest
- maintained a hygienic environment according to food safety requirements
- removed and discarded larvae according to workplace procedures
- collected and stored royal jelly according to workplace and food safety procedures
- checked, cleaned and stored production equipment used in royal jelly harvesting
- maintained records of royal jelly production for food safety and quality assurance requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of royal jelly production in honey bee hives including biological processes and role of nurse bees
- queen bee cells and their development, larvae grafting techniques and methods of stimulating royal jelly production
- safety and safe practices when handling bees
- cleaning and sanitation methods and procedures for royal jelly production tools and equipment
Assessment Requirements for AHCBEK308 Produce and harvest royal jelly

- food safety requirements for collecting and storage of royal jelly
- quality assurance and record keeping requirements
- procedures and practices for removing and discarding larvae
- identification, use, maintenance and storage of tools and equipment required for production, harvesting, preparation and storage of royal jelly.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in hives suitable for royal jelly production or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - live bees
  - tools and equipment required to prepare hives and harvest royal jelly
  - PPE
  - consumables and equipment required to store and preserve royal jelly
- specifications:
  - workplace procedures and specifications for royal jelly production
  - access to food safety and beekeeping legislation and codes of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK309 Trap and store pollen

Modification History

<table>
<thead>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to obtain and install a suitable pollen trapping mechanism to collect and store pollen according to its intended use.

The unit applies to beekeepers who work under broad direction and take responsibility for their own work in the collection of pollen according to food safety and quality assurance requirements. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

State and territory food safety legislation, regulations and standards apply to pollen that is used in food for human consumption.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to trap and store pollen</td>
<td>1.1 Identify and select suitable floral resources</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess colony for suitability for pollen collection according to</td>
</tr>
</tbody>
</table>
**Elements**

Elements describe the essential outcomes.

**Performance Criteria**

Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Workplace procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Identify health and safety in the workplace hazards and risks and apply appropriate controls</td>
</tr>
<tr>
<td>1.4 Select, ensure serviceability, fit and use personal protective equipment</td>
</tr>
<tr>
<td>1.5 Ensure equipment to be used in the process of collecting pollen is clean and sanitised according to food safety requirements</td>
</tr>
</tbody>
</table>

2. Collect pollen

| 2.1 Select and obtain suitable pollen trap equipment and use according to manufacturer instructions |
| 2.2 Adhere to personal hygiene requirements according to food safety and handling procedures |
| 2.3 Collect pollen at frequency according to workplace hive management procedures and quality standards |
| 2.4 Assess risk for pest attack or contamination of pollen and implement corrective action |
| 2.5 Assess risk of colony decline and implement corrective action according to hive management procedures |
| 2.6 Store pollen to be transported according to food safety and quality standards and workplace procedures |

3. Process pollen

| 3.1 Clean pollen according to workplace procedures |
| 3.2 Treat pollen to prevent fermentation and deterioration and store according to workplace procedures and food safety and quality standards |
| 3.3 Maintain appropriate records according to workplace procedures |

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Navigate the world of work | • Takes responsibility for following policies, procedures, legislative requirements and industry codes relevant to pollen collection and food health and safety
Get the work done | • Takes responsibility for planning, sequencing and prioritising tasks for pollen collection and workload

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>AHCBEK309 Trap and store pollen</td>
<td>AHCBEK406 Trap and store pollen</td>
<td>Code changed to reflect AQF alignment Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
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</table>

**Links**

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Assessment Requirements for AHCBEK309 Trap and store pollen

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have trapped and stored pollen including:

- identified flora and assessed suitability of colonies for pollen collection
- selected a pollen trap and used according to manufacturer instructions
- assessed health and safety and food handling hazards and risks, and applied controls
- fitted and used appropriate personal protective equipment (PPE)
- collected, stored and processed pollen according to food safety and handling and workplace procedures
- assessed colony health, pests and contamination and rectified according to hive management procedures
- maintained records according to workplace procedures
- handled bees safely
- cleaned and sanitised equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of trapping and storing pollen
- pollen traps, their construction and operation
- colony pollen requirements and impact of harvesting on colony development including signs and symptoms of colony decline
- bee and hive handling techniques for collecting pollen
- flora resources and impact on pollen productivity
- quality assurance requirements for pollen collection including food safety and handling
- health and safety in the workplace and equipment requirements when working with hives
- commercial processing practices for pollen including, cleaning and treatments to prevent deterioration
- storage techniques for pollen for pre and post processing
• pests and contamination of pollen and corrective actions
• record keeping requirements.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • an active apiary
• resources, equipment and materials:
  • live bees
  • tools and equipment to trap and store pollen, including pollen traps
  • PPE
  • cleaning and sanitising products
• specifications:
  • workplace procedures and specifications for pollen capture and storage
  • manufacturer’s instructions for construction/operation of pollen traps
  • safety data sheets for cleaning and sanitising products
  • access to food safety and beekeeping legislation and codes of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK310 Process raw wax into moulds

Modification History

<table>
<thead>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to process raw wax using wax processing equipment into wax moulds.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Receive and prepare raw wax

1.1 Receive and store raw wax from beekeeping operations
1.2 Ensure wax is quarantined to prevent possible cross contamination with operational hives and hive components according to biosecurity procedures
1.3 Prepare the raw wax for processing according to workplace procedures and processing equipment requirements
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 2. Prepare wax processing equipment | 2.1 Identify health and safety hazards and risks and take action according to workplace procedures  
2.2 Select, ensure serviceability, fit and use personal protective equipment  
2.3 Select tools and equipment for processing wax according to work requirements  
2.4 Obtain and prepare moulds for processed wax according to workplace procedures  
2.5 Clean wax processing equipment according to workplace requirements  
2.6 Conduct pre start checks of processing equipment according to operating instructions  
2.7 Rectify or report equipment faults according to workplace procedures |
| 3. Process raw wax ready for separation | 3.1 Safely load raw wax into processing equipment according to workplace procedures  
3.2 Start-up wax processing equipment and raise the wax temperature to predetermined specification according to workplace operating and safety procedures  
3.3 Maintain processing temperature for desired period of time according to workplace procedures  
3.4 Monitor equipment operation and rectify or report equipment faults according to workplace procedures |
| 4. Separate residues from wax and produce moulds | 4.1 Separate residual honey from wax and store or dispose of according to required purpose, workplace procedures and food safety and handling procedures  
4.2 Separate slum gum from wax and process according to workplace and biosecurity procedures  
4.3 Transfer processed wax into moulds according to workplace procedures  
4.4 Remove wax from moulds after cooling and store according to workplace and safe handling procedures |
| 5. Shut down and clean processing equipment | 5.1 Shut down wax processing equipment according to operating instructions |
## Elements, Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>5.2 Reserve slum gum according to reprocessing procedures</td>
<td>5.3 Clean wax processing equipment according to operating instructions</td>
</tr>
<tr>
<td>5.4 Clean wax processing work area according to workplace procedures</td>
<td>5.5 Dispose of waste according to workplace, environmental and biosecurity procedures</td>
</tr>
<tr>
<td>6. Update and maintain records</td>
<td>6.1 Label wax moulds with batch information according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>6.2 Update records for wax production according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>6.3 Maintain mandatory records for wax production according to legislative and biosecurity reporting requirements</td>
</tr>
</tbody>
</table>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret equipment operator instructions</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate language and in required format</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Interprets numerical information to monitor and adjust controls for temperature and timing of wax processing</td>
</tr>
<tr>
<td></td>
<td>• Perform basic calculation to determine weights and volumes of wax used in processing equipment</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following explicit and implicit workplace procedures, biosecurity code of practice and legislative requirements</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Make routine decisions and implements standard procedures for routine tasks, using formal decision making processes for more complex situations</td>
</tr>
<tr>
<td></td>
<td>• Address problems and initiates standard procedures in response to</td>
</tr>
</tbody>
</table>
AHCBEK310 Process raw wax into moulds

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>equipment operation and faults, and applies problem solving techniques to determine a solution.</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
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<td>Not Applicable</td>
<td>New Unit</td>
<td>No equivalent unit</td>
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</table>

**Links**

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Assessment Requirements for AHCBEK310 Process raw wax into moulds

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has processed raw wax into moulds, on at least one occasion including:

- received and stored wax, ensuring no cross contamination with operational hive components
- prepared the raw wax for loading into processing equipment
- identified hazards and risks and implemented controls, including fitting and use of personal protective equipment (PPE) and safe work practices
- selected tools, equipment and moulds required for the wax processing
- ensured wax processing equipment is clean and ready for service, conducted pre start checks and identified, rectified or reported faults
- loaded raw wax into processing equipment, started equipment and monitored temperature, time and equipment operation during processing
- separated residual honey and slum gum from wax and transferred molten wax to moulds
- stored or disposed of residual honey and slum gum according to workplace, biosecurity and food safety and handling procedures
- removed wax from moulds, labelled and placed into storage according to workplace procedures
- shut down and cleaned processing equipment according to operating instructions
- cleaned work area and disposed of all waste material according to workplace waste management procedures and environmental procedures
- updated records and reports according to workplace, biosecurity and legislative requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
- principles and practices of processing honey bee wax
- sources of raw wax used for processing and its preparation, including:
  - cappings from honey extraction
  - bur comb
  - damaged or rotated brood and honey comb
  - slum gum
- bees wax properties and impact on processing
- types and uses of residual materials in unprocessed and processed bees wax, including:
  - burned or cooked honey
  - slum gum
- wax processing equipment, their maintenance and operation, including:
  - types of wax processing equipment and their operation, solar, hot water, steam, direct heat
  - signs of faults in equipment operation and reporting procedures
  - repairs and maintenance requirements
  - cleaning procedures
- wax processing temperatures and timing
- types of moulds
- hygiene and biosecurity requirements and procedures for processing wax
- cleaning procedures and disposal of waste
- storage requirements for unprocessed and processed bees wax
- health and safety, hazards and risks and their controls when using wax processing equipment, including:
  - working with hot materials and equipment
  - PPE
  - manual handling
  - processing equipment safety
  - safe use of tools and equipment
- stock control records, labelling and mandatory records and reporting requirements for processing wax.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a wax processing plant or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - raw bees wax
  - tools for processing wax
  - PPE
- specifications:
  - workplace procedures and specifications for processing raw wax
  - manufacturer’s operating instructions for wax processing equipment
  - access to specific biosecurity codes of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK311 Transport bee hives by road to new apiary site

Modification History

<table>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare, load and transport live bee colonies (hives) by road transport between apiary sites.

The unit applies to beekeepers who operate apiaries under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership.

The transport, siting and cross border movement of livestock including bee hives and must comply with state and territory transport, quarantine and biosecurity legislation, regulations and codes of practice.

No vehicle licensing is required for individuals undertaking the work described in this unit. Where an individual is the nominated transport vehicle owner or driver, state and territory legislation, regulations, licencing and registration apply.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Plan road transport

1.1 Identify destination and determine best route according to
### Elements

*Elements describe the essential outcomes.*

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

#### 1. Prepare hives for transport to new apiary site

- Vehicle capability, job specifications, welfare of bees and health and safety in the workplace procedures
- Calculate travel time and estimate time of arrival
- Identify environmental hazards and assess environmental risks that impact on hive health during transport
- Identify and assess health and safety risks for other road users
- Prepare a hive transport plan and management strategy to address identified environmental risks to bee health and safety of people that may contact bees on route
- Complete documentation for permits according to workplace procedures and regulations

#### 2. Prepare bee colonies for transport

- Assess each hive for health and suitability for transport according to biosecurity procedures
- Check hive structural stability in preparation for transport
- Secure hive components according to workplace procedures
- Secure the bees according to transport plan and hive management strategy
- Clean hives of soil and weed contaminants according to biosecurity procedures

#### 3. Prepare vehicle for transport

- Conduct vehicle operational checks according to workplace procedures
- Prepare vehicle for transport conditions according to terrain, route and workplace procedures
- Select and stow equipment and resources required for hive transport activities according to workplace procedures
- Conduct biosecurity activities on vehicle, tools and equipment according to workplace procedures

#### 4. Load and secure bee colonies

- Load the hives onto transport vehicle according to health and safety in the workplace requirements and hive handling procedures
- Orient the hive on vehicle according to transport plan and hive management strategy
- Secure the load according to workplace procedures and transport regulations

#### 5. Transport and

- Transport bee hives to new apiary site according to workplace procedures

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**Approved**

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Skills Impact
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes.</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| monitor bee colonies | procedures and traffic regulations  
| | 5.2 Implement safety procedures to protect other road users according to hive transport plan  
| | 5.3 Monitor bee activity during scheduled transport breaks and take appropriate action according to management strategy  
| | 5.4 Check load stability and rectify according to road conditions and workplace procedures  |

| 6. Unload and reinstate hives | 6.1 Release the load safely according to hive transport procedures  
| | 6.2 Remove hives from transport vehicle according to health and safety in the workplace requirements, hive handling procedures and hive transport plan  
| | 6.3 Place hives according to apiary requirements and workplace procedures  
| | 6.4 Reinstate hives according to hive management strategy  |

| 7. Record and report on transport activity | 7.1 Assess and review the performance of the transport plan and hive management strategy  
| | 7.2 Report on performance elements according to workplace procedures  
| | 7.3 Update records for transport activity according to workplace procedures  |

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret livestock transport regulations to identify specific compliance requirements applicable to bee hive transport</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Interpret numerical information including distance, time, travel speed, weight, temperature, and humidity to create transport plan and monitor</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>bee transport activities</td>
<td></td>
</tr>
</tbody>
</table>
| Navigate the world of work | • Takes personal responsibility for following explicit and implicit policies, procedures, legislative requirements and industry codes of practice  
• Identifies and acts on issues that contravene relevant policies, procedures and legal requirements |
| Get the work done | • Plans and implements routine tasks and workload deciding the sequencing and timing of bee hive loading, transporting and unloading activities |

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
<td>AHCBEK311 Transport bee hives by road to new apiary site</td>
<td>Not applicable</td>
<td>New unit</td>
<td>No equivalent unit</td>
</tr>
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</table>

### Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBEK311 Transport bee hives by road to new apiary site

Modification History

<table>
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<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that on at least one occasion the individual has demonstrated that they have transported hives by road to an apiary site, including:

- prepared a hive transport plan, determined hazards to bees and people and prepared a hive management strategy for transporting bees to a new apiary site
- assessed suitability and condition of hives for road transport and secured hives and components ready for transport
- selected equipment and resources required for transit of bee hives and prepared vehicle according to workplace procedures and biosecurity requirements
- loaded and secured hives according to workplace procedures and transport regulations
- transported hives according to public safety and traffic regulations
- monitored load security and bee health during transport
- removed bee hives safely according to workplace procedures and positioned and reinstated hives according to apiary site plan
- completed documentation and permits and complied with biosecurity and regulatory requirements
- updated records, assessed, reviewed and reported on the transport plan.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic map reading and navigation skills to determine route parameters and transport plan, including:
  - road conditions
  - route efficiencies
  - journey duration and estimated time of arrival
- access to transport vehicle services e.g. fuel, water, air
- critical factors that affect hive health during transit, including:
  - weather and other environmental factors
  - travel time
  - road conditions
  - vibration
  - distance from previous apiary
- vehicle preparation for bee safety and vehicle operation, including:
  - tyre pressure for bee health, terrain and road conditions
  - exhaust fumes
  - pre-start checks
- transport methods for hives, including:
  - open hives
  - closed hives
  - covers and netting
  - barrier system
- transporting bee colonies and effect on health and biosecurity, including:
  - ventilation
  - water
  - loose frames
  - recognising bee disorders and distress during transport and remedial actions required
- techniques and equipment for securing hives for transport, including:
  - moving and handling hives for transport vehicle and safety
  - hive orientation on transport vehicle and impact on hive management
  - securing load techniques, load restraint procedures and transport regulations
  - vehicle load limits
  - unloading procedures
- managing live bee loads during stops, including:
  - fuel stops
  - mandatory rest periods
  - checking load movement and stability
- other road users safety when transporting live bees, including:
  - night road workers and work lights
  - police and road transport authority checks
  - weigh bridges
  - accidents and emergencies
  - emergency services
  - quarantine checkpoints
  - ferry crossings
  - urban areas
Assessment Requirements for AHCBEK311 Transport bee hives by road to new apiary site

- general public approaching the transporting vehicle
- strategies to mitigate safety concerns for other road users, including:
  - signage and placarding
  - accident emergency procedures
  - communication and notification procedures
- hive manipulations to prepare for transport and restore hives to operational conditions after arrival
- assessing and reviewing transport plan and hive management strategies
- permits and regulations for transporting live bees, including:
  - biosecurity requirements
  - health certification
- record keeping and reporting procedures for bee transport
- health and safety procedures and requirements for transporting and handling hives.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - an active apiary with hives to be transported or an environment that accurately represents workplace conditions
  - an apiary site prepared and ready to receive hives
- resources, equipment and materials:
  - health and safety equipment for transporting and handling bees
  - hives with live bees
  - hive tools and equipment used for transporting hives
  - vehicle for loading and transporting bee hives
  - loading and unloading tools and equipment
  - resources to secure bee hive loads to vehicles
- specifications:
  - work procedures for transporting bee hives, including safe work practices, bee handling and management, environmental requirements
  - information on equipment and vehicle carrying capacity and operating parameters
  - specifications, control points and parameters for handling and assessing bee health
  - documentation and recording requirements and procedures
  - access to biosecurity codes of practice, quarantine and transport regulations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK312 Extract honey

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare comb and safely operate equipment used to extract honey fit for human consumption. The work may be carried out on hive, in a mobile processing facility or a purpose built fixed facility.

The unit applies to beekeepers who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and to solve problems.

Honey extraction for human consumption is subject to state and territory food safety legislation and regulations.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to extract honey</td>
<td>1.1 Identify and select appropriate extraction method and equipment for type of honey production used</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify health and safety in the workplace hazards and take action to minimise risks to self and others</td>
</tr>
<tr>
<td></td>
<td>1.3 Select, ensure serviceability, fit and use personal protective</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td></td>
<td>equipment</td>
</tr>
<tr>
<td></td>
<td>1.4 Ensure extraction equipment and storage containers are clean, dry, sanitised and serviceable according to workplace procedures, sanitiser product labels and safety data sheets</td>
</tr>
<tr>
<td></td>
<td>1.5 Undertake personal hygiene requirements according to workplace and food safety procedures</td>
</tr>
<tr>
<td>2. Prepare unprocessed honey comb</td>
<td>2.1 Identify, select and reserve frames or sections for unprocessed honey comb according to workplace product and customer requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Separate and clean sections or divide comb according to workplace product requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Package, label and store raw honeycomb according to workplace quality assurance, food safety, handling and packaging requirements</td>
</tr>
<tr>
<td>3. Extract honey</td>
<td>3.1 Identify and comply with quality assurance and food safety and handling requirements throughout the process of extracting honey</td>
</tr>
<tr>
<td></td>
<td>3.2 Inspect comb visually for areas of brood and prepare comb to avoid damage to brood</td>
</tr>
<tr>
<td></td>
<td>3.3 Prepare comb to assist the extraction process according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.4 Expose the honey by decapping or breaking comb avoiding unnecessary damage to cells, frames and hive components according to extraction method selected</td>
</tr>
<tr>
<td></td>
<td>3.5 Operate the extraction equipment to remove honey from comb according to equipment operation instructions and safety procedures</td>
</tr>
<tr>
<td>4. Handle extracted frames and supers</td>
<td>4.1 Remove frames from extractor and return to supers according to extraction method, workplace and biosecurity procedures</td>
</tr>
<tr>
<td></td>
<td>4.2 Store extracted supers in suitable bee and pest proof facility awaiting return to apiary according to workplace pest management and biosecurity procedures</td>
</tr>
<tr>
<td></td>
<td>4.3 Return frames to apiary according to workplace barrier system and biosecurity procedures</td>
</tr>
<tr>
<td></td>
<td>4.4 Reserve frames due for rotation or damaged and store for</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

**Performance Criteria**

- **wax extraction or repair according to workplace, quarantine and biosecurity procedures**

#### 5. Handle extracted honey

- **5.1 Ensure extracted honey meets temperature specifications to assist removal of wax, air, pollen and detritus**
- **5.2 Test moisture content of honey and take action to maintain appropriate moisture according to workplace procedures**
- **5.3 Monitor conditions of honey fermentation and implement procedures to reduce risk**

#### 6. Store honey

- **6.1 Store cleaned honey in containers to meet quality assurance standards, food health regulations and customer requirements**
- **6.2 Obtain a reference sample of honey, label and store according to workplace procedures**
- **6.3 Clean, dry and sanitise all equipment and work area according to workplace procedures.**

#### 7. Collect and store cappings and raw comb for future wax processing

- **7.1 Identify comb suitable for future wax processing**
- **7.2 Extract residual honey from cappings and raw comb according to workplace procedures**
- **7.3 Consolidate wax cappings and raw comb and store according to workplace, quarantine and biosecurity procedures**

#### 8. Maintain records of honey production

- **8.1 Update records for honey production according to workplace procedures and legislative requirements**

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>- Interpret product labels, safety data sheets, instructions, procedures and specifications to determine activities in honey extraction processes</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>- Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
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</table>
### Skill Description

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>• Interprets numerical information related to testing of moisture levels in honey samples</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes responsibility for following policies, procedures and regulatory requirements for extracting honey, maintaining food safety standards and quality assurance</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Takes responsibility for planning, sequencing and prioritising tasks for operation of extraction equipment and collection and storage of extracted honey</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

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<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<th>Equivalence status</th>
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<td>AHCBEK312 Extract honey</td>
<td>AHCBEK305 Extract honey</td>
<td>Addition of Elements and Performance Criteria to reflect industry standards</td>
<td>No equivalent unit</td>
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<td></td>
<td>Minor changes to Performance Criteria clarity</td>
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<td>Updated Performance Evidence and Knowledge Evidence</td>
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</tr>
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### Links

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Assessment Requirements for AHCBEK312 Extract honey

Modification History

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<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have extracted honey from mature honey comb, including:

- identified and selected appropriate extraction method for honey production process
- identified hazards and risks and implemented control measures and used equipment safely
- selected, fitted and used appropriate personal protective equipment (PPE) and complied with workplace personal hygiene practices
- identified, selected and prepared tools and equipment required for extraction process and ensured appropriate food hygiene procedures were performed on them
- identified, selected, prepared and stored unprocessed comb according to workplace product requirements
- identified and complied with quality assurance and food safety and handling requirements while extracting honey
- safely extracted honey using extraction equipment in compliance with quality assurance and food safety requirements
- prepared the comb for extraction avoiding brood comb according to the extraction method and equipment being used
- organised frames from the extraction process stored, returned to apiary or retained for repair or future wax processing in compliance with pest management, biosecurity and barrier system requirements
- ensured extracted honey was maintained at specified temperature to assist removal of wax, air, pollen and detritus
- tested moisture content of honey and took action to maintain appropriate condition
- monitored conditions conducive to honey fermentation and implemented procedures to reduce risk
- stored honey in containers and obtained a reference sample following to meet quality assurance standards, food health regulations and customer requirements
- identified comb suitable for wax processing, collected, removed residual honey and stored wax cappings following workplace, quarantine and biosecurity procedures
- cleaned and sanitised honey extraction equipment
- maintained appropriate records.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of honey extraction
- recognition of different types of bee comb and maturity, including:
  - brood worker and drones
  - queen cells
  - mature and immature honey comb
  - pollen cells
- biosecurity protocols for honey extraction and transport of supers and hive components to extraction site
- processing of raw honey comb, including:
  - sections
  - cutting/slicing comb from frames
- honey extraction processes, including:
  - pressing
  - centrifugal/spinning
  - gravity draining or drip method
- equipment commonly used to extract honey and the safe operation and maintenance requirements
- hygiene and sanitation procedures and materials used for tools, equipment and storage of extracted honey
- storage requirements of honey, honey comb, extracted frames and supers including bulk storage and pest management
- food safety systems and requirements relevant to honey extraction
- quality assurance tests and standards for extracted honey
- temperature and the effect of heat on the extraction processes and quality of honey
- health and safety in the workplace issues associated with extraction and extraction technologies
- record keeping systems and labelling for extracted honey
- preparation and storage procedures for comb at time of extraction for later wax processing.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - either a portable honey extraction unit or a permanent extraction facility
- resources, equipment and materials:
  - mature honey comb ready for extraction
• specific tools and equipment for the type of extraction method employed
• PPE
• sanitising chemicals and equipment
• specifications:
  • workplace procedures related to honey extraction
  • manufacturer’s operating instructions for honey extraction equipment
  • safety data sheets for chemical sanitisers
  • access to specific legislation/codes of practice related to honey extraction and food safety.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK313 Manage pests and disease within a honey bee colony

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to inspect a honey bee colony for indicators of disease or evidence of pests, and take appropriate follow-up action.

The unit applies to beekeepers who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership, compliance with biosecurity codes of practice and notifiable pests and diseases.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to check honey bee colony</td>
<td>1.1 Identify health and safety in the workplace hazards associated with opening and inspecting a hive and take actions to minimise risk</td>
</tr>
<tr>
<td></td>
<td>1.2 Select, fit and use suitable personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and use tools and equipment for opening and</td>
</tr>
</tbody>
</table>

© Commonwealth of Australia, 2019
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td></td>
<td>inspecting a hive</td>
</tr>
</tbody>
</table>
| 2. Inspect hive and identify possible pests, diseases and poor health | 2.1 Inspect flight paths around hive entrance for evidence of poor health of adult bees  
2.2 Inspect the outside of hive for signs of diseased brood  
2.3 Open the hive and inspect colony for signs and symptoms of poor health, pests and disease  
2.4 Identify and record possible poor health, disease or pests according to signs and symptoms |
| 3. Undertake field diagnosis procedures | 3.1 Collect samples for testing and gather evidence to help with diagnosis according to symptoms and industry standards  
3.2 Conduct field diagnosis procedures appropriate for the pest or disease to identify likely cause  
3.3 Collect, secure and label samples for transport to specialist for confirmation  
3.4 Communicate with specialist to ascertain pest or disease identity  
3.5 Report notifiable pests and diseases to authorities |
| 4. Implement biosecurity and treatment measures | 4.1 Identify biosecurity control measures and treatments for identified pest or disease  
4.2 Implement biosecurity measures or treatments to rectify pests or diseases according to treatment product label, workplace procedures and biosecurity code of practice  
4.3 Monitor the impact of control measures and treatments |
| 5. Monitor treatments and maintain records | 5.1 Review the effectiveness of control measures and treatments  
5.2 Record results of inspections and remedial actions taken  
5.3 Maintain records for future beekeeping operations |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Clearly explain detailed information using language, tone and pace appropriate to audience</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Interpret numerical information from product labels</td>
</tr>
<tr>
<td></td>
<td>• Calculate weight, volume and area for pest treatments</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes responsibility for following policies, procedures and industry codes of practice</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Selects and uses appropriate conventions and protocols when communicating with specialists for pests and disease diagnosis</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Takes responsibility for planning, sequencing and prioritising tasks and workload</td>
</tr>
</tbody>
</table>

Unit Mapping Information

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<thead>
<tr>
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<tr>
<td>AHCBEK313 Manage pests and disease within a honey bee colony</td>
<td>AHCBEK306 Manage pests and disease within a honey bee colony</td>
<td>Changes and additions to Elements and Performance Criteria for clarity Biosecurity content increased</td>
<td>No equivalent unit</td>
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Links

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Assessment Requirements for AHCBEK313 Manage pests and disease within a honey bee colony

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that on at least one occasion the individual has demonstrated an ability to manage pests and diseases that affect brood and adult bees including:

- selected and ensured serviceability of tools and equipment for opening and checking hives
- identified health and safety in the workplace hazards and risks and implemented control measures when working around bees
- selected, fitted and used appropriate personal protective equipment (PPE)
- conducted inspections to hive to assess general health and condition of brood and adult honey bees and identified signs and symptoms of disease and pests that affect brood or adult honey bees
- collected samples and conducted field diagnosis following workplace procedures and industry standards
- labelled and secured samples for dispatch to specialist and confirmed diagnosis and reported notifiable diseases
- identified and implemented appropriate treatments and biosecurity measures to control pests and diseases
- monitored, reviewed and recorded outcomes of treatments for future beekeeping operations.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of disease management within a honey bee colony
- pests and diseases of bees including common and notifiable species, including:
  - mechanism for infection/infestation
  - level of risk to bees and beekeeping industry
• biological processes relevant to infection and control
• hive inspection procedures and recording pests and disease observations
• identification of pests diseases, including:
  • signs and symptoms
  • field diagnosis techniques
  • collecting, labelling and sending samples for specialist diagnosis
  • immune detection kits
• types of samples and procedures, including:
  • adults
  • brood
  • honey
  • comb
• legislative and biosecurity standards for pests and diseases control and notification for Australian apiaries including procedures for reporting
• tools, equipment, materials and safe handling procedures when manipulating hive components and taking samples
• hazards and risks when working with bees and collecting pests and disease samples
• hygiene and sanitation practices for tools and equipment
• biosecurity procedures for pests and diseases of honey bees, including:
  • barrier systems
  • isolation
  • quarantine
  • frame rotation
• treatment of contaminated hive components, including:
  • burning and burial
  • sterilisation and irradiation
  • dipping treatments (e.g. hot wax or caustic dips)
  • scorching
• hive health, pests and disease control
• treatments for specific pest and diseases, including:
  • chemicals, types and application methods
  • antibiotics and prescription treatments
  • environmental treatments
• procedures for monitoring and reviewing treatments
• record keeping for pests and diseases including mandatory and workplace documents.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • an active aviary or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live bees
  • hive management tools
  • treatments appropriate to pests or diseases
  • equipment and materials required for field diagnosis activities
  • PPE
  • inert samples or representations of bee pests and diseases
• specifications:
  • workplace procedures for managing pests and diseases within a honey bee colony
  • safety data sheets for pest and disease treatments
  • access to specific legislation and codes of practice relevant to biosecurity and mandatory reporting
• relationships:
  • specialists in honey bee pest and disease diagnosis.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK402 Perform queen bee artificial insemination

Modification History

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<tr>
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</table>

Application

This unit of competency describes the skills and knowledge required to determine suitable method for artificial breeding objectives and develop a program to collect semen from drone honey bees and artificially inseminate a queen bee.

The unit applies to advanced beekeepers who analyse information and exercise judgement to complete specialised bee breeding activities. They work autonomously and have accountability for the work of others. They research, analyse, design and communicate solutions to a range of complex problems.

State and territory legislation, regulations and local government by-laws apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine breeding method</td>
<td>1.1 Review options for artificial breeding to determine the most suitable and affordable method in line with breeding objectives</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.2 Select an artificial breeding option according to workplace breeding program and queen and drone management program</td>
<td>1.2 Select an artificial breeding option according to workplace breeding program and queen and drone management program</td>
</tr>
<tr>
<td>1.3 Identify, source and arrange resource requirements for breeding program</td>
<td>1.3 Identify, source and arrange resource requirements for breeding program</td>
</tr>
<tr>
<td>1.4 Prepare program schedules based on available resources</td>
<td>1.4 Prepare program schedules based on available resources</td>
</tr>
<tr>
<td>1.5 Identify health and safety in the workplace hazards and hygiene practices, assess risks and implement control measures</td>
<td>1.5 Identify health and safety in the workplace hazards and hygiene practices, assess risks and implement control measures</td>
</tr>
<tr>
<td>1.6 Select, ensure serviceability, fitted and used personal protective equipment during insemination process</td>
<td>1.6 Select, ensure serviceability, fitted and used personal protective equipment during insemination process</td>
</tr>
<tr>
<td>2. Implement breeding method</td>
<td>2.1 Obtain genetic material ensuring its health, reliability and legitimacy according to required bee characteristics and breeding objectives</td>
</tr>
<tr>
<td></td>
<td>2.2 Receive, check and store genetic material to ensure maximum viability for program outcomes</td>
</tr>
<tr>
<td></td>
<td>2.3 Manage rearing times to ensure age and condition of breeding bees occurs according to schedule</td>
</tr>
<tr>
<td></td>
<td>2.4 Collect semen from drones according to workplace hygiene and collection procedures</td>
</tr>
<tr>
<td></td>
<td>2.5 Prepare queen and inseminate ensuring minimal risk of contamination according to workplace protocols</td>
</tr>
<tr>
<td></td>
<td>2.6 Place queen in a colony of suitable strength and monitor colony development and health according to workplace procedures</td>
</tr>
<tr>
<td>3. Monitor and maintain program</td>
<td>3.1 Review genetic material transfer and management practices to inform future breeding programs</td>
</tr>
<tr>
<td></td>
<td>3.2 Document performance data in progeny resulting from genetic material transfer programs</td>
</tr>
<tr>
<td></td>
<td>3.3 Calculate and use success rates from breeding objectives to determine success of artificial insemination program</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify and record modifications to queen and drone management program to assist continuous improvement processes</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Critically analyse scientific texts and extract technical information for bee breeding</td>
</tr>
<tr>
<td>Writing</td>
<td>• Documents outcomes and changes to breeding programs using industry relevant terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Performs mathematical calculations to analyse queen and hive performance following breeding program</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes full responsibility for following policies, procedures and legislative requirements for safety and hygiene</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Accepts responsibility for planning and sequencing bee breeding tasks and workload</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCBEK402 Perform queen bee artificial insemination Release 2</td>
<td>AHCBEK402 Perform queen bee artificial insemination Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBEK402 Perform queen bee artificial insemination

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has demonstrated artificial insemination on at least one occasion including:

- reviewed options and developed artificial breeding objectives
- selected and scheduled an artificial breeding option for breeding program
- obtained resources and determined artificial insemination activities
- identified hazards and risks and implemented control measures
- selected, fitted and used appropriate personal protective equipment (PPE)
- obtained and ensured genetic material complied with breeding characteristics and objectives
- received, checked and stored genetic materials to ensure maximum viability
- ensured queen and drone maturity and breeding cycles aligned
- prepared queen and drone honey bees for artificial insemination
- used appropriate techniques to extract semen from drones and inseminate queens
- complied with required hygiene practices
- introduced inseminated queen bees to new hive and monitored progress and success
- reviewed and documented genetic material transfer and management practices
- determined the success of artificial insemination program by calculating success rates
- maintained records in relation to an artificial insemination program.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of artificial insemination of queen honey bees
• anatomy and physiology of reproductive organs and reproductive process in queen and drone honey bees
• genetics and inheritance for bee characteristics required in genetic material, including:
  • honey bee health
  • abnormalities
  • productivity
  • habit
• artificial breeding methods and the benefits and limitations
• identification systems for queen and drone honey bees and semen
• physical resource requirements for artificial insemination practices
• safe handling and transportation of bees and genetic material
• artificial insemination policies and recording and reporting requirements
• preparation requirements for artificial insemination
• semen collection and preparation processes
• reviewing and maintaining effective insemination procedures.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a laboratory or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live queen bees and donor drones
  • tools and equipment for collecting sperm and inseminating queens
  • PPE for hygiene and safety
• specifications:
  • workplace procedures for laboratory operations
  • workplace specifications for bee breeding.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBEK405 Select and establish an apiary site

Modification History

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Application

This unit describes the skills and knowledge required to evaluate and analyse potential honey production sites and select, establish and evaluate an apiary site.

The unit applies to experienced beekeepers with thorough understanding in honey production who analyse nectar flow and likely honey production to complete a range of specialist apiary site selection and establishment activities. They work autonomously and have accountability for the work of others. They research, analyse, design and communicate solutions to a range of complex problems.

All work must be carried out to comply with workplace procedures, state/territory legislation, regulations and local government by-laws which may apply in some jurisdictions to beehive ownership and compliance with biosecurity codes of practice. The transport, siting and cross border movement of livestock including bee hives must comply with state/territory transport, quarantine and biosecurity legislation, regulations and codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

**Performance Criteria**

Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan to select and establish an apiary site</td>
<td>1.1 Establish and prioritise criteria for selecting a site</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify suitable locality in which to search for site</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify appropriate certificates and permits required for moving and establishing an apiary site</td>
</tr>
<tr>
<td></td>
<td>1.4 Gather and analyse information for potential sites in selected locality</td>
</tr>
<tr>
<td>2. Select the apiary site</td>
<td>2.1 Analyse data collected and select suitable site according to criteria</td>
</tr>
<tr>
<td></td>
<td>2.2 Determine capacity of available flora to support desired number of hives</td>
</tr>
<tr>
<td></td>
<td>2.3 Prepare a plan to establish an apiary at the selected site</td>
</tr>
<tr>
<td></td>
<td>2.4 Select precise areas to establish an apiary within the site</td>
</tr>
<tr>
<td></td>
<td>2.5 Ensure appropriate permissions and certificates are obtained prior to locating apiary</td>
</tr>
<tr>
<td>3. Establish the apiary at the selected site</td>
<td>3.1 Identify health and safety, biosecurity and food safety hazards and risks and implement controls for establishing suitable apiary sites</td>
</tr>
<tr>
<td></td>
<td>3.2 Select, fit and use personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>3.3 Select tools and equipment required and ensure serviceability</td>
</tr>
<tr>
<td></td>
<td>3.4 Transport hives to apiary site according to workplace procedures, legislative requirements and biosecurity procedures</td>
</tr>
<tr>
<td></td>
<td>3.5 Locate hives on site according to site establishment plan and safe handling procedures</td>
</tr>
<tr>
<td></td>
<td>3.6 Observe and record access of bees to floral sources and water and effect on colony strength and production</td>
</tr>
<tr>
<td></td>
<td>3.7 Monitor the suitability of the site and reposition hives according to honey production and bee activity</td>
</tr>
<tr>
<td></td>
<td>3.8 Record results of inspections and any remedial action according to biosecurity and production procedures</td>
</tr>
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Foundation Skills

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<tr>
<td>Reading</td>
<td>• Interpret symbols and other technical information on maps and other documentation that impact on apiary site selection</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document outcomes of site performance and activities using industry terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculations to analyse potential honey production and costs for selected site</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Accept responsibility and ownership for selecting a site and make decisions on suitability and coordination of resources</td>
</tr>
<tr>
<td></td>
<td>• Follow explicit and implicit policies, procedures and legislative requirements</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Select and use appropriate conventions and protocols when communicating with persons when seeking permission for site</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Make routine decisions and implement standard procedures for site selection tasks and resources</td>
</tr>
</tbody>
</table>

Unit Mapping Information

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<tr>
<td>AHCBEK405 Select and establish an apiary site Release 2</td>
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Assessment Requirements for AHCBEK405 Select and establish an apiary site

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has demonstrated site selection and establishment of an apiary site including:

- established and prioritised selection criteria for apiary site
- identified suitable localities and appropriate permits and certificates required
- analysed site options and selected site according to selection criteria
- determined apiary capacity, orientation and layout, and prepared an establishment plan
- selected actual site and ensured appropriate permissions and certificates were obtained
- identified health and safety, food safety and biosecurity hazards and risks and implemented control measures
- selected serviceable tools and equipment required for site establishment
- transported hives to site safely, and located hives according to establishment plan and legislative and biosecurity requirements
- observed, monitored and recorded apiary performance and implemented corrective action according to apiary plan
- maintained apiary records according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of apiary site selection
- sources of information for selecting potential sites
- site selection criteria for strategic and regulatory purposes, including:
  - legislation, regulations and biosecurity codes of practice relevant to the establishment of apiary sites
• relevant planning and land use regulations and permissions
• proximity to flora, water, general public, animals, gates, stockyards and movement of the sun
• accessibility of the site for beekeeper and security
• nearby land use
• protection from extreme environmental conditions
• fire risk
• site selection criteria for different bee management purposes, including:
  • honey
  • pollen
  • propolis
  • royal jelly
  • queen rearing
  • pollination services
  • over wintering
• nutritional and other requirements of a bee colony
• hazards, risks and controls associated with establishing apiaries, including:
  • personal protective equipment
  • safe handling procedures
  • barriers and distances from sensitive areas and public space
  • hive densities
  • elevated hives
• tools and equipment and their safe use for handling bees and hives when establishing an apiary site
• types of flora for the production of pollen and nectar flow
• apiary records and recording systems
• bee keeping legislation and biosecurity codes of practice for apiary sites, including:
  • weeds
  • diseases
  • pests
  • genetically modified organisms
  • certified organic produce.

Assessment Conditions
 Assessment of skills must take place under the following conditions:
• physical conditions:
  • an active apiary or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live bees in hives
Assessment Requirements for AHCBEK405 Select and establish an apiary site

- tools and equipment for working with and re-locating hives
- personal protective equipment
- maps showing site access and available resources
- specifications:
  - workplace procedures related to selecting and establishing an apiary site
  - workplace specifications for apiary site layout and orientation
  - access to legislation, permit requirements and biosecurity codes of practice related to establishing an apiary site.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
AHCBEK408 Provide bee pollination services

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to negotiate with clients and to determine pollination requirements and costs for bee pollination services.

This unit applies to experienced beekeepers who analyse information and exercise judgement to complete specialised pollination services activities. They work autonomously, have accountability for the work of others. They analyse, design and communicate solutions to a range of complex problems.

The transport, siting and cross border movement of livestock including bee hives must comply with state/territory transport, quarantine and biosecurity legislation, regulations and codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess pollination service requirement</td>
<td>1.1 Discuss and confirm the pollination services required with client</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine number, location and types of colonies required for crop</td>
</tr>
<tr>
<td></td>
<td>1.3 Confirm state, territory and local government legislative and regulatory requirements, including biosecurity affecting</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>pollination services</td>
</tr>
<tr>
<td></td>
<td>1.4 Assess strength, condition and health of bee colonies for their suitability for use as crop pollinators</td>
</tr>
<tr>
<td></td>
<td>1.5 Assess risk of pollination problems with client and establish process to monitor risk</td>
</tr>
<tr>
<td></td>
<td>1.6 Provide technical information to client to support bee performance and maintain health</td>
</tr>
<tr>
<td></td>
<td>1.7 Obtain appropriate certificates and permits where bees are to be moved across state borders</td>
</tr>
<tr>
<td>2. Price and formalise agreement for pollination services</td>
<td>2.1 Identify resources and calculate costs in providing pollination services</td>
</tr>
<tr>
<td></td>
<td>2.2 Confirm with client the price for pollination services</td>
</tr>
<tr>
<td></td>
<td>2.3 Document, confirm and exercise an agreement with client to provide pollination service</td>
</tr>
<tr>
<td>3. Prepare apiary sites and deliver hives to client</td>
<td>3.1 Prepare sites for hives according to workplace procedures and client requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Deliver hives to site and set up apiary according to client and workplace procedures, legislative requirements and biosecurity code of practice</td>
</tr>
<tr>
<td></td>
<td>3.3 Demonstrate strength and condition of hives to client to confirm agreed service has been provided</td>
</tr>
<tr>
<td>4. Monitor pollination performance of bee colonies</td>
<td>4.1 Liaise with client on spraying programmes to minimise damage to bees</td>
</tr>
<tr>
<td></td>
<td>4.2 Monitor crop within appropriate timeframe for evidence of bee foraging and pollination efficiency</td>
</tr>
<tr>
<td></td>
<td>4.3 Carry out bee husbandry practices to ensure apiary performance</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*
### Skill Description

**Writing**
- Draft and finalise written pollination service agreements for clients
- Accurately complete applications for permits and certificates according to legislative and regulatory requirements

**Numeracy**
- Perform calculations to analyse bee and pollination data, including quantity of hives required, costs and the performance of pollination services

**Oral Communication**
- Determine and confirm client requirements using active listening and questioning and observation of verbal and non-verbal signals to convey and clarify information and to confirm pollination services required

**Get the work done**
- Plan and monitor progress of services and reviews and implements change to meet client and service requirements

### Unit Mapping Information

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<td>AHCBEK404 Provide bee pollination services</td>
<td>Added Element to unit Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
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### Links

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Assessment Requirements for AHCBEK408 Provide bee pollination services

Modification History

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have provided bee pollination services, including:

- discussed and confirmed pollination service requirements with a client
- assessed number, types and hive condition required for pollination outcomes
- assessed the risks of pollination services and provided technical advice to client
- identified resources and calculated costs associated with providing the pollination service and confirmed with client
- prepared and implemented an agreement after confirmation with client
- identified suitable locations within crop or site for hive placement and established, delivered and managed an apiary for pollination services
- liaised with the client to protect apiary from chemical use
- monitored and managed hive activity according to industry practice and agreed service outcomes
- obtained requisite certificates and permits and complied with relevant legislation, regulations and biosecurity codes of practice.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of pollination services
- crop chemicals and alternatives when managing hives
- environmental and climatic factors affecting bee foraging behaviour and pollination
- health and performance of bee colonies, including:
  - pests and diseases
  - swarm management
- hive management strategies, including effects of:
• weather
• nutrition
• water requirements

• basic negotiation skills and essential elements of valid agreements and service contracts

• pollination requirements of major crops targeted, including:
  • hive numbers, strength and densities
  • locality conditions of operation
  • competing crops and plants
  • timing to maximise crop pollination

• measuring and assessing pollination performance and success and readiness to remove
  • site selection and impact of location on colonies to maximise pollination

• calculations and pricing techniques for service industry

• legislation, regulations and biosecurity requirements affecting pollination services.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • an apiary or an environment that accurately represents workplace conditions

• resources, equipment and materials:
  • live bees in hives
  • tools and equipment required to locate and manage hives
  • access to crop requiring pollination

• specifications:
  • client specifications for pollination service
  • access to legislation/codes of practice related to pollination services

• relationships:
  • client with pollination requirement.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCBEK409 Rear queen bees

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to rear queen bees and queen cells through the manipulation of hives.

The unit applies to experienced beekeepers who exercise judgement to complete a range of specialist activities requiring a thorough understanding in honey production. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

All work must be carried out to comply with workplace procedures, state and territory legislation, regulations and local government by laws that apply to the ownership and registration of bee hives and compliance with industry biosecurity codes of practice. The transport and cross border movement of livestock including queen bees must comply with state and territory transport, quarantine and biosecurity legislation, regulations and codes of practice.

Pre-requisite Unit

Nil

Unit Sector

Beekeeping (BEK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish breeding stock and obtain</td>
<td>1.1 Select and obtain queen bee breeding stock according to breeding program</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| requirements for queen bee rearing | 1.2 Identify health and safety hazards, risks and implement controls according to workplace requirements  
1.3 Select, fit and use personal protective equipment  
1.4 Select and safely use tools and equipment required to rear queen bees  
1.5 Confirm site quarantine and other biosecurity protocols and ensure that they are followed |
| 2. Assess condition of colonies and nurse bees and prepare queen cups with larvae | 2.1 Ensure hives and colonies used for queen bee and drone production are in a clean and healthy condition  
2.2 Select larvae from the breeder queen bee cells for grafting according to specification  
2.3 Select and prepare queen cups according to workplace procedures and production method  
2.4 Transfer larvae from worker cells into queen cell cups according to workplace procedures  
2.5 Ensure an adequate number of nurse bees are present in cell raising colonies |
| 3. Establish and monitor the queen mating process | 3.1 Transfer ripe queen cells into the nucleus after grafting according to workplace procedures  
3.2 Provide drones during mating period according to workplace standards and specifications  
3.3 Monitor and maintain hives in a healthy pest and disease free condition  
3.4 Maintain records of grafting and queen rearing activities according to workplace procedures |
| 4. Package queen bees for transport | 4.1 Select type of queen cage suitable for transport according to workplace procedures and method of production  
4.2 Capture mated queen bee and transfer to queen cage supported by young escort bees according to cage type and workplace procedures  
4.3 Ensure queen cage is stocked with food and secured for transport  
4.4 Prepare package with queen bee cage and contents according to transport method and according to workplace and transport company procedures |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret queen bee breeding procedures and specifications to determine requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately record and complete workplace documents and using clear language and correct spelling, grammar and terminology</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following policies, procedures, legislative requirements and industry codes of practice relevant to queen bee rearing</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks for queen bee production</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBEK409 Rear queen bees</td>
<td>AHCBEK407 Rear queen bees</td>
<td>Element 1 split into two elements for clarity</td>
<td>No equivalent unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New element on packaging queen bees</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changes to Performance Criteria for clarity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Updated Performance Evidence and Knowledge Evidence</td>
<td></td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBEK409 Rear queen bees

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have reared queen bees including:

- obtained queen bee breeding stock according to breeding program
- assessed safety hazards, risks and implemented controls
- obtained tools, equipment and personal protective equipment (PPE) required for breeding manipulations and ensured serviceable for use
- conducted all bee manipulations and activity according to biosecurity and quarantine protocols
- ensured hives used for queen rearing are clean and healthy
- prepared queen using desired method and assessed, selected and grafted larvae into queen cells according to workplace procedures
- assessed and maintained nurse bee population to support developing queens
- monitored and maintained hive nutrition and health
- transferred ripe queen cells into nucleus
- monitored the queen mating process and provided drones according to workplace procedures
- maintained records according to workplace and industry procedures
- selected queen bee cage type and packaging requirements and ensured adequate food and escort bees for transport
- prepared package for transport according to workplace procedures and transport company requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of rearing queen bees
- basic genetics, breeding and evaluation for selecting queen bee stock
• techniques and timing for queen cell production including queenright and queen less starter and finishers
• grafting techniques including the use of kits
• making, placement and use of nucleus hives (nucs) for queen rearing
• capturing and handling techniques for queen bees
• holding and securing queen bees, including:
  • queen cages
  • queen banks
• transport, postage and handling queen bees
• labelling and identifying queens including international colour codes
• monitoring and recognising brood and adult bee health, diseases, pests and other disorders and required action
• optimum conditions and timing for queen rearing activities
• required number of mature, healthy and genetically suitable drones
• standards and protocols for selecting and manipulating bees and larvae for queen bee production.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in an active apiary
• resources, equipment and materials:
  • live bees and queen bee stock
  • hive manipulation and larvae grafting tools
  • PPE
• specifications:
  • workplace procedures and specifications for rearing queen bees
  • access to legislation and codes of practice for biosecurity and queen bee breeding.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBER301 Work effectively in an emergency disease or plant pest response

Modification History

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</table>

Application

This unit of competency covers the skills and knowledge required to work effectively within own area of responsibility while responding to an emergency disease or plant pest incursion.

The unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They provide and communicate solutions to a range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Emergency Response (BER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
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<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>1. Identify information required</td>
<td>1.1 Access information about emergency disease or plant pest and appropriate response to apply during an emergency response  &lt;br&gt; 1.2 Use information to address specific work needs and identify further information requirements  &lt;br&gt; 1.3 Identify and access information and resources required from stakeholders</td>
</tr>
<tr>
<td>2. Carry out work</td>
<td>2.1 Communicate with stakeholders according to organisational procedures  &lt;br&gt; 2.2 Carry out work activities to conform to relevant legislation, regulations, procedures and codes of practice appropriate to work area and level of responsibility  &lt;br&gt; 2.3 Identify hazards and risks relevant to specific work being undertaken and respond as required</td>
</tr>
<tr>
<td>3. Manage own work</td>
<td>3.1 Interpret work instructions and seek clarification if inconsistencies are noted  &lt;br&gt; 3.2 Assess workload and prioritise competing demands to achieve personal, team and organisational goals and objectives  &lt;br&gt; 3.3 Communicate the need for physical and human resources clearly to appropriate person  &lt;br&gt; 3.4 Perform own role, responsibilities and duties in a positive manner to promote cooperation within the workplace  &lt;br&gt; 3.5 Respect the importance of own and others' roles in achieving organisational goals  &lt;br&gt; 3.6 Recognise personal symptoms of stress and its potential to impact on performance and take action to minimise negative effects  &lt;br&gt; 3.7 Report undue personal stress to appropriate person</td>
</tr>
<tr>
<td>4. Comply with biosecurity requirements</td>
<td>4.1 Identify biosecurity procedures relevant to own work area  &lt;br&gt; 4.2 Maintain personal protective equipment and fomites according to biosecurity procedures  &lt;br&gt; 4.3 Report biosecurity breaches immediately to appropriate person  &lt;br&gt; 4.4 Complete biosecurity records according to work area requirements</td>
</tr>
<tr>
<td>5. Adapt to change as required</td>
<td>5.1 Identify and assess any need for change in own work practices to reflect critical emergency issues or emerging trends  &lt;br&gt; 5.2 Discuss and seek agreement with senior staff if changes are required  &lt;br&gt; 5.3 Change own work practices where required and according to agreed arrangements  &lt;br&gt; 5.4 Apply a flexible approach that takes account of changing priorities and circumstances when implementing instructions for</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td></td>
<td>changes to work practices</td>
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<tr>
<td></td>
<td>5.5 Monitor change to determine the effectiveness of revised work practices and advise senior staff members of findings</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBIO301A Work effectively in an emergency disease or plant pest response.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBER301 Work effectively in an emergency disease or plant pest response

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- access and use information to determine appropriate response, work needs, and information and resources to be accessed from stakeholders
- carry out work activities to conform with national plan
- communicate with stakeholders
- identify hazards and risks
- manage own work load and priorities
- interpret work instructions and seek clarification as needed
- recognise and respond to personal stress
- promote cooperation and respect within work team
- communicate the need for physical and human resources
- comply with biosecurity requirements for personal protective equipment and fomites, reporting biosecurity breaches and completing records
- adapt to and monitor change
- complete biosecurity records.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- AUSVETPLAN or PLANTPLAN, relevant standards, guidelines and protocols, and Nationally Agreed Standard Operating Procedures (NASOP) relating to an emergency disease or plant pest incursion response
- organisational procedures for communication in an emergency response
- common physical and human resources needed in an emergency response
- common work health and safety, and biosecurity hazards in an emergency response
• personal protective equipment, and fomites relevant to emergency response
• signs of personal stress and potential impact on response
• techniques for prioritising work activities and time management
• techniques for managing own responses to change, and to personal stress
• communication principles for working effectively in teams, and reporting information
• records required to be kept during an emergency response.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBER303 Carry out emergency disease or plant pest control procedures at infected premises

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to carry out emergency disease or plant pest control activities at a site affected by an emergency disease outbreak or plant pest incursion.

The unit applies to personnel who undertake a role within an emergency disease or plant pest incursion response.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They provide and communicate solutions to a range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Emergency Response (BER)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<td>Performance criteria</td>
</tr>
<tr>
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</tr>
<tr>
<td>1.</td>
<td>Prepare for emergency disease or plant pest control activities</td>
</tr>
<tr>
<td></td>
<td>1.1 Clarify work instructions received from infected premises (IP) site supervisor in preparation for carrying out control procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Select and prepare appropriate equipment and materials to undertake control activities in line with IP site supervisor’s work instructions and associated safety requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and prepare personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify animal welfare considerations if dealing with an emergency disease</td>
</tr>
<tr>
<td>2.</td>
<td>Carry out emergency disease or plant pest control activities</td>
</tr>
<tr>
<td></td>
<td>2.1 Implement control activities in line with work instructions, work health and safety requirements and standards and protocols</td>
</tr>
<tr>
<td></td>
<td>2.2 Maintain a log of activities carried out on the IP in accordance with instructions from IP site supervisor</td>
</tr>
<tr>
<td></td>
<td>2.3 Use PPE as instructed by IP site supervisor</td>
</tr>
<tr>
<td></td>
<td>2.4 Give and receive work instructions within own area of responsibility</td>
</tr>
<tr>
<td>3.</td>
<td>Check and adjust emergency disease or plant pest control activities</td>
</tr>
<tr>
<td></td>
<td>3.1 Check control activities within own area of responsibility regularly to ensure compliance with work instructions, work health and safety requirements and standards and protocols</td>
</tr>
<tr>
<td></td>
<td>3.2 Provide reports to IP site supervisor as required</td>
</tr>
<tr>
<td></td>
<td>3.3 Report any variations from work instructions and standards and protocols, or failure to achieve objectives to IP site supervisor and undertake remedial action within own scope of authority</td>
</tr>
<tr>
<td></td>
<td>3.4 Communicate any recommendations for adjusting work instructions to IP site supervisor</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBIO303A Carry out emergency disease or plant pest control procedures at infected premises.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBER303 Carry out emergency disease or plant pest control procedures at infected premises

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for control activities
- follow infected premises (IP) site supervisor instructions
- identify animal welfare concerns
- select, prepare and use personal protective equipment (PPE)
- apply biosecurity principles and work health and safety practices in implementing, monitoring and reporting on variations to control activities
- implement control activities
- monitor, review and report on control activities within area of own responsibility, for compliance and effectiveness
- undertake remedial action within own scope of authority
- provide reports to IP site supervisor on variations to activities, failure to meet objectives and recommendations for adjustments to work instructions
- communicate effectively with IP site supervisor and when giving and receiving work instructions to others
- maintain log of activities as required.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- common control activities associated with emergency disease and plant pest control procedures at infected premises (IP)
- objectives and work instructions commonly associated with IP control responses
- own work role and responsibilities within an IP control response
• animal welfare guidelines relevant to the species, disease and IP environment if animals are under control procedures
• PPE gear commonly used in IP control response
• biosecurity principles commonly associated with an IP control response
• safe work practices applicable to work role and responsibilities in an IP environment
• reporting templates and requirements for logging control activities
• communication principles used in giving, receiving and clarifying instructions, and reporting on control activities.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBER304 Carry out movement and security procedures

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement appropriate procedures to restrict the movement of vehicles, personnel, products, livestock and plant material in relation to managing an emergency disease or plant pest incursion.

The unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They provide and communicate solutions to a range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Emergency Response (BER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to carry out</td>
<td>1.1 Identify specific movement and security procedures to be carried</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| movement and security procedures | out, including times and locations of operations from work instructions  
| | 1.2 Obtain personal protective equipment required for particular procedures to be carried out and check for serviceability and use  
| | 1.3 Obtain documentation required to carry out specific procedures  
| | 1.4 Obtain resources required to carry out specific procedures and check for serviceability and use |
| 2. Carry out movement and security procedures | 2.1 Establish a traffic check point according to work instructions  
| | 2.2 Monitor movement of vehicles, personnel, products, livestock or plant material through declared areas in line with requirements  
| | 2.3 Issue and check permits according to standards and protocols  
| | 2.4 Take action in accordance with standards and protocols where vehicles are determined to be carrying personnel, products, livestock or plant material without a valid permit  
| | 2.5 Maintain close liaison with external security providers as required  
| | 2.6 Use personal protective equipment where required  
| | 2.7 Decontaminate resources appropriately where required |
| 3. Check and adjust movement and security procedures | 3.1 Check application of movement and security procedures regularly within own area of responsibility to ensure consistency, currency and ongoing effectiveness  
| | 3.2 Report any variations in consistency, currency and ongoing effectiveness or failure to achieve objectives to appropriate authorities and undertake remedial action within own scope of authority  
| | 3.3 Communicate any recommendations for adjusting movement and security procedures to supervisor and appropriate authorities |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBI0304A Carry out movement and security procedures.
Links

Companion Volume implementation guides are found in VETNet -
Performance Evidence

The candidate must undertake movement and security procedures including establishing a traffic check point and monitoring the movement of vehicles and issuing permits.

The candidate must demonstrate that they can:
- determine logistics and required documentation applicable to specific movement and security operations
- obtain and check any resources and personal protective equipment (PPE)
- establish and operate traffic checkpoint
- issue and check permits
- respond to vehicles without valid permit for load being transported as appropriate to standards and protocols
- liaise with external security providers
- use PPE and decontaminate resources as required
- monitor, review and report on application of movement and security procedures within area of own responsibility
- undertake remedial action within own scope of authority
- provide reports on variations to appropriate authorities in consistency, currency and ongoing effectiveness or failure to achieve objectives
- communicate recommendations on adjusting movement and security procedures to supervisor and appropriate authorities.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- movement and security procedures commonly associated with movement and security controls during a disease or plant pest incursion
- AUSVETPLAN or PLANTPLAN, and other relevant standards and protocols to determine:
Assessment Requirements for AHCBER304 Carry out movement and security procedures

- permits and documentation associated with implementing movement and security procedures
- action required for any vehicle without a valid permit
- biosecurity principles associated with movement and security procedures, use of PPE gear, and need for decontamination
- safe work practices
- objectives and work instructions associated with movement and security procedures
- own work role, responsibilities and scope of authority in implementing movement and security procedures
- decontamination procedures for PPE and resources
- reporting templates
- communication principles used in operating a traffic control point, issuing permits and documentation, and reporting to supervisor and appropriate authorities.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBER401 Plan and supervise control activities on infected premises

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise others in the range of activities required on infected premises (IP).

The unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response. Work is generally carried out under general instructions from the IP operations manager.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Emergency Response (BER)

Elements and Performance Criteria

<table>
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</tr>
</tbody>
</table>
| 1. Plan emergency disease or plant pest control activities on an IP | 1.1 Plan emergency disease or plant pest control activities under direction from IP operations manager and in consultation with property owner or manager and taking into consideration environmental values that need to be protected  
1.2 Confirm all IP procedures with IP operations manager and communicate to property owner or manager  
1.3 Develop a schedule for implementation of emergency disease or plant pest control activities and request resources required for planned activities  
1.4 Establish reporting processes  
1.5 Establish staff rosters to support activities in a cost-effective manner and with minimal stress on personnel |
| 2. Supervise emergency disease or plant pest control activities | 2.1 Assign personnel to team leader and worker positions required by IP operations functions to be performed and give directions for tasks to be performed  
2.2 Conduct emergency disease or plant pest control activities with ongoing consultation with IP operations manager and property owner or manager  
2.3 Supervise emergency disease or plant pest control activities to ensure that they are cost-effective, make effective use of resources and avoid unnecessary property damage and livestock or crop destruction  
2.4 Monitor valuations of materials requiring destruction, use of plant, equipment and materials and all IP service provision to ensure they adhere to relevant standards, national plans, protocols and contract requirements  
2.5 Monitor supplies of materials and resources to ensure that they are adequate to meet needs of control activities  
2.6 Maintain an incident log that includes details of all activities undertaken as well as contractors' hours and performance  
2.7 Supervise and motivate personnel to carry out specific emergency disease or plant pest control activities to the standard required |
| 3. Check effectiveness of emergency disease or plant pest control activities | 3.1 Monitor effectiveness and progress of control activities and compare with planned objectives  
3.2 Carry out inspections of teams on site with sufficient regularity to ensure that standards are applied in line with required standards and protocols  
3.3 Provide progress reports to IP operations manager according to agreed reporting schedule and format  
3.4 Keep records as required by standards and protocols |
<p>| 4.1 Revise site-specific emergency disease or | 4.1 Revise control activities as required to address relevant protocols, maintain cost-effectiveness including appropriate resource |</p>
<table>
<thead>
<tr>
<th>Element</th>
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<tr>
<td>plant pest control activities</td>
<td>allocation and to contain wider impacts</td>
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<td></td>
<td>4.2 Communicate revisions to activities promptly To Local Control Centre (LCC)</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBIO401A Supervise activities on infected premises.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBER401 Plan and supervise control activities on infected premises

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- consult with infected premises (IP) manager and property owner or manager on planning and implementation matters
- plan control activities for emergency disease or plant pest control response:
- schedule implementation of control activities
- identify IP procedures required, and confirm with IP manager
- request resources required for planned activities
- establish reporting processes
- establish staff rosters
- communicate with property owner or manager on IP procedures
- supervise and motivate personnel to carry out control activities to standards and protocols required, and confirm with on-site inspections of teams
- monitor supplies of materials and resources and maintain to meet needs of control activities
- monitor all IP service provision for adherence to standards, protocols and contractual arrangements
- maintain incident log, and records of control activities
- monitor control activities for value for money, and minimal impact on property, effectiveness and progress against planned objectives
- report on progress of control activities against plan to IP operations manager
- revise control activities as required to address relevant protocols whilst maintaining cost effectiveness and wider impacts
- communicate revisions to control activities to Local Control Centre (LCC).
Knowledge Evidence

The candidate must demonstrate knowledge of:

- AUSVETPLAN or PLANTPLAN, relevant standards, guidelines and protocols, and Nationally Agreed Standard Operating Procedures (NASOP) that guide development and implementation of IP control plan, contractual arrangements and control procedures
- planning processes
- communication principles used for consultation, providing information, reporting, and in interacting with personnel
- supervisory and monitoring practices used with personnel
- techniques for motivating personnel
- contractual arrangements
- reporting requirements
- processes for planning, scheduling, monitoring progress and costs.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBER402 Carry out field surveillance for a specific emergency disease or plant pest

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out field surveillance for a specific emergency disease or plant pest.

The unit applies to personnel who have been appointed or engaged as part of a field surveillance team to undertake a role within an emergency disease or plant pest incursion response. Field surveillance teams work under instructions from the control centre.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Emergency Response (BER)

Elements and Performance Criteria

<table>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>
### Element

#### Performance criteria

1. **Look for signs of a specific emergency disease or plant pest**
   - 1.1 Receive and confirm work instructions from surveillance coordinator or other appropriate authority
   - 1.2 Identify signs of an emergency disease or plant pest, collect appropriate samples for testing, and gather evidence to support a diagnosis according to relevant standards and protocols
   - 1.3 Access appropriate available expertise to assist in diagnosis
   - 1.4 Collect, handle, package and dispatch diagnostic samples according to relevant standards and protocols

2. **Respond to an emergency disease or plant pest**
   - 2.1 Alert surveillance coordinator when signs of an emergency disease or plant pest are found
   - 2.2 Take appropriate measures to immediately contain emergency disease or plant pest according to instructions from control centre and relevant guidelines
   - 2.3 Collect information relevant to management of emergency disease or plant pest outbreak and report to surveillance coordinator
   - 2.4 Give directions and warnings to property owners or persons in charge about suspected emergency disease or plant pest
   - 2.5 Conduct personal decontamination and, where appropriate, equipment and vehicle decontamination according to relevant standards and protocols for emergency disease or plant pest

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCBI0402A Carry out field surveillance for a specific emergency disease or plant pest.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBER402 Carry out field surveillance for a specific emergency disease or plant pest

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- undertake field surveillance for specific disease or plant pest as directed
- report findings of specific disease or plant pest along with samples and evidence to support find
- follow relevant standards and protocols to identify and report findings
- use appropriate available expertise to assist in identification and diagnosis
- follow relevant standards and protocols in collection, handling, packaging and despatch of samples
- contain emergency disease of plant pest as directed by control centre and relevant guidelines
- collect and report information relevant to management of outbreak to surveillance coordinator
- give directions and warnings to property owners or person in charge re the suspected presence of emergency disease or plant pest
- decontaminate self and where appropriate equipment and vehicles.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- standards, guidelines and protocols for the emergency disease or plant pest
- signs of specific disease or plant pest which is the subject to surveillance
- emergency disease or plant pest surveillance procedures for:
  - collecting and handling samples and supporting evidence of diagnosis
  - reporting findings and information that may help in control response
  - containment of outbreak
• personal and general decontamination
• process for locating expertise
• communication principles for providing direction and warnings to property owners and managers, liaising with disease or plant pest experts, and reporting to surveillance coordinator.

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBER501 Manage active operational emergency disease or plant pest sites

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage active operational emergency disease or plant pest sites.

The unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They analyse information and demonstrate deep knowledge in a specific technical area. They analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Emergency Response (BER)

Elements and Performance Criteria

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<tr>
<td>1. Plan control procedures across the declared area</td>
<td>1.1 Conduct planning and consultation with stakeholders and field personnel &lt;br&gt;1.2 Conduct planning in line with relevant standards, protocols and guidelines, and according to instructions from operations director &lt;br&gt;1.3 Identify, obtain, schedule, prioritise and deploy required resources &lt;br&gt;1.4 Identify work health and safety requirements and hazards associated with implementing control procedures and ensure appropriate action is taken to minimise risks to self and others &lt;br&gt;1.5 Identify criteria for implementing control procedures which satisfy relevant standards and protocols with minimal livestock or crop destruction and property damage &lt;br&gt;1.6 Prepare contingency plans for effective control of emergency disease or plant pest</td>
</tr>
<tr>
<td>2. Manage the implementation of control procedures</td>
<td>2.1 Coordinate control procedures to achieve effective emergency disease or plant pest control outcomes &lt;br&gt;2.2 Maintain ongoing consultation and communication links with all stakeholders, field staff, property owners or managers and others in control centre &lt;br&gt;2.3 Implement control procedures and services supplied under contract &lt;br&gt;2.4 Prepare and submit written and verbal reports as required</td>
</tr>
<tr>
<td>3. Monitor and review the effectiveness of control procedures</td>
<td>3.1 Monitor personnel to ensure that they are achieving specified objectives &lt;br&gt;3.2 Monitor supply of resources for appropriateness and availability &lt;br&gt;3.3 Monitor implementation of control procedures to ensure cost-effective compliance with relevant standards and protocols &lt;br&gt;3.4 Review priorities for emergency disease or plant pest control operations, and confirm or revise as appropriate</td>
</tr>
<tr>
<td>4 Implement review findings</td>
<td>4.1 Revise control activities as required &lt;br&gt;4.2 Advise relevant stakeholders and personnel of revisions to control activities promptly for implementation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBIO501A Manage active operational emergency disease or plant pest sites.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBER501 Manage active operational emergency disease or plant pest sites

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply standards, guidelines, protocols and legislation in:
  - planning control procedures
  - resourcing the control plan
  - addressing work health and safety requirements
  - determining criteria for implementing control procedures
  - contracting services
  - monitoring implementation of control procedures for cost effectiveness
  - monitoring, reviewing control operations and revising priorities as part of managing active emergency disease or plant pest sites
- plan and resource control procedures, and contingency plans
- engage with stakeholders and field personnel in planning process
- engage with stakeholders, field staff, property owners/managers and others in control centre throughout the control period
- manage and monitor implementation of control procedures
- monitor personnel against specified objectives
- monitor supply of resources
- review priorities and revise as appropriate after consultation
- review control activities as required and communicate to stakeholders and personnel.

Knowledge Evidence

The candidate must demonstrate knowledge of:
• AUSVETPLAN or PLANTPLAN, and relevant standards, guidelines and protocols, and Nationally Agreed Standard Operating Procedures (NASOP)
• incident control management procedures
• the requirements of relevant commonwealth, state and territory legislation
• relevant public sector policies, practices and constraints in relation to emergency disease or plant pest management
• techniques for monitoring and reviewing control procedures, and resource expenditure
• advanced communication principles to consult and communicate with a range of stakeholders and the control centre
• project management principles.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBER502 Manage the implementation of an emergency disease or plant pest control program

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage and implement an emergency disease or plant pest control program.

The unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They analyse information and demonstrate deep knowledge in a specific technical area. They analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Emergency Response (BER)

Elements and Performance Criteria

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</table>
| 1. Initiate emergency disease or plant pest control program | 1.1 Identify, source or develop control procedures needed to manage an infection or infestation according to standards, protocols and situational variables  
1.2 Develop operational plans for own area of responsibility  
1.3 Make contributions as required to other plans and strategies  
1.4 Source resources required to control or eradicate emergency disease or plant pest |
| 2. Direct implementation of emergency disease or plant pest control procedures | 2.1 Manage implementation of emergency disease or plant pest control plan and procedures according to operational plan, other specified guidelines and situational variables  
2.2 Disseminate reports on progress of emergency disease or plant pest control as required  
2.3 Implement relevant management systems, and confirm as functioning and available as required |
| 3. Monitor emergency disease or plant pest control procedures | 3.1 Monitor emergency disease or plant pest status of properties in line with relevant guidelines and operational or control plan  
3.2 Monitor appropriateness and effectiveness of emergency disease or plant pest control procedures  
3.3 Monitor resource expenditure and availability to ensure adequacy for job  
3.4 Monitor effectiveness of emergency disease or plant pest control information management system |
| 4. Review emergency disease or plant pest control program | 4.1 Review and revise emergency disease or plant pest control operational plans and procedures  
4.2 Revise emergency disease or plant pest control information management procedures as appropriate to ensure a complete set of records  
4.3 Reallocate or acquire resources where required |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBI0502A Manage the implementation of an emergency disease or plant pest control program.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
Assessment Requirements for AHCBER502 Manage the implementation of an emergency disease or plant pest control program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply standards, guidelines and protocols in:
  - setting up and implementing control procedures
  - monitoring the status of properties and effectiveness of operational or control plan as part of an emergency disease or plant pest control response
  - contribute to other plans and strategies, and develop operational plan within own area of responsibility
  - source resources for control program
  - direct implementation of the control plan and procedures utilising reporting and information management system
  - monitor appropriateness and effectiveness of emergency disease or plant pest control procedures and review against and relevant guidelines, and operational or control plan
  - monitor effectiveness of emergency disease or plant pest and information management system and revise procedures as necessary to ensure completeness of records
  - monitor resource expenditure and availability against requirements of the operational or control plan and reallocate resources as required.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- AUSVETPLAN or PLANTPLAN, and relevant standards, guidelines and protocols, and Nationally Agreed Standard Operating Procedures (NASOP)
- incident control management procedures
- the requirements of relevant commonwealth, state and territory legislation
Assessment Requirements for AIHCBER502 Manage the implementation of an emergency disease or plant pest control program

- relevant public sector policies, practices and constraints in relation to emergency disease or plant pest management
- information management systems and procedures for use and reporting
- techniques for monitoring and reviewing operational or control plans, and resource expenditure and allocation
- communication principles to liaise with other agencies, and direct implementation of the operation or control plan
- project management principles.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBER601 Plan and oversee an emergency disease or plant pest control program

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and oversee an emergency disease or plant pest control program according to the relevant standards and protocols provided in a national response plan.

The unit applies to personnel who have been appointed or engaged to undertake a role within an emergency disease or plant pest incursion response.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They analyse, design and communicate solutions to a range of complex problems. They work in contexts that are subject to change and adapt a range of fundamental principles accordingly.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Emergency Response (BER)

Elements and Performance Criteria

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<td>essential outcomes.</td>
<td>achievement of the element.</td>
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</table>
| 1. Plan emergency disease or plant pest control program | 1.1 Identify effective strategies to support emergency disease or plant pest control  
1.2 Ensure all components of emergency disease or plant pest control program comply with relevant standards and protocols, a jurisdiction's nationally approved response plan, relevant state, territory and commonwealth legislation and emergency management principles  
1.3 Seek and use expert advice to identify the source of emergency disease or plant pest and gauge its likely spread  
1.4 Identify declared areas of presence of emergency disease or plant pest in line with expert advice and available evidence  
1.5 Develop plans to effectively and efficiently control emergency disease or plant pest  
1.6 Submit plans to appropriate authorities for approval  
1.7 Identify likely developments and consequences of emergency disease or plant pest outbreak and advise appropriate personnel according to established lines of command and control |
| 2. Oversee emergency disease or plant pest control program | 2.1 Implement and monitor emergency disease or plant pest control plans  
2.2 Monitor the recording and dissemination of information to ensure compliance with standards and protocols  
2.3 Send, receive and act on reports according to relevant standards and protocols  
2.4 Brief relevant organisations, agencies and personnel in relation to management of emergency disease or plant pest |
| 3. Monitor and review the emergency disease or plant pest control program | 3.1 Monitor emergency disease or plant pest control strategies continually to ensure that they are achieving the intended outcomes  
3.2 Amend emergency disease or plant pest control plans as appropriate in line with expert advice, standards and protocols  
3.3 Monitor resource requirements continually to ensure strategies are achieved |
| 4. Revise emergency disease or plant pest control program | 4.1 Revise emergency disease or plant pest control strategies and plans as required  
4.2 Communicate changes to emergency disease or plant pest control strategies to appropriate personnel |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBI0601A Plan and oversee an emergency disease or plant pest control program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBER601 Plan and oversee an emergency disease or plant pest control program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in an emergency disease or plant pest setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply standards, guidelines, protocols, and legislation in:
  - planning and amending a control program
  - recording information and disseminating
  - disseminating reports
  - identifying appropriate personnel along lines of communication as part of planning and overseeing an emergency disease or plant pest control program
- plan a control program around identified strategies with input of experts and submit to for approval
- identify declared areas that are within the jurisdiction of the control program
- brief appropriate personnel and organisations/agencies on developments and consequences of emergency disease or plant pest outbreak, and its ongoing management
- implement and monitor control plans utilising information management system and reporting as set out in standards and protocols
- monitor control strategies in use against the intended outcomes, and amend control plans as appropriate
- monitor resource requirements are sufficient to ensure strategies are achieved
- communicate revisions to control strategies and/or plans to appropriate personnel.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- AUSVETPLAN or PLANTPLAN, and other Nationally Agreed Standard Operating Procedures (NASOP), relevant standards, guidelines and protocols and associated manuals
- incident management functions
Assessment Requirements for AHCBER601 Plan and oversee an emergency disease or plant pest control program

- phases of a response
- the requirements of relevant commonwealth, state and territory legislation
- strategies for controlling emergency disease or plant pest situations
- support agencies and sources of expertise
- control procedures relevant to the emergency disease or plant pest situation
- project management principles
- consequences and impacts of the outbreak and management controls
- information management system
- processes for monitoring and reviewing control plans, and resource expenditure
- human and physical resources required to implement the control plan
- methods of communicating with stakeholders.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCBIO201 Inspect and clean machinery for plant, animal and soil material

Modification History

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<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
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Application

This unit of competency describes the skills and knowledge required to inspect and clean machinery and vehicles of material that may contribute to the spread of weeds, pests or diseases.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well known parameters, providing solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

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<tbody>
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<td>1. Prepare to inspect and</td>
<td>1.1 Confirm the activity to be undertaken with supervisor</td>
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<td><strong>Elements describe the essential outcomes.</strong></td>
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</table>
| clean machinery | 1.2 Identify health and safety hazards and risks and apply controls according to supervisor instructions and workplace procedures  
1.3 Identify and select tools and equipment required according to supervisor instructions  
1.4 Check serviceability of tools and materials required for the task |
| 2. Inspect machinery and support vehicles | 2.1 Ensure machinery is safe before inspection and ensure free moving parts are immobilised according to workplace and operating procedures  
2.2 Inspect machinery and equipment for contamination according to workplace biosecurity procedures  
2.3 Remove covers and guards safely  
2.4 Identify contamination and cleaning requirements according to workplace biosecurity procedures |
| 3. Clean machinery, equipment and support vehicles | 3.1 Select correct equipment and location of site for cleaning  
3.2 Clean the machinery and support vehicles according workplace biosecurity procedures  
3.3 Replace guards and covers safely |
| 4. Complete cleaning work | 4.1 Dispose of waste materials according to workplace and environmental procedures  
4.2 Record cleaning history on appropriate forms according to workplace procedures |
| 5. Report inspection results | 5.1 Document inspection results according to workplace procedures  
5.2 Deliver inspection reports according to workplace procedures |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interprets and consolidates information from workplace procedures for application to the cleaning process</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writing</td>
<td>• Prepares records and documentation using clear and accurate terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Performs basic mathematical calculations to prepare and dilute products used for cleaning</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Uses clear language, concepts, tone and pace appropriate when reporting to supervisor</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Complies with explicit policies and procedures seeking clarification or assistance when required</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Responds to highly obvious routine problems by using step by step instruction and procedures</td>
</tr>
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</table>

**Unit Mapping Information**

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<th>Code and title current version</th>
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<th>Comments</th>
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<td>AHCBIO201 Inspect and clean machinery for plant, animal and soil material Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
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</table>

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBI0201 Inspect and clean machinery for plant, animal and soil material

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have inspected and cleaned machinery of contaminations, including:

- confirmed work activity with supervisor and identified hazards and risks and applied controls for work practices
- selected cleaning tools, equipment and materials for the cleaning activity
- identified and checked equipment, materials and suitable location for cleaning activity
- made the machinery safe for inspection and exposed contamination according to workplace procedures
- cleaned machinery of contamination according to workplace biosecurity procedures
- reinstated machinery to operational condition and disposed of waste materials according to workplace and environmental procedures
- maintained and presented records of inspection and cleaning according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- biosecurity protocols for contaminants relevant to industry and location
- types of equipment and contamination that can occur
- contaminants and how they are disseminated by machinery and equipment including, weeds, pests and diseases
- cleaning techniques appropriate to machinery, vehicles and types of contaminant including cleaning agents and safety data sheets
- operating features of machinery and equipment relevant to inspection and cleaning
• safe work practices associated with inspecting and cleaning machinery
• safe and environmental methods of disposing of cleaning waste
• records and reporting procedures for biosecurity.

Assessment Conditions
Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • horticultural or agricultural machinery and equipment relevant to workplace context
  • cleaning tools and equipment
  • appropriate cleaning agents
• specifications:
  • workplace documents including policies, procedures and processes relevant to cleaning practices
  • manufacturers' operating instructions for equipment and machinery
  • cleaning agents' safety data sheets
  • specific legislation/codes of practice relevant to biosecurity and environmental waste.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBIO202 Follow site quarantine procedures

Modification History

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<tr>
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<td>Initial release</td>
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Application

This unit of competency describes the skills and knowledge required to follow the organisation’s procedures that reduce the likelihood of pathogenic organisms entering a quarantine site.

It applies to any personnel entering and leaving the quarantine area.

This unit applies to individuals who work under general supervision and exercise limited autonomy. They undertake defined activities and work in a structured context.

Licensing, legislative, regulatory or certification requirements may apply to this unit in some states and territories in relation to use of farm chemicals in quarantine situations, national vendor declarations, and movement of livestock and plant material. Therefore, it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Pre-requisite Unit

Nil.

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1. Prepare to work in quarantine site | 1.1 Check with supervisor on quarantine procedures and biosecurity protocols relevant to the site  
1.2 Check all vehicles are decontaminated before entering the quarantine site, and if required leaving the site  
1.3 Report contact with potential contaminants either within the site, or externally  
1.4 Shower and change into work clothes if required  
1.5 Select and apply appropriate personal protective equipment including footwear before commencing work  
1.6 Store street clothing securely away from livestock, feed or other products  
1.7 Wash hands before and after livestock, feed, plant stock or other products are handled  
1.8 Check disinfectant levels in footbaths and use rigorously before entering quarantine site and before exiting site  
1.9 Follow site exit procedures for decontaminating self, work clothing and personal protective equipment |
| 2. Work in quarantine site | 2.1 Handle and store chemicals and medications in accordance with site procedures  
2.2 Store different feed mixes, soils, growing media and other products separately and mark appropriately  
2.3 Identify cases of disease or pest infestation and report to supervisor  
2.4 Identify breaches of quarantine procedures and report to supervisor  
2.5 Identify work health and safety hazards and report to supervisor  
2.6 Dispose of all waste products appropriately  
2.7 Dispose of all deceased livestock, unwanted biological material or damaged or infected plant stock as instructed by supervisor  
2.8 Record information relating to work in quarantine site |
| 3. Assist in maintaining site quarantine procedures | 3.1 Inform all visitors of the quarantine procedures and provide them with appropriate clothing and footwear if required  
3.2 Check that visitors are signed in, have stated their recent activities and exposures and have washed or showered if required  
3.3 Check that visitors sign out and follow site exit procedures  
3.4 Note and report any observed breaches of quarantine procedures by visitors to supervisor  
3.5 Keep gates and doors locked where required  
3.6 Maintain security fencing according to supervisor’s instructions  
3.7 Check deliveries to site to ensure that established procedures for |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>vehicle decontamination, unloading and receipt and holding or storage of stock and supplies are followed</td>
</tr>
<tr>
<td>4. Respond to site quarantine breach or problem</td>
<td>4.1 Identify and report a site quarantine breach or problem and report the location to supervisor</td>
</tr>
<tr>
<td></td>
<td>4.2 Secure any site quarantine breaches or problems</td>
</tr>
<tr>
<td></td>
<td>4.3 Clean and disinfect any quarantine breach sites as required according to the specific nature of the breach</td>
</tr>
<tr>
<td></td>
<td>4.4 Isolate livestock, plant stock or other items suspected of being exposed to contaminants and monitor for evidence of contamination</td>
</tr>
<tr>
<td></td>
<td>4.5 Treat or dispose of all contaminated stock and materials</td>
</tr>
<tr>
<td></td>
<td>4.6 Record information about the breach or problem</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBIO202A Follow site quarantine procedures.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBI0202 Follow site quarantine procedures

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- meet site security and entry/exit requirements for vehicles, apparel and personal hygiene and safety
- follow procedures and biosecurity protocols for handling and storing chemicals, medications, feed mixes, soils, growing media and other products
- report disease/pest infestation, breaches of quarantine procedures and work health and safety hazards to supervisor
- dispose of waste products, deceased livestock, unwanted biological material, damaged or infected plant stock, contaminated stock and contaminated material as instructed
- record information related to work in quarantine area, including any breach or problem
- maintain security of quarantine site, any site identified as a quarantine breach and any site considered a problem area
- direct visitors in their obligations to follow quarantine procedures
- control site deliveries to ensure quarantine procedures are followed
- follow quarantine procedure and biosecurity protocols in responding to a site quarantine breach or problem
- clean and disinfect any quarantine breach sites
- isolate and monitor livestock, plant stock or other items suspected of being exposed to contaminants.

Knowledge Evidence

The participant must demonstrate knowledge of:

- site quarantine procedures and biosecurity protocols for:
Assessment Requirements for AHCBI0202 Follow site quarantine procedures

- disposal of waste products, diseased livestock, unwanted biological material, damaged or infected plant stock, contaminated stock or contaminated material
- directing visitors at the quarantine site
- reporting diseases and pest infestations problem, work health and safety hazards
- handling and storing chemicals, medications, feed mixes, soil, growing media
- controlling entry of deliveries to a quarantine site
- isolating livestock and monitoring livestock
- cleaning and disinfecting quarantine area
- maintaining security for the quarantine site
- recording information about own work and any quarantine breaches
- personal protective equipment appropriate to site quarantine procedures and biosecurity protocols
- work health and safety hazards
- methods for cleaning and disinfecting quarantine site or area of quarantine breach
- biosecurity protocols and how they apply to the work site, industry and in the context of a work role.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBIO302 Identify and report unusual disease or plant pest signs

Modification History

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Application

This unit of competency describes the skills and knowledge required to recognise unusual disease or plant pest signs during day-to-day work and take appropriate reporting action.

The unit is typically performed by those who have daily contact with plants, birds, animals or fish. It would usually be carried out in conjunction with routine animal or plant husbandry tasks.

This unit applied to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They provide and communicate solutions to a range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
## Element 1. Identify signs of unusual disease or a plant pest

1.1 Identify signs of disease or a plant pest

1.2 Compare signs of disease or a plant pest with own experience of common endemic disease or a plant pest in the species.

1.3 Assess severity and extent of the problem in the species where signs indicate an unusual disease or a plant pest.

1.4 Seek immediate advice from supervisors, professionals or appropriate authorities when signs indicate an unusual disease or a plant pest.

## Element 2. Report signs of unusual disease or a plant pest

2.1 Report signs of unusual disease or a plant pest to appropriate authorities immediately.

2.2 Implement biosecurity measures according to enterprise biosecurity plans and instructions from appropriate authority.

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCBIO302A Identify and report unusual disease or plant pest signs.

### Links

Assessment Requirements for AHCBI0302 Identify and report unusual disease or plant pest signs

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify unusual disease or pest signs
- assess the severity and extent of problem in the disease or pest species
- seek advice from supervisors or professionals
- notify appropriate authorities
- implement appropriate biosecurity measures.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- signs of common endemic diseases or plant pests in the species
- signs indicating unusual disease or plant pests
- methods for assessing severity and extent of problem
- biosecurity measures associated with enterprise biosecurity plans
- the process of reporting any unusual findings to appropriate authorities.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBIO305 Apply biosecurity measures

Modification History

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Application

This unit of competency describes the skills and knowledge required to interpret and apply control measures in a biosecurity plan to protect a property from the entry and spread of biosecurity threats.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify biosecurity threats and determine control measures for a | 1.1 Access and interpret enterprise biosecurity plan and biosecurity information  
1.2 Identify biosecurity threats to the enterprise |
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **farm** | 1.3 Identify control measures to minimise the risk of identified biosecurity threats for the property  
1.4 Determine responsibilities for applying control measures in regular work routines and confirm with supervisor |
| 2. Apply biosecurity control measures to all farm activities | 2.1 Apply control measures identified in the property biosecurity plan for all farm activities according to workplace procedures  
2.2 Incorporate the property control measures into work routines seeking clarification from supervisor according to workplace procedures |
| 3. Maintain records related to biosecurity activity | 3.1 Keep records for sales and purchases for traceability of farm inputs and outputs  
3.2 Request and retain vendor biosecurity documentation according to state and territory regulations  
3.3 Retain monitoring and surveillance data according to workplace procedures |
| 4. Monitor biosecurity procedures | 4.1 Monitor effectiveness of control measures  
4.2 Monitor work duties of farm personnel to ensure biosecurity control measures are applied appropriately  
4.3 Report issues and concerns with biosecurity according to workplace procedures  
4.4 Maintain currency in biosecurity measures applicable to workplace |

**Foundation Skills**

_This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria._

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Analyse and consolidates information and data from a range of sources and applies to biosecurity measures</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately completes workplace and regulatory biosecurity records using clear and industry relevant terminology</td>
</tr>
</tbody>
</table>
### Skill Description

**Oral Communication**
- Effectively participates in verbal exchanges including active listening and questioning and reading of verbal and non-verbal signals to convey and clarify information.

**Learning**
- Applies a range of learning strategies in structured and familiar contexts to maintain currency in biosecurity.

**Navigate the world of work**
- Takes responsibility for following policies, procedures and legislative requirements.

**Interact with others**
- Cooperates and contributes to work practices of others where biosecurity control measures are expected.

**Get the work done**
- Takes responsibility for planning, sequencing and prioritising biosecurity measures in work routine.

### Unit Mapping Information

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### Links

Assessment Requirements for AHCBI0305 Apply biosecurity measures

Modification History

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has applied biosecurity measures, including:

- located and interpreted farm biosecurity plans and biosecurity information to inform control measures
- identified biosecurity threats for the property and determined control measures
- determined responsibilities for applying control measures
- incorporated and applied biosecurity control measures into work routines according to the biosecurity plan
- maintained records for traceability of farm inputs and farm outputs, and monitoring and surveillance data
- monitored control measures for effectiveness
- monitored workplace personnel for compliance with biosecurity control measures
- reported biosecurity issues and concerns according to procedures
- maintained currency in biosecurity.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of biosecurity on farms
- sources of farm biosecurity information, including:
  - government and industry websites
  - technical and research papers
  - journals
  - training
• farm/enterprise biosecurity plans and their function
• farm biosecurity threats, including:
  • pests animals vertebrate
  • plants
  • diseases
  • invertebrate pests
• control measures to minimise the threats entering or spreading into, or from, the farm production and resources, including:
  • farm inputs
  • farm outputs
  • movement of people
  • movement of animals
  • vehicles and equipment
  • production practices
  • feral and wild animals, pests and weeds
• record keeping for traceability (both trace back and trace forward) of farm inputs and outputs
• record keeping for retention of monitoring and surveillance data
• processes for monitoring effectiveness of control measures
• process for reporting biosecurity concerns and issues.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated on a farm or rural property or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • computers and websites to access current biosecurity information
  • tools and equipment required to implement control measures
  • recording system relevant to biosecurity
• specifications:
  • workplace documents including farm biosecurity plans, procedures, records,
  • workplace instructions, job specifications or work routines
  • regulations, legislation, codes of practice relevant to biosecurity
• relationships:
  • supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBIO403 Plan and implement a farm or enterprise biosecurity plan

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and implement a farm or enterprise biosecurity plan which includes a set of measures designed to protect a property from the entry and spread of pests and diseases.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

Licensing, legislative, regulatory or certification requirements may apply to this unit in some states and territories in relation to use of farm chemicals in quarantine situations, national vendor declarations, and movement of livestock and plant material. Therefore, it will be necessary to check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements before undertaking this unit.

Pre-requisite Unit

Nil.

Unit Sector

Biosecurity (BIO)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
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<td>Element</td>
<td>Performance criteria</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. Identify relevant information for developing a biosecurity plan</td>
<td>1.1 Interpret biosecurity guidance in industry standards and protocols relevant to enterprise</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify known disease, pest and weed seed threats relevant to enterprise</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify current access points on the property through which staff, visitors, machinery, equipment, vehicles, farm inputs and farm outputs pass</td>
</tr>
<tr>
<td>2. Develop control measures and procedures for controlling farm inputs</td>
<td>2.1 Research farm inputs relevant to the enterprise and identify practices to minimise risk of introducing and spreading disease, pests and weeds</td>
</tr>
<tr>
<td></td>
<td>2.2 Establish control measures and procedures as required for controlling farm inputs</td>
</tr>
<tr>
<td></td>
<td>2.3 Seek vendor declarations or animal health statements</td>
</tr>
<tr>
<td>3. Develop control measures to support biosecurity for farm outputs</td>
<td>3.1 Research farm outputs relevant to the enterprise and identify practices to minimise risk of spreading disease, pests and weeds</td>
</tr>
<tr>
<td></td>
<td>3.2 Establish control measures as required to support biosecurity for farm outputs</td>
</tr>
<tr>
<td></td>
<td>3.3 Provide and retain supporting documentation</td>
</tr>
<tr>
<td>4. Develop control measures for movement of people</td>
<td>4.1 Research the movement of people relevant to the enterprise and identify practices to minimise risk of spreading disease, pests and weeds</td>
</tr>
<tr>
<td></td>
<td>4.2 Establish control measures as required for movement of people</td>
</tr>
<tr>
<td></td>
<td>4.3 Arrange appropriate signage to support established control measures</td>
</tr>
<tr>
<td>5. Develop control measures for vehicles and equipment</td>
<td>5.1 Research the role of vehicles and equipment relevant to the enterprise and identify practices to minimise risk of spreading disease, pests and weeds</td>
</tr>
<tr>
<td></td>
<td>5.2 Establish control measures as required for vehicles and equipment as required</td>
</tr>
<tr>
<td>6. Develop control measures for production practices</td>
<td>6.1 Research production practices relevant to the enterprise and identify practices to minimise risk of spreading disease, pests and weeds</td>
</tr>
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<td>6.2 Establish control measures as required for production practices</td>
</tr>
<tr>
<td>7. Develop control measures for control of feral animals, plant pests and weeds</td>
<td>7.1 Identify feral animals, plant pests and weeds relevant to the enterprise and determine options for their control</td>
</tr>
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<td>7.2 Establish and document control measures as required for control of feral animals, plant pests and weeds</td>
</tr>
<tr>
<td>8. Develop control measures for training staff and keeping</td>
<td>8.1 Identify and document staff training required to implement control measures</td>
</tr>
<tr>
<td></td>
<td>8.2 Establish recording requirements in accordance with industry best</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>records</td>
<td>practice</td>
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</tbody>
</table>
| 9. Implement, monitor and review biosecurity plan | 9.1 Conduct a property risk assessment and identify risk facts for pest and disease spread  
9.2 Identify appropriate control measures  
9.3 Document control measures in the form of a property biosecurity plan  
9.4 Develop a biosecurity plan that is achievable and cost effective with short and long term goals  
9.5 Induct and train staff in control measures relevant to their role and responsibility  
9.6 Monitor staff performance in adhering to control measures  
9.7 Monitor effectiveness of control measures and progress against the program timelines, and identify improvements that can be made  
9.8 Monitor industry standards and protocols relevant to biosecurity and incorporate into the on farm biosecurity plan  
9.9 Revise and amend risk assessment and control measures  
9.10 Review staff training and induction records to ensure staff are able to implement biosecurity control measures appropriate to their position |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCBIO403A Plan and implement a biosecurity program.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC BIO403 Plan and implement a farm or enterprise biosecurity plan

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- determine biosecurity threats to farm or enterprise and control measures using standards and protocols
- identify sources of current biosecurity best practice
- identify current access points to property
- establish control measures and procedures for:
  - controlling farm inputs including:
    - new plants or animals
    - the quality of water sources
    - bee hives coming onto the property
    - bedding material
    - records of source, and use of organic and inorganic fertiliser
  - measures to support biosecurity for farm outputs including:
    - harvest bins
    - packaging operations
    - transport and movement of plants, produce, livestock and livestock products, and plant waste
    - intensive rearing of young animals
    - animal breeding facilities
    - animal milking facilities
    - maintaining records
  - movement of people including:
    - controlled access points and production areas
- visitors, their vehicles, and risk profile
- general hygiene

- vehicles and equipment including:
  - equipment hygiene
  - dedicated equipment use
  - storage areas
  - vehicle entry points
  - vehicle movement and parking
  - vehicle hygiene and washes
  - run off from wash areas
  - roads and tracks

- production practices including:
  - water management
  - plant byproducts and waste
  - animal manure and waste effluent
  - feed storage, feed spills and disposal of unwanted feed
  - feed and water troughs
  - product storage
  - resistance to chemicals
  - animal disease control
  - monitoring and surveillance
  - monitoring frequency
  - fencing

- control of feral animals, plant pests and weeds including:
  - wild and feral animals
  - boundary fences
  - property cleanliness
  - weeds
  - volunteer plants
  - straying animals
  - agisted or other visiting animals
  - property and land destruction

- training staff and keeping records including:
  - staff training
  - traceability (both trace back and trace forward)
  - animal health assurance
  - vendor declarations and animal health and product statements
  - monitoring and surveillance data

- seek vendor declarations or animal health statements for:
• quality and disease free assurance status of animals, animal feed and compliance with national, state and territory standards and regulations and industry health assurance programs
• disease and weed free status of organic fertilisers and compliance with Industry Purchasing Code of Practice or equivalent quality controls
• purchased animal bedding material being fit for purpose
• provide and retain supporting documentation for:
  • moving plants, or animals on and off the property
  • appropriate chemical usage and storage in accordance with industry best practice
• develop, document, and induct and train staff in control measures for:
  • controlling farm inputs
  • biosecurity for farm outputs
  • movement of people
  • vehicles and equipment
  • production practices
  • control of feral animals, plant pests and weeds
  • training staff
  • keeping records
• develop a plan for implementing biosecurity
• monitor staff performance
• monitor effectiveness of control measures, and identify improvements
• revise and amend control measures as needed
• review staff training and induction records.

Knowledge Evidence

The candidate must demonstrate knowledge of:

• national industry standards and guidelines relevant to farm or enterprise biosecurity
• Nationally Agreed Standard Operating Procedures (NASOP) relevant to farm or enterprise biosecurity plan
• diseases, pests and weeds that pose a threat and potential causes of spread
• principles of risk management applied to biosecurity
• biosecurity practices for:
  • farm inputs
  • farm outputs
  • people, vehicles and equipment
  • production
  • feral animals, pests and weeds
• training staff, biosecurity planning, and maintaining records
• planning processes for costing, allocating resources and establishing timelines
• processes for improving staff performance.
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS301 Use hand held e-business tools

Modification History

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Application

This unit of competency describes the skills and knowledge required to use hand held e-business tools including computers, personal data assistants, (PDAs), radio frequency (RF) scanners, microchip scanners, mobile phone enabled email and SMS, data recording devices, barcoding equipment.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes and in consultation with the management team.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They must use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
## Element | Performance criteria
---|---
### 1. Prepare hand held e-business tools for use
1.1 Select e-business tools
1.2 Complete relevant start-up procedures
1.3 Configure tools with business data
1.4 Test connectivity

### 2. Use hand held e-business tools
2.1 Use e-business tools
2.2 Address equipment faults
2.3 Check data for accuracy and address errors

### 3. Process business data
3.1 Generate and compile business data
3.2 Process business data
3.3 Maintain the integrity of data and data security
3.4 Review performance of hand held e-business tools and make recommendations for improvements to hardware, software or their use in accordance with e-business strategy and budget

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCBUS301A Use hand held e-business tools.

### Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCBUS301 Use hand held e-business tools

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare hand held e-business technology
- use relevant technology such as computers, handheld scanners, and barcoding equipment
- enter and process data according to technical and business requirements
- generate data in the format required by the e-business supply chain.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- features and operating procedures of relevant business tools
- relevant protocols for electronic data interchange
- personal identification and password for online access between businesses for access to inventory data and purchasing, payment or supply processes.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCBUS401 Administer finance, insurance and legal requirements

Modification History

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Application

This unit of competency describes the skills and knowledge required to administer finance, insurance and legal requirements.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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</table>
| 1. Administer the legal requirements of the business | 1.1 Identify, implement and monitor legislative requirements to ensure the compliance of business processes  
1.2 Identify, maintain and store legal documents  
1.3 Review legislative requirements regularly |
| 2. Process and maintain the insurance requirements for the business | 2.1 Identify and assess insurance requirements  
2.2 Identify suitable insurers or brokers and obtain quotations  
2.3 Acquire adequate insurance policies and cover  
2.4 Review legislative requirements and insurance cover  
2.5 File documents to ensure security and accessibility |
| 3. Identify sources, types and cost of finance | 3.1 Conduct research on the types of finance for businesses  
3.2 Determine costs associated with different forms of finance  
3.3 Assess repayment structures for finance options |
| 4. Prepare application for finance or investment | 4.1 Access business and financial data and prepare an application for finance or investment  
4.2 Complete an application for finance  
4.3 Refer the finance application to management team for checking prior to submitting to the relevant body  
4.4 Maintain and store documentation |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBUS401A Administer finance, insurance and legal requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS401 Administer finance, insurance and legal requirements

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret financial reports and farm business data
- maintain basic accounts
- administer the legal requirements of the business
- process and maintain the insurance requirements for the business
- identify sources, types and cost of finance
- prepare an application for finance or investment.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- business processes and legal requirements
- insurance processes and legal requirements
- finance processes and legal requirements
- taxation and account keeping requirements.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS402 Cost a project

Modification History

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Application

This unit of competency describes the skills and knowledge required to cost a project.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine resources required for the project</td>
<td>1.1 Identify and interpret project objectives, required work activities and available finance in line with enterprise guidelines and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>Legislative requirements where required</td>
<td>legislative requirements where required</td>
</tr>
<tr>
<td>1.2 Identify resources required for project works</td>
<td>1.2 Identify resources required for project works</td>
</tr>
<tr>
<td>1.3 Identify factors affecting resource costs using available information</td>
<td>1.3 Identify factors affecting resource costs using available information</td>
</tr>
<tr>
<td>1.4 Select and use appropriate tools, equipment and technology for the calculation and documentation of project costs</td>
<td>1.4 Select and use appropriate tools, equipment and technology for the calculation and documentation of project costs</td>
</tr>
<tr>
<td>2. Calculate individual itemised costs of the project</td>
<td>2.1 Calculate unit and total cost for each resource item</td>
</tr>
<tr>
<td>2.2 Evaluate total itemised resource costs against the financial schedule for the project</td>
<td>2.2 Evaluate total itemised resource costs against the financial schedule for the project</td>
</tr>
<tr>
<td>2.3 Make adjustments where required to reconcile resource costs with project schedules</td>
<td>2.3 Make adjustments where required to reconcile resource costs with project schedules</td>
</tr>
<tr>
<td>2.4 Identify and determine costs for peripheral works arising from the project</td>
<td>2.4 Identify and determine costs for peripheral works arising from the project</td>
</tr>
<tr>
<td>3. Prepare a summary of the cost of the project</td>
<td>3.1 Collate and schedule resource costs</td>
</tr>
<tr>
<td>3.2 Calculate and record total project costs</td>
<td>3.2 Calculate and record total project costs</td>
</tr>
<tr>
<td>3.3 Submit financial summary for approval</td>
<td>3.3 Submit financial summary for approval</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBUS402A Cost a project.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS402 Cost a project

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify resources for a project
- investigate options for material supplies, services, contractors and consultants
- research prices for required resources
- calculate costs for the project
- document a summary of project costs.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant State and Federal legislation, awards, enterprise agreements and management policies relating to the project
- project costing technology and software
- current pricing structures and options for material supplies, services, contractors and consultants.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS404 Operate within a budget framework

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate within a budget framework.

All work must be carried out to comply with organisational requirements, legislation and codes and in consultation with the management team.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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<thead>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Participate in formulation of a | 1.1 Gather budget planning information from relevant sources  
1.2 Identify priorities in relation to the organisation’s vision and plans |
Element | Performance criteria
---|---
Budget | 1.3 Identify known sources of income as well as new sources of income
1.4 Review expenditure for existing operations
1.5 Review overhead expenditure
1.6 Estimate expenditure for new initiatives and expansion
1.7 Request budget variations to suit organisational needs

2. Supervise financial transaction | 2.1 Arrange expenditure within budget delegations
2.2 Record transactions to meet taxation and accounting requirements
2.3 Compare actual sales and expenditure to the enterprise budget
2.4 Check financial reports to ensure operations are within forecast limits
2.5 Adjust expenditure to meet financial targets as required
2.6 Report actual and potential variations in budgeted income
2.7 Develop recommendations to address budget variations

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBUS404A Operate within a budget framework.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS404 Operate within a budget framework

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify typical information to be included in a budget
- review budgeted income and expenditure and compare to actuals
- record transactions and allocate them to cost and income categories
- identify and report budget variations
- review production and expenditure plans to meet financial targets.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- income and expenditure categories
- budgeting procedures and templates
- taxation and accounting requirements for recording financial transactions
- costing and forecasting mechanisms
- cash flow analyses and records'
- recording systems
- records of receipts and expenditure
- work reports
- factors that impact upon the timing of sales and purchases, including taxation, GST, and market conditions.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS405 Participate in an e-business supply chain

Modification History

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Application

This unit of competency describes the skills and knowledge required to participate in an e-business supply chain.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take responsibility for their own work and who provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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<tr>
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<tr>
<td>1. Prepare e-business systems and</td>
<td>1.1 Identify and validate supply chain requirements</td>
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| procedures | 1.2 Identify required technology hardware and software and determine if purchases are required  
1.3 Develop policies and procedures to guide business relations and operations to support supply chain requirements  
1.4 Develop supporting business processes and outputs or redevelop to support requirements of the e-business supply chain  
1.5 Provide information and development support to staff, customers and suppliers |

2. Implement e-business systems and procedures | 2.1 Implement production processes required by e-business supply chain  
2.2 Conduct online purchasing, selling and payments as required by the e-business supply chain with reference to associated risk management strategies and relevant legal and ethical requirements  
2.3 Identify and adjust business processes and data flows required by the e-business supply chain  
2.4 Implement actions to build trust and foster a supply chain culture |

3. Monitor and review e-business systems and procedures | 3.1 Integrate and monitor e-business innovations into the business to gauge their usefulness and maximise implementation  
3.2 Review e-business innovation in consultation with users and document and evaluate recommendations for improvement or further innovation  
3.3 Analyse business data and reports to compare outcomes, budgets, timelines and forecasts to actual performance  
3.4 Review technology performance and make recommendations for improvements to hardware, software and their use in accordance with e-business strategy and budget  
3.5 Use feedback and evaluation results to plan and improve future supply chain management strategies |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBUS405A Participate in an e-business supply chain.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS405 Participate in an e-business supply chain

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- use relevant technology such as computers, internet and email
- prepare production data in the required format
- meet timelines required by the e-business supply chain
- define the business model and how it can use e-business
- develop procedures and systems for e-business
- implement an e-business supply chain
- monitor and review e-business systems.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- entire supply chain from raw materials to producers, component suppliers, manufacturers, wholesalers, third party service providers, retailers, customers and recyclers, plus freight, distribution and cash flow
- technology hardware and software requirements of the e-business supply chain
- protocols for electronic data access and interchange
- protocols for electronic funds transfer
- protocols for e-business legal and security issues.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCBUS501 Manage staff

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage staff.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes and in consultation with the management team.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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<td>1. Determine employment requirements</td>
<td>1.1 Identify tasks and conditions under which performance occurs 1.2 Identify industrial relations requirements to ensure adherence to relevant award conditions.</td>
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<td>Element</td>
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<td>----------------------------------------------</td>
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</tr>
<tr>
<td>1.3 Determin most appropriate employment</td>
<td>1.3 Determine most appropriate employment arrangements based on employer and employee needs, responsibilities and rights</td>
</tr>
<tr>
<td>arrangements based on employer and employee</td>
<td>1.4 Negotiate enterprise agreements and contracts of employment,</td>
</tr>
<tr>
<td>needs, responsibilities and rights</td>
<td></td>
</tr>
<tr>
<td>2. Manage workforce performance</td>
<td>2.1 Develop induction programs for each employee consistent with legislative requirements</td>
</tr>
<tr>
<td>2.2 Clarify and establish terms of</td>
<td>2.2 Clarify and establish terms of engagement for consultants and contractors</td>
</tr>
<tr>
<td>engagement for consultants and contractors</td>
<td>2.3 Conduct induction programs for new internal and external appointees and establish appropriate records</td>
</tr>
<tr>
<td>2.4 Develop and implement strategies for</td>
<td>2.4 Develop and implement strategies for communicating with workers</td>
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<tr>
<td>communicating with workers</td>
<td>2.5 Develop and implement performance management strategies</td>
</tr>
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<td>2.6 Develop and implement strategies to</td>
<td>2.6 Develop and implement strategies to resolve disputes and conflicts</td>
</tr>
<tr>
<td>resolve disputes and conflicts</td>
<td>2.7 Identify and follow processes for the termination of non-performing staff</td>
</tr>
<tr>
<td>3. Implement work health and safety</td>
<td>3.1 Develop and communicate safety policies</td>
</tr>
<tr>
<td>priorities and procedures</td>
<td>3.2 Identify and design safe work practices for the enterprise</td>
</tr>
<tr>
<td>3.3 Communicate and enforce safe work</td>
<td>3.3 Communicate and enforce safe work practices</td>
</tr>
<tr>
<td>practices</td>
<td>3.4 Involve all members of staff in hazard identification and risk assessment</td>
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<tr>
<td>3.5 Induct new staff into the work health</td>
<td>3.5 Induct new staff into the work health and safety system</td>
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<td>and safety system</td>
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</tr>
<tr>
<td>4. Support workforce training programs</td>
<td>4.1 Develop strategies to identify and address skill and knowledge gaps</td>
</tr>
<tr>
<td>4.2 Provide on-job training to optimise</td>
<td>4.2 Provide on-job training to optimise worker performance and ensure safety and fairness in the workplace</td>
</tr>
<tr>
<td>worker performance and ensure safety and</td>
<td>4.3 Identify off-job training requirements and source and support training</td>
</tr>
<tr>
<td>fairness in the workplace</td>
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</tr>
<tr>
<td>5. Manage administrative support</td>
<td>5.1 Implement procedures for the administration of staff records</td>
</tr>
<tr>
<td>5.2 Implement administrative procedures to</td>
<td>5.2 Implement administrative procedures to meet legislated requirements</td>
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<td>meet legislated requirements</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBUS501A Manage staff.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS501 Manage staff

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine work requirements
- develop and implement strategies to manage workforce performance
- prepare task descriptions
- arrange employment of workforce members
- implement work health and safety policies, procedures and priorities
- review labour productivity
- manage the performance of staff
- implement procedures for the administration of staff records
- manage industrial relations.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- task descriptions
- equal opportunity and equal employment opportunity legislation
- work health and safety legislation
- relevant industrial awards
- performance management approaches
- personnel management strategies
- employee induction programs
- contracts of employment
- unfair dismissal legislation
- job specifications
- interviewing procedures.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCBUS502 Market products and services

Modification History

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Application

This unit of competency describes the skills and knowledge required to market products and services.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

<table>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<tr>
<td>1. Analyse market</td>
<td>1.1 Identify, research and analyse existing or new markets for</td>
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</tbody>
</table>
| information | existing or new products or services using techniques to ensure reliable data  
1.2 Analyse past trends and developments to determine market variability and associated risks  
1.3 Develop gross margin budgets to account for market variability  
1.4 Identify and evaluate competing products to determine strengths and weaknesses of own products  
1.5 Monitor market environment to ensure information is current and reliable  
1.6 Identify the legal, ethical and environmental constraints of the markets and their effect on the enterprise  
1.7 Identify product specifications that suit market requirements and price advantage at the time  
1.8 Present clear and concise information to the enterprise management team |
| 2. Identify and evaluate factors to include in a marketing plan | 2.1 Identify and evaluate production processes to ensure required product specifications are met  
2.2 Identify and assess alternative selling strategies and techniques to identify marketing targets and methods  
2.3 Identify and assess distribution channels and their role in your marketing strategies  
2.4 Ensure the data used is reliable and the market environment and trends are substantiated  
2.5 Evaluate the role of marketing professionals in providing advice |
| 3. Develop a marketing plan for your products and services | 3.1 Establish marketing objectives based on current and potential product specifications  
3.2 Select appropriate production processes to ensure product specifications are met  
3.3 Select selling strategies to ensure required prices are achieved  
3.4 Select appropriate distribution channel options to ensure access to target markets is achieved efficiently and appropriately  
3.5 Establish time-frames for production, distribution and selling activities  
3.6 Develop a gross margin budget to demonstrate the cost effectiveness of the marketing plan  
3.7 Develop partial gross margin budgets to account for market variability |
| 4. Determine promotional strategies | 4.1 Prepare and record detailed plans for promotional activities  
4.2 Outline objectives, level of exposure and available markets  
4.3 Ensure strategies take account of time management and |
<table>
<thead>
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<tr>
<td></td>
<td>scheduling issues, and resource constraints</td>
</tr>
<tr>
<td></td>
<td>4.4 Create promotional materials that enhance the product and commercial presentation</td>
</tr>
<tr>
<td></td>
<td>4.5 Record and communicate priorities, responsibilities, timelines and budgets for promotional activities</td>
</tr>
<tr>
<td>5. Implement marketing activities</td>
<td>5.1 Schedule planned marketing activities within appropriate timeframes</td>
</tr>
<tr>
<td></td>
<td>5.2 Develop measurable performance targets that meet business plan objectives</td>
</tr>
<tr>
<td></td>
<td>5.3 Organise distribution channels and ensure product and service information is accurate and readily available to clients</td>
</tr>
<tr>
<td></td>
<td>5.4 Implement marketing activities within budgetary constraints to meet legal, ethical and enterprise requirements</td>
</tr>
<tr>
<td>6. Evaluate marketing performance</td>
<td>6.1 Review the established marketing objectives to ensure they remain viable</td>
</tr>
<tr>
<td></td>
<td>6.2 Make an objective assessment of the marketing plan and its implementation by a comparison of valid and reliable data against the established objectives</td>
</tr>
<tr>
<td></td>
<td>6.3 Assess product, pricing and distribution policies in relation to market changes, marketing objectives and enterprise requirements</td>
</tr>
<tr>
<td></td>
<td>6.4 Identify areas of positive marketing performance and take corrective action to remedy poor marketing performance areas</td>
</tr>
<tr>
<td></td>
<td>6.5 Document and distribute information for continual analysis and effective planning management</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBUS502A Market products and services plus AHCBUS505A Develop a marketing plan.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS502 Market products and services

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect, analyse and present data in the internal and external business environment
- identify the marketable features of the product and potential markets
- assess alternative marketing strategies and techniques to meet business plan objectives
- evaluate performance targets and recommend modifications or improvements
- plan, implement and evaluate a marketing strategy
- plan to manage promotional activities
- develop and manage budgets
- monitor product, pricing and distribution policies to improve market performance.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- financial management and budgeting
- price risk management
- performance evaluation measures
- competitors strengths and weaknesses
- business planning process
- customer relations policies
- market conditions and forces
- enterprise goals, objectives and directions
- markets and market analysis
- communication and promotion skills
- sales and marketing principles and practices
• principles of trend analysis
• legal issues that affect marketing activities (trade practices, Fair Trading Acts, Sales of Goods Acts)
• industry and marketing knowledge including sales networks and distribution systems, and customer trends and preferences
• demographic studies and their application in the development of a marketing plan.

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS503 Negotiate and monitor contracts

Modification History

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Application

This unit of competency describes the skills and knowledge required to negotiate and monitor contracts.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes and in consultation with the management team.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Define agreements</td>
<td>1.1 Identify and define the enterprise requirements of a business</td>
</tr>
<tr>
<td>Element</td>
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</tbody>
</table>
| with external parties to the business for service provision | relationship with external sources  
1.2 Establish the ranges of acceptable outcomes from a negotiation  
1.3 Make contact with individuals, bodies or corporations and discuss requirements of an agreement  
1.4 Clarify communication channels between all parties  
1.5 Exchange references where applicable  
1.6 Maintain sound practice and procedure for business meetings and document discussions and agreements |
| 2. Complete the formal agreement | 2.1 Ensure negotiations conform to established enterprise requirements and relevant legislation  
2.2 Document requirements of the contract  
2.3 Clarify and resolve areas of ambiguity or concern  
2.4 Ensure conditions for service or supply are agreed between the parties including the key performance indicators  
2.5 Undertake alternative processes where agreement is unable to be reached  
2.6 Confirm the agreement based on mutually acceptable terms  
2.7 Ensure penalties or redress for non-performance  
2.8 Sign and exchange contract documentation between the relevant parties |
| 3. Monitor the performance of contracts | 3.1 Identify the rights and obligations of parties to a contract and implement appropriate methods of addressing non-performance  
3.2 Identify and consult professional and regulatory bodies available to support commercial grievance processes  
3.3 Monitor completion of contract against key performance indicators  
3.4 Advise parties of issues in respect to non-compliance in writing |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBUS503A Negotiate and monitor contracts.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCBUS503 Negotiate and monitor contracts

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- establish agreements with sources external to the enterprise
- complete contract documentation
- monitor the performance of contracts
- negotiate to obtain a fair outcome.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- contract and commercial law applicable to the type of agreement
- processes of formulation and negotiation of contracts
- enterprise business policies and plans including procedures for maintenance of confidentiality.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS504 Prepare estimates, quotes and tenders

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Application

This unit of competency describes the skills and knowledge required to prepare estimates, quote and tenders.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes and in consultation with the management team.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Carry out preliminary planning activities for</td>
<td>1.1 Identify nature and scope of the project in consultation with the</td>
</tr>
</tbody>
</table>
## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

<table>
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<td>estimating, quoting and tendering</td>
<td>client</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm format, specifications and deadline for submission with the client</td>
</tr>
<tr>
<td></td>
<td>1.3 Interpret available relevant documentation</td>
</tr>
<tr>
<td></td>
<td>1.4 Inspect project site and reconcile with scaled drawings, project and other site plans</td>
</tr>
<tr>
<td>2. Determine resource requirements</td>
<td>2.1 Interpret and record detailed project information and financial requirements from client specifications</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify and estimate size, type and quantity of required project resources</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and evaluate sources for the procurement of suitable project resources</td>
</tr>
<tr>
<td></td>
<td>2.4 Calculate the size, type and quantity of resource items</td>
</tr>
<tr>
<td></td>
<td>2.5 Calculate and document unit and total cost for resource items</td>
</tr>
<tr>
<td></td>
<td>2.6 Determine and document contingencies</td>
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<tr>
<td></td>
<td>2.7 Record calculations on a price summary sheet</td>
</tr>
<tr>
<td>3. Prepare schedules for the estimate, quote or tender</td>
<td>3.1 Document works schedule according to client specifications</td>
</tr>
<tr>
<td></td>
<td>3.2 Document scheduling of resources consistent with the requirements of the works schedule</td>
</tr>
<tr>
<td></td>
<td>3.3 Document scheduling of financial requirements</td>
</tr>
<tr>
<td>4. Prepare and document the estimate, quote or tender for submission to the client</td>
<td>4.1 Calculate and check estimate, quote or tender price</td>
</tr>
<tr>
<td></td>
<td>4.2 Compile costed summaries and works, resource and financial schedules</td>
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<tr>
<td></td>
<td>4.3 Adhere to quality assurance requirements, enterprise customer service procedures, conventional formatting and industry standards in the development of documentation</td>
</tr>
<tr>
<td></td>
<td>4.4 Complete and submit total estimate, quotation or tender by the specified date</td>
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<td></td>
<td>4.5 Provide further information and make adjustments according to client requirements</td>
</tr>
</tbody>
</table>
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBUS504A Prepare estimates, quotes and tenders.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS504 Prepare estimates, quotes and tenders

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research the details of the quoted service and clarify with the client
- identify requirements for estimate, quote or tender including format, specifications and deadline for submission
- identify and cost the resources and services required to fulfil the tender and check for availability
- investigate options for supplies, services, contractors and consultants with current pricing structures and availability
- develop a work schedule with timelines and expenditure
- consider potential problems and risks and develop contingency plans
- develop detailed costing sheets with the final quoted cost, including an estimated margin for risk
- submit the completed tender to the client with supporting information including details of organisations previous work and client feedback
- seek feedback from the client to ensure information supplied is sufficient.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant State and Federal legislation, awards, enterprise agreements and management policies relating to labour hire and employment terms
- current pricing structures and options for supplies, services, contractors and consultants
- enterprise and industry standards and practices for formatting, organising and presenting financial and quantitative information
- business ethics in relation to confidentiality and the tendering process.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS506 Develop and review a business plan

Application

This unit of competency describes the skills and knowledge required to develop and review a business plan.

This unit applies to those whose role is to set the short, medium or long term goals and targets for the business plan and may relate to marketing and production targets, resource and asset development and management, acquisitions, capital, property improvements, and operational systems.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)
## Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Determine scope of business plan          | 1.1 Determine scope of the business plan and associated systems in consultation with key and specialist personnel  
  1.2 Access information to inform business plan development  
  1.3 Account for and incorporate trends and seasonal variations  
  1.4 Account for strategic goals, targets and directions of the enterprise  
  1.5 Ensure legal obligations are understood and compliance requirements identified |
| 2. Prepare business plan                     | 2.1 Develop operational goals and targets that enhance opportunities to meet the enterprise strategic plan  
  2.2 Ensure indicators of operational performance are clear and measurable and allow for realistic analysis of performance  
  2.3 Identify and include resource requirements and input supply chain options  
  2.4 Identify and incorporate human resource strategies  
  2.5 Identify and incorporate marketing strategies  
  2.6 Identify risks for the business and develop minimisation strategies  
  2.7 Identify mechanisms to test budgetary impact and operational potential before implementation |
| 3. Document and review business plan         | 3.1 Include financial and operational systems that enhance performance management and suit enterprise requirements  
  3.2 Document and communicate business plan to relevant parties  
  3.3 Monitor performance against the business plan to identify strengths, weaknesses and areas for improvement  
  3.4 Make recommendations to improve the business plan and associated systems |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBSUS506A Develop and review a business plan.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS506 Develop and review a business plan

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- set strategic goals, targets and directions for the enterprise
- determine clear and measurable indicators of operational performance
- identify and design risk management and mitigation strategies
- develop appropriate operational plans
- document the business plan
- monitor the business plan to identify strengths, weaknesses and areas for improvement
- analyse information and results.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- budgeting
- business forecasting
- relevant industrial awards and agreements
- communication techniques
- risk management factors and priorities
- marketing strategies
- indicators of operational performance
- financial and operational systems and resource considerations relevant to business planning
- logical and analytic methods
- profit and loss and cash flow systems
• industrial relations, taxation, corporate and industry legislation, environmental and work
  health and safety legislation as they relate to the enterprise
• capital investment analysis.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately
reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
322cf72
AHCBUS507 Monitor and review business performance

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor and review business performance.

All work must be carried out to comply with organisational requirements, work health and safety legislation, sustainability practices and codes and in consultation with the management team.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

<table>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify performance</td>
<td>1.1 Develop realistic performance indicators within available</td>
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</tbody>
</table>
## Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</table>
| requirements | timeframes and resources  
1.2 Identify and minimise factors inhibiting performance against objectives  
1.3 Identify and assess market conditions based on relevant data and transferable and justifiable assumptions  
1.4 Identify capacity to promote the sustainability of operations and incorporate into enterprise procedures |
| 2. Evaluate enterprise performance | 2.1 Gather and analyse data relating to enterprise production and financial performance to identify historical and current performance  
2.2 Review and analyse operational structures to determine the suitability of organisational processes to enterprise objectives  
2.3 Evaluate enterprise strengths and weaknesses against market conditions to determine current and future capacities  
2.4 Monitor impact of natural conditions on enterprise performance  
2.5 Assess sustainability of resource use  
2.6 Evaluate performance against enterprise objectives to identify variations and scope for future development |
| 3. Review business performance | 3.1 Review business operations to identify opportunities for improvements in performance  
3.2 Review business financial performance to identify opportunities for improvement  
3.3 Review business marketing performance to identify opportunities for improvement  
3.4 Review business risk management performance to identify opportunities for improvement |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCBUS507A Monitor and review business performance.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS507 Monitor and review business performance

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- gather and analyse data relating to enterprise performance
- review operational structures to determine effectiveness
- identify available resources to assess capacity
- develop realistic performance indicators
- review enterprise operations against performance indicators
- plan to improve business performance by addressing results of review
- monitor and manage resources
- assess sustainability of resource use.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- rates of return for products and services
- financial analysis techniques
- structure and operation of small businesses and the relevant State and Territory work health and safety
- legislative requirements
- environmental conditions, positive environmental practices and negative impact minimisation measures
- human resource requirements for the enterprise
- transport requirements for the enterprise
- enterprise and property improvement requirements
- market performance in commodities
• statutory marketing requirements.

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS508 Prepare and monitor budgets and financial reports

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare and monitor budgets and financial reports.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes and in consultation with the management team.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare a budget</td>
<td>1.1 Obtain information on past receipts and payments and compare to</td>
</tr>
</tbody>
</table>
### Element 1: Prepare and monitor budgets and financial reports

<table>
<thead>
<tr>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>current prices and cost trends</td>
</tr>
<tr>
<td>1.2 Prepare gross margin projections for each production enterprise of the business</td>
</tr>
<tr>
<td>1.3 Identify projected non-enterprise income and overhead costs for the business</td>
</tr>
<tr>
<td>1.4 Identify projected capital-based income and costs for the business</td>
</tr>
<tr>
<td>1.5 Prepare a plan for a period which allows for expected income and expenditure, using the 'most likely' prices and costs</td>
</tr>
<tr>
<td>1.6 Ensure the plan allows the business to meet financial reporting requirements</td>
</tr>
</tbody>
</table>

#### 2. Implement and monitor a budget

| 2.1 Monitor receipts and payments and reconcile against the original budget |
| 2.2 Allocate funds in accordance with budget objectives and parameters |
| 2.3 Identify variances against the original plan and calculate the impact on overall profit and loss and cash flow |
| 2.4 Make adjustments to the original plan for the remainder of the budget period where necessary to respond to unacceptable variations |
| 2.5 Renegotiate and restructure budgets and plans to optimise enterprise performance |

#### 3. Prepare financial report

| 3.1 Maintain records of financial performance |
| 3.2 Assemble information with source documents according to the requirements of the report recipient |
| 3.3 Prepare financial reports to meet both management and legislative requirements |
| 3.4 Forward documentation in a timely and efficient manner |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCBUS508A Prepare and monitor budgets and financial reports.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS508 Prepare and monitor budgets and financial reports

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a budget
- prepare financial reports to meet industry standards
- monitor receipts and payments
- negotiate and restructure budgets
- implement and monitor a budget.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- budget formulation
- financial information systems
- budget analysis and reporting processes
- standards for organisational recordkeeping and audit requirements.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS509 Develop and implement business structures and relationships

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop and implement business structures and relationships.

This unit applies to those who participate in the establishment of a primary production business and communicate the roles and responsibilities of family members within such a business.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)
## Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify and establish an appropriate rural business structure | 1.1 Identify options for the business structure  
1.2 Assess legal and taxation implications of each option  
1.3 Assess the advantages and disadvantages of each option for this business  
1.4 Establish an appropriate business organisational structure in consultation with members of the business unit  
1.5 Establish administrative procedures to ensure full compliance within the chosen structure |
| 2. Identify and establish the roles and responsibilities within the business unit | 2.1 Identify and discuss roles and responsibilities within the business  
2.2 Allocate individual roles and responsibilities to members of the business unit  
2.3 Assess roles and responsibilities of family members in accordance with succession and estate planning requirements  
2.4 Prepare, update and store wills |
| 3. Develop and implement stress management strategies | 3.1 Identify potential causes of stress within a rural business environment  
3.2 Develop stress management strategies in consultation with family and other employees  
3.3 Implement strategies to minimise stress within the family and the workplace  
3.4 Review stress management strategies regularly |
| 4. Access rural networks and support groups | 4.1 Identify relevant rural networks and support groups  
4.2 Develop appropriate interpersonal skills to facilitate and promote positive relations within the business  
4.3 Develop and maintain relationships to promote the rural business  
4.4 Identify and access networking opportunities |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - no equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS509 Develop and implement business structures and relationships

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research and identify appropriate sources of information
- establish and implement business organisational structure in consultation with members of the business unit
- develop roles and responsibilities within the business unit
- develop and implement stress management strategies
- identify and access rural networks and support groups
- implement strategies to resolve problems.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant legislation
- the organisation’s structure
- organisational policies, plans and procedures
- principles of effective consultation and communication
- principles and techniques to use feedback to achieve positive outcomes
- rural networks and support groups
- stressors in the rural business environment and stress management.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
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Application

This unit of competency describes the skills and knowledge required to manage finance, insurance and legal requirements.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes and in consultation with the management team.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Manage the legal requirements of the</td>
<td>1.1 Identify, implement and monitor legislative requirements to meet compliance requirements</td>
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<tr>
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</tbody>
</table>
| business | 1.2 Identify where expert legal advice is required to ensure compliance  
1.3 Identify, maintain and store legal documents 
1.4 Review legislative requirements regularly |
| 2. Process and maintain the insurance requirements for the business | 2.1 Identify insurable items of the business  
2.2 Conduct a risk assessment to determine the likely consequences of adverse risk outcomes  
2.3 Identify suitable insurers or brokers and obtain quotations on price and premium payment options  
2.4 Conduct a cost/benefit analysis to determine the effectiveness of insurance  
2.5 Identify and evaluate the potential for under- or over-insurance  
2.6 Acquire adequate insurance policies and cover  
2.7 Review legislative requirements and insurance cover  
2.8 File documents to ensure security and accessibility |
| 3. Identify sources, types and cost of finance | 3.1 Conduct research on the types of finance for primary production-based businesses  
3.2 Determine costs associated with different forms of finance  
3.3 Identify the opportunity cost of utilising internal funding sources instead of external sources  
3.4 Assess the advantages and disadvantages of each form of finance  
3.5 Assess repayment structures for finance options  
3.6 Assess the taxation implications of finance options |
| 4. Prepare application for finance or investment | 4.1 Access business and financial data and prepare an application for finance or investment  
4.2 Check the finance application for accuracy and submit it to the relevant body  
4.3 Maintain and store documentation |
| 5. Manage finance repayments | 5.1 Develop a budget for the business to demonstrate repayment and interest commitments can be met  
5.2 Establish contingencies to ensure finance costs are met when cashflow is restricted |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - no equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS510 Manage finance, insurance and legal requirements

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret financial reports and business data
- maintain basic accounts
- administer the legal requirements of the business
- obtain professional advice
- process and maintain the insurance requirements for the business
- identify sources, types and cost of finance
- prepare an application for finance or investment.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- business processes and legal requirements
- insurance processes and legal requirements
- risk assessment processes
- cost/benefit analysis processes
- opportunity cost calculation
- finance processes and legal requirements
- taxation and account keeping requirements.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

AHCBUS601 Manage capital works

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage the planning and construction of capital works.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Identify scope of capital works</td>
<td>1.1 Determine the scope of the proposed capital works</td>
</tr>
<tr>
<td></td>
<td>1.2 Develop a strategy to achieve objectives, outcomes and client requirements for the capital works</td>
</tr>
<tr>
<td></td>
<td>1.3 Develop an effective risk management system to ensure objectives can be met within the enterprises allocated budget</td>
</tr>
<tr>
<td>2. Acquire resources</td>
<td>2.1 Identify, acquire and allocate resources, equipment and infrastructure</td>
</tr>
<tr>
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<td>2.2 Analyse scope and objectives of works to determine the tasks to achieve agreed outcomes on time and within budget</td>
</tr>
<tr>
<td></td>
<td>2.3 Develop and apply processes for monitoring, evaluating and reporting performance against objectives</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify and agree roles and responsibilities of team members and stakeholders</td>
</tr>
<tr>
<td>3. Manage construction activities</td>
<td>3.1 Implement tasks in accordance with plans and specifications</td>
</tr>
<tr>
<td></td>
<td>3.2 Establish communication process including responsibilities for conflict resolution</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor progress to ensure time, performance, cost and quality of works is achieved</td>
</tr>
<tr>
<td></td>
<td>3.4 Investigate and negotiate proposed variations in consultation with stakeholders</td>
</tr>
<tr>
<td>4. Complete capital works and evaluate and report on activities</td>
<td>4.1 Undertake site inspections to ensure all outcomes are met</td>
</tr>
<tr>
<td></td>
<td>4.2 Undertake evaluation of completed project against agreed objectives and report to stakeholders</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBUS601A Manage capital works.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS601 Manage capital works

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- negotiate with contractors and suppliers, and internal and external clients
- develop a strategy to achieve project outcomes and client requirements
- monitor, evaluate and report on progress of works
- resolve disagreements and disputes satisfactorily
- analyse project outcomes
- evaluate project achievements.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- human resource management and policies
- capital works specifications and objectives
- project management systems
- project management tools and techniques
- cost schedule control systems
- enterprise procurement guidelines
- enterprise project management policies
- risk management techniques
- business and commercial issues
- basics of contract law
- physical resource management.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS602 Review land management plans and strategies

Modification History

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Application

This unit of competency describes the skills and knowledge required to review and assess effectiveness of land use and management plans and strategies.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Determine mechanisms and criteria for reviewing land use and management plans and strategies | 1.1 Clearly establish reasons for reviewing land use and management plans and strategies  
1.2 Carry out analysis of data to recognise internal policy and procedural influences impacting on land use and management plans and strategies  
1.3 Interpret trends to identify changes occurring in the land use and management plans and strategies beyond normal variations  
1.4 Regularly review industry information to establish the need for reviewing land use and management plans and strategies within the organisation  
1.5 Determine realistic timeframes for review process |
| 2. Analyse existing land use and management plans and strategies | 2.1 Assess trends and threats against the objectives of the land use and management plans and strategies  
2.2 Identify and assess existing land use and management plans and strategies relevant to the issue under consideration for their effectiveness, relevance, and impact on resource management  
2.3 Identify and prioritise gaps in land use and management plans and strategies  
2.4 Analyse land use and management plans and strategies, taking account of the relevant historical, social, cultural, political, ecological, biodiversity and economic contexts in which they apply  
2.5 Fully inform persons contributing to review of land use and management plans and strategies, regarding relevant enterprise requirements  
2.6 Undertake consultation with stakeholders to ensure support for implementation of adjusted land use and management plans and strategies  
2.7 Clearly identify and resolve problems taking into consideration the views of stakeholders |
| 3. Modify land use and management plans and strategies | 3.1 Evaluate feedback from employees on existing land use and management plans and strategies  
3.2 Prepare modified land use and management plans and strategies covering required aspects and using clear and concise language in a standardised format  
3.3 Develop modified land use and management plans and strategies that are consistent with business plan and identified needs  
3.4 Instruct and train staff in changes to land use and management strategies and monitoring recording processes  
3.5 Submit proposed changes to land use and management plans and strategies for approval according to enterprise procedures  
3.6 Incorporate outcomes of the consultative process in amended land use and management plans and strategies |
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<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td></td>
<td>use and management plans and strategies, and seek agreement from stakeholders where appropriate</td>
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<td></td>
<td>3.7 Ensure modified land use and management plans and strategies comply with relevant legislation</td>
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<tr>
<td>4. Implement modified land use and management plans and strategies</td>
<td>4.1 Modify operational processes to obtain additional key data and monitor changes to conservation strategies and plans</td>
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<td></td>
<td>4.2 Provide education and training to employees to ensure effective implementation</td>
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<td>4.3 Provide education and training to stakeholders to promote implementation</td>
</tr>
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<td></td>
<td>4.4 Implement modifications in a timely manner to reflect the need for changes confirmed through the review process</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBUS602A Review land management plans and strategies.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS602 Review land management plans and strategies

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine mechanisms and criteria for reviewing management plans and strategies
- analyse existing management plans and strategies
- modify management plans and strategies
- implement modified management plans and strategies
- support stakeholders and staff to implement modifications.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- ecosystems including the interrelationship of geophysical, hydrological, biological and meteorological factors
- biodiversity
- knowledge of the monitoring parameters and techniques utilised in biological monitoring
- threats, both natural and from human activity, to places of natural significance
- international, national and local standards and codes of practice for land management
- land management assessment and monitoring processes
- land degradation and pollution
- scientific processes for evaluating land management
- general understanding of range of cultural issues
- legislation under which enterprise operates.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Application

This unit of competency describes the skills and knowledge required to develop and review a strategic plan.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Clarify business goals and direction | 1.1 Evaluate the focus, direction and structure of the enterprise in the development and review of the strategic plan  
1.2 Assess and identify need for development and change  
1.3 Identify competitive and collaborative factors  
1.4 Identify and consider legal obligations and estate considerations  
1.5 Develop goals and targets consistent with the enterprise |
| 2. Undertake strategic analysis | 2.1 Access data for use in review and development  
2.2 Assess opportunities to value-add in the distribution chain of commodities and identify competitive implications  
2.3 Analyse and assess competitive and collaborative opportunities  
2.4 Assess expansion opportunities for viability and feasibility  
2.5 Undertake comprehensive analysis of data and information to formulate a viable and realistic strategic plan |
| 3. Develop and document strategic plan | 3.1 Ensure performance measures are clear and address all key aspects of enterprise performance  
3.2 Identify, document and incorporate the implications of the strategic plan for the enterprise  
3.3 Introduce value adding activities and opportunities  
3.4 Communicate strategic plan initiatives and desired outcomes  
3.5 Evaluate strategic performance for gaps and strengths and implement appropriate remedial action |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBUS603A Develop and review a strategic plan.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS603 Develop and review a strategic plan

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine the scope and desired business outcomes of the strategic plan
- analyse the competitive environment
- document performance measures to address all key aspects of enterprise performance
- evaluate opportunities and the viability and feasibility of the production, business and marketing plans
- document, monitor and review the strategic plan
- set the goals and direction for the business
- communicate strategic direction.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the external environment
- market forces
- resource availability and accessibility
- feasible enterprises and opportunities
- business structures
- business analysis and forecasting
- value adding concepts
- strategic planning methodologies
- data collection and analysis methods
- risk management techniques
- legislation and by-laws relevant to the organisations operation and potential expansion
- organisational design and change processes.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

 Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS604 Design and manage the enterprise quality management system

Modification History

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Application

This unit of competency describes the skills and knowledge required to design and manage an agricultural or horticultural enterprise quality management system.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Compare enterprise systems and processes with industry benchmarks | 1.1 Obtain industry benchmarks for best practice  
1.2 Examine production performance using comparative analysis techniques  
1.3 Implement relevant codes of practice  
1.4 Audit business systems against best practice criteria  
1.5 Analyse marketing plans and evaluate Quality Assurance (QA) schemes  
1.6 Audit human resources management practices against best practice criteria  
1.7 Assess environmental and natural resources parameters against best practice |
| 2. Identify areas for improvement within the enterprise | 2.1 Establish targets and performance indicators  
2.2 Implement systematic strategic planning  
2.3 Embed an ethos for producing quality products in the enterprise culture  
2.4 Define quality standards for products, physical and natural resources, and inputs  
2.5 Establish targets and performance indicators  
2.6 Establish commitment to knowledge and learning  
2.7 Implement effective communication strategies |
| 3. Undertake continuous monitoring of systems and processes | 3.1 Implement mechanisms for gaining feedback  
3.2 Review performance against targets and performance indicators in an appropriate evaluation cycle  
3.3 Design reporting and documenting procedures  
3.4 Implement improvements to systems and processes |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBUS604A Design and manage the enterprise quality management system.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCBUS604 Design and manage the enterprise quality management system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- compare enterprise systems and processes with industry benchmarks
- analyse systems and strategies against best practice
- identify areas for improvement within the enterprise
- document procedures to mitigate risks to quality and address areas for improvement
- undertake continuous monitoring of systems and processes.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- Quality Management (QM) objectives
- leadership strategies to establish QM business culture
- analysis skills related to the product market, Quality Assurance programs
- performance measurement
- benchmarking strategies for analysing production and financial performance
- environmental standards and monitoring processes
- codes of practice
- strategic planning processes
- scanning techniques for strengths, weaknesses, opportunities and threats
- techniques and formats for establishing measurable performance targets
- recording and reporting systems
- human resource management and training practices/systems related to continuous improvement standards.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS605 Manage human resources

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage human resources in an agricultural, horticultural or land management enterprise.

All work must be carried out to comply with organisational requirements, Work Health and Safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Implement strategies for personal development and appropriate self-management | 1.1 Audit own management strengths and weaknesses and address through training and professional support  
1.2 Determine priorities in management and operations and allocate time to achieve effective outcomes  
1.3 Implement strategies for managing conflicting demands and pressure |
| 2. Identify skill requirements and prepare task descriptions | 2.1 Identify and describe tasks along with the range of conditions under which performance may need to occur  
2.2 Determine most appropriate employment arrangements based on employer and employee needs, responsibilities and rights  
2.3 Prepare task descriptions with due regard to Equal Opportunity Employment Legislation, work health and safety and work based harassment regulations  
2.4 Explore and use opportunities to use government-supported employment and training programs |
| 3. Arrange employment of workforce members | 3.1 Assess options for filling job vacancies  
3.2 Prepare resources and materials for recruitment and place with media and employment agencies  
3.3 Determine criteria for assessing job applicants and prepare applicant evaluation processes and procedures  
3.4 Assess applicants against the criteria and finalise selection decision  
3.5 Advise all applicants  
3.6 Negotiate terms of employment to ensure adherence to relevant award conditions |
| 4. Manage workforce performance | 4.1 Design induction programs for each employee consistent with legislative requirements and effective management  
4.2 Establish terms of engagement for consultants and contractors  
4.3 Conduct induction programs for new internal and external appointees and establish appropriate records  
4.4 Develop work plans with all members of the workforce  
4.5 Design and implement strategies for communicating with workers  
4.6 Design and implement performance management strategies  
4.7 Follow processes for terminating non-performing staff |
| 5. Support personal development, training and career development of workers | 5.1 Design and implement strategies to identify skill and knowledge gaps with workers  
5.2 Provide on-job training to optimise worker performance and to ensure safety and fairness in the workplace  
5.3 Identify off-job training requirements and source and support training |
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<tbody>
<tr>
<td>5.4</td>
<td>Identify and provide opportunities for career development and design and implement strategies for succession</td>
</tr>
<tr>
<td>5.5</td>
<td>Recognise and reward prior learning, experience and training</td>
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<tr>
<td>6.1</td>
<td>Design and implement processes and procedures for the administration of staff records</td>
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<tr>
<td>6.2</td>
<td>Design and implement administrative procedures and processes to meet legislated requirements</td>
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<tr>
<td>6.3</td>
<td>Monitor adherence to awards, enterprise agreements and contracts of employment, and resolve disputes and conflicts</td>
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<tr>
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<td>Design and implement processes and procedures for the administration of staff records</td>
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<td>Design and implement processes and procedures for the administration of staff records</td>
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<td>6.8</td>
<td>Design and implement administrative procedures and processes to meet legislated requirements</td>
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<tr>
<td>6.9</td>
<td>Monitor adherence to awards, enterprise agreements and contracts of employment, and resolve disputes and conflicts</td>
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<td>7.1</td>
<td>Develop and communicate safety policies</td>
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<td>Identify and design safe work practices for all aspects of the operation of the enterprise</td>
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<tr>
<td>8.1</td>
<td>Establish strategies for monitoring labour costs</td>
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<tr>
<td>8.2</td>
<td>Review the performance of the enterprise using labour productivity benchmarks</td>
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<tr>
<td>8.3</td>
<td>Establish opportunities to develop more efficient work practices by consulting peers, staff and consultants</td>
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<td>8.9</td>
<td>Establish strategies for monitoring labour costs</td>
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<td>8.10</td>
<td>Review the performance of the enterprise using labour productivity benchmarks</td>
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<td>8.11</td>
<td>Establish opportunities to develop more efficient work practices by consulting peers, staff and consultants</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCBUS605A Manage human resources.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS605 Manage human resources

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- implement strategies for personal development and appropriate self-management
- identify skill requirements and prepare task descriptions
- arrange employment of workforce members
- support career and professional development of workforce members
- implement work health and safety priorities and procedures
- manage administration of staff records
- review labour productivity.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- personal development
- time management
- task descriptions and person specifications
- equal opportunity and Equal Employment Opportunity legislation
- work health and safety legislation
- relevant industrial awards
- employee induction programs
- interviewing strategies and protocols
- works compensation instance and superannuation
- contracts of employment
- unfair dismissal legislation.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS606 Develop a monitoring, evaluation and reporting program

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop a monitoring, evaluation and reporting program.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)

Elements and Performance Criteria

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<td>essential outcomes.</td>
<td>achievement of the element.</td>
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</tbody>
</table>
| 1. Define terms of reference and evaluation context | 1.1 Identify and clarify the preferred outcomes, who will use the information and for what purpose  
1.2 Identify the key stakeholders who will be consulted  
1.3 Select evaluation and monitoring methods which are suitable to the size and significance of the program, and the terms of reference  
1.4 Complete a review of existing evidence and literature relevant to the proposed evaluation  
1.5 Develop an evaluation methodology that supports broader management targets, Natural Resource Management (NRM) standards, targets and outputs |
| 2. Identify the key stages and outcomes of the program | 2.1 Define key stages, milestones and timeframe  
2.2 Communicate the details of the program and delivery timeline for endorsement with clients and stakeholders  
2.3 Identify potential risks which may impact on the proposed program  
2.4 Refine targets and objectives as required |
| 3. Define reporting and record keeping requirements for data management | 3.1 Identify data collection, management and reporting requirements to meet the objectives of the program  
3.2 Identify existing data sets that may be accessed for the program  
3.3 Design data collection protocols so relevant standards and required formats are met  
3.4 Identify how data will be stored to ensure security and appropriate access taking into account required formats  
3.5 Identify the information products required taking into account clients and stakeholders needs and use in decision making  
3.6 Produce reports to suit program audience types |
| 4. Identify the resources needed to implement the program | 4.1 Identify the personnel and skills sets required to implement the monitoring and evaluation program  
4.2 Assess the material resources required to undertake the work  
4.3 Determine the cost of the program and develop a budget |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBUS606A Develop a monitoring, evaluation and reporting program.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCBUS606 Develop a monitoring, evaluation and reporting program

Modification History

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- define terms of reference and context
- identify key stages and outcomes
- assess and define data management requirements
- identify the resources needed to undertake the program
- scope a project
- collect and manage data
- manage and design projects
- produce reports for management.

Knowledge Evidence
The candidate must demonstrate knowledge of:
- program design considerations (cost, equality, technically valid, ethics)
- sources of information on business monitoring and evaluation
- secure data storage
- data analysis processes
- quantitative and qualitative data collection methods for monitoring and evaluation
- data management.

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCBUS607 Implement a monitoring, evaluation and reporting program

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to implement a monitoring, evaluation and reporting program.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Business (BUS)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Implement a monitoring and evaluation strategy | 1.1 Collect relevant baseline data  
1.2 Consult with stakeholders and the community  
1.3 Brief colleagues, staff and contractors who will be involved in implementing the program on the monitoring and evaluation methods selected and justification  
1.4 Implement chosen monitoring and evaluation methods in accordance with defined strategy  
1.5 Ensure standard procedures and recording templates are available for use  
1.6 Ensure program timelines are communicated and monitored  
1.7 Monitor program expenditure and compare with budget |
| 2. Collect and analyse data | 2.1 Ensure data and information is collected following relevant standards and format  
2.2 Assess if further data or information is needed to answer key evaluation questions and adjust design as required  
2.3 Ensure data is appropriately stored and can be accessed as needed  
2.4 Facilitate colleagues and contractors involved in the monitoring and evaluation process  
2.5 Evaluate the effectiveness, efficiency and appropriateness of investment and project priorities as required by the evaluation design |
| 3. Prepare reports and provide information | 3.1 Report against milestones and outputs  
3.2 Produce appropriate information products to keep stakeholders informed and engaged  
3.3 Communicate findings and activities to stakeholder groups according to program schedule  
3.4 Negotiate changes to projects and programs with stakeholders  
3.5 Apply findings to improve the delivery and alignment of projects and policy decisions with organisational targets and mission  
3.6 Ensure the style of reporting reflects the audience and how the information is to be used |
<p>| 4. Review the monitoring and | 4.1 Foster a culture of self-evaluation and learning through encouraging ongoing participation, consultation and communication |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>evaluation process</td>
<td>with stakeholders</td>
</tr>
<tr>
<td>4.2 Review and adapt ongoing evaluation strategy and processes and provide feedback on the implementation and the evaluation design</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCBUS607 Implement a monitoring, evaluation and reporting program Release 2</td>
<td>AHCBUS607 Implement a monitoring, evaluation and reporting program Release 1</td>
<td>Minor typographical error corrected</td>
<td>Equivalent unit</td>
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</table>

### Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2 322cf72
Assessment Requirements for AHCBUS607 Implement a monitoring, evaluation and reporting program

Modification History

<table>
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<th>Comments</th>
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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- implement a monitoring and evaluation strategy
- collect and manage data
- analyse complex information
- prepare reports and supply information
- review the evaluation process.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- quantitative and qualitative methods for monitoring and evaluation
- data management processes and systems
- policy and program management processes
- adaptive management and review cycles.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCBUS608 Manage risk

Modification History

<table>
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<tr>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to manage risks in a range of contexts.

All work must be carried out to comply with organisational requirements, work health and safety legislation and codes, sustainability practices and in consultation with the management team.

The unit has been designed to be consistent with the applicable Australian Standard.

This unit applies to individuals who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They must analyse information and exercise judgement to complete a range of advanced skilled activities. They must analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Business (BUS)
### Elements and Performance Criteria

<table>
<thead>
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</table>

1. **Establish risk context**
   - 1.1 Review organisational processes, procedures and requirements for undertaking risk management
   - 1.2 Determine scope for risk management process
   - 1.3 Identify internal and external stakeholders and their issues
   - 1.4 Review political, economic, social, legal, technological and policy context
   - 1.5 Review strengths and weaknesses of existing arrangements
   - 1.6 Document critical success factors, goals or objectives for area included in scope
   - 1.7 Obtain support for risk management activities
   - 1.8 Communicate with relevant parties about the risk management process and invite participation

2. **Identify risks**
   - 2.1 Invite relevant parties to assist in the identification of risks
   - 2.2 Research risks that may apply to scope
   - 2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties

3. **Analyse risks**
   - 3.1 Assess likelihood of risks occurring
   - 3.2 Assess impact or consequence if risks occur
   - 3.3 Evaluate and prioritise risks for treatment

4. **Select and implement treatments**
   - 4.1 Determine and select most appropriate options for treating risks
   - 4.2 Develop an action plan for implementing risk treatment
   - 4.3 Communicate risk management processes to relevant parties
   - 4.4 Ensure all documentation is in order and appropriately stored
   - 4.5 Implement and monitor action plan
   - 4.6 Evaluate risk management process

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCBUS608A Manage risk.

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCBUS608 Manage risk

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine the scope for risk management
- identify potential risks associated with climate, resource (natural, physical, financial and human) availability and capacity, enterprise production systems, theft and vandalism of assets, scientific and technological development, marketing, and external political and social factors
- implement strategies to minimise the impact of risk.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the wide range of risks faced by a primary production business
- legislation, codes of practice and national standards, including:
  - duty of care
  - company law
  - contract law
  - environmental law
  - freedom of information
  - industrial relations law
  - privacy and confidentiality
  - legislation relevant to organisation's operations
  - legislation relevant to equal opportunity
  - legislation relevant to operation as a business entity
  - organisational policies and procedures, including:
  - risk management strategy
  - policies and procedures for risk management
- overall operations of organisation
- risk insurance and insurance providers.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF401 Prepare project acquittal

Modification History

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Application

This unit of competency describes the skills and knowledge required to review project documentation and prepare an acquittal statement for approval and auditing.

It applies to community program managers who have to prepare project acquittal statements. This includes taking responsibility for own work and providing and communicating solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish acquittal records</td>
<td>1.1 Review program or project plans, guidelines or contracts and financial reporting requirements 1.2 Collect financial information for acquittal report 1.3 Establish records of materials, equipment and labour provided before start of project for acquittal report</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 2. Identify transactions and reports relating to project | 2.1 Identify project-related accounting transactions and reports in group accounts for use in acquittal  
2.2 Determine need for separate statements based on different funding sources  
2.3 Estimate financial values of in-kind donations of materials, loan of equipment and labour |
| 3. Prepare acquittal in required format | 3.1 Prepare acquittal from accounting and other information to program and contract requirements  
3.2 Report program funds and expenditure on operations separately from group contributions to project  
3.3 Report group contributions to project to contract requirements  
3.4 Consolidate report for approval and auditing |
| 4. Arrange audit of acquittal and transaction | 4.1 Arrange audit of report to program and contract requirements  
4.2 Arrange approval of report to group, program and contract requirements |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF401A Prepare project acquittal.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF401 Prepare project acquittal

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collate budgeted resources and inputs to project from planning document
- access accounts and develop a list of transactions related to the project
- prepare the project acquittal for reporting and auditing to program or funding body requirements
- arrange for an audit of the acquittal, the final report and the full list of transactions.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- program objectives and guidelines
- agency procedures for preparing project acquittals
- basic financial reporting formats and procedures
- project acquittal reporting requirements.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF402 Report on project

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to review a project and prepare a report to meet organisational and funder requirements.

It applies to those who prepare reports for community projects such as Landcare or similar for future group and program reference. It includes taking responsibility for own work and providing and communicating solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify project processes and outcomes</td>
<td>1.1 Identify scope of report and target audience from contract, program guidelines, agency procedures and committee decisions  1.2 Research background to project from available records  1.3 Collate information from project records and information</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>----------------------------------------</td>
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</tr>
<tr>
<td>2. Prepare report</td>
<td>2.1 Prepare framework and format of report to required scope, target audience and guidelines</td>
</tr>
<tr>
<td></td>
<td>2.2 Prepare project report from researched information</td>
</tr>
<tr>
<td></td>
<td>2.3 Prepare conclusions in consultation with personnel</td>
</tr>
<tr>
<td></td>
<td>2.4 Circulate draft report to stakeholders for comment</td>
</tr>
<tr>
<td>3. Revise report for distribution</td>
<td>3.1 Revise draft report to address comments from consultation</td>
</tr>
<tr>
<td></td>
<td>3.2 Submit any unresolved issues to committee for decisions</td>
</tr>
<tr>
<td></td>
<td>3.3 Obtain approval for revised report in accordance with contract, group and agency requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Complete project reporting requirements within approved timeframes</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF402A Report on project.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF402 Report on project

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collate the documentation for the background and aims, budget, timelines, and resources allocated for the project
- prepare a report format that complies with organisational and funding organisation’s requirements
- apply drafting and editing techniques in report writing
- implement consultation processes to determine report conclusions
- respond to feedback on draft report and finalise the version to be published and distributed
- develop project reports to organisational and funding organisation’s standards
- finalise report within approved timeframe.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- program objectives and guidelines
- project report formats
- contractual requirements for reporting
- project background, processes and outcomes
- agency procedures for drafting, consultation and finalising project reports.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF403 Obtain and manage sponsorship

Modification History

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Application

This unit of competency describes the skills and knowledge required to obtain program sponsorship and manage sponsorship commitments.

It applies to those who plan and obtain sponsorship for a community program such as Landcare. It includes taking responsibility for own work and providing and communicating solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1. Identify sponsorship opportunities        | 1.1 Target appropriate partners to the program as potential sponsors  
|                                              | 1.2 Develop a rationale for sponsoring the program or activities which achieves a balance between the sponsors’ requirements and the program goals, and benefits to the sponsor and program  
<p>|                                              | 1.3 Confirm feasibility of sponsorship opportunities through research                                                                             |</p>
<table>
<thead>
<tr>
<th>Element</th>
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<tr>
<td></td>
<td>and analysis</td>
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<tr>
<td></td>
<td>1.4 Itemise mutual benefits and develop list of targets</td>
</tr>
<tr>
<td></td>
<td>1.5 Consider community, cultural and equity requirements in the group operations in developing list of target sponsor companies</td>
</tr>
<tr>
<td>2. Prepare and deliver sponsorship pitch</td>
<td>2.1 Make contact with potential sponsor</td>
</tr>
<tr>
<td></td>
<td>2.2 Maintain the best interests of the program, group and agency in sponsorship approach</td>
</tr>
<tr>
<td></td>
<td>2.3 Prepare presentation support materials with appropriate accuracy, style and degree of information</td>
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<td></td>
<td>2.4 Ensure presentation and approach demonstrates an understanding of and respect for sponsors' business and shows how sponsorship will be mutually beneficial</td>
</tr>
<tr>
<td></td>
<td>2.5 Include outcomes of any prior sponsorship arrangements in pitch and negotiations</td>
</tr>
<tr>
<td></td>
<td>2.6 Follow up presentation in a manner that preserves the integrity of the negotiations</td>
</tr>
<tr>
<td>3. Successfully negotiate sponsorship deal</td>
<td>3.1 Agree on terms which satisfy both the sponsor and the program and the associated agency</td>
</tr>
<tr>
<td></td>
<td>3.2 Express nature of sponsorship and the benefits to the sponsor in explicit terms, ensuring they are understood by both parties</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify commitments under the sponsorship arrangements to assist maintenance of relationship</td>
</tr>
<tr>
<td></td>
<td>3.4 Prepare a sponsorship agreement, contract or memorandum of understanding in accordance with enterprise, sponsor and legal requirements</td>
</tr>
<tr>
<td>4. Maintain sponsorship deal</td>
<td>4.1 Meet legal, financial, cultural, ethical, equity and other requirements throughout the sponsorship period</td>
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<tr>
<td></td>
<td>4.2 Meet commitments under the sponsorship arrangements promptly and deliver benefits to the sponsor as agreed</td>
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<tr>
<td></td>
<td>4.3 Recognise the support of sponsor for program or project in literature, reports and on-site</td>
</tr>
<tr>
<td></td>
<td>4.4 Identify timing for the start of discussions to extend or complete the sponsorship</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCCCF403A Obtain and manage sponsorship.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF403 Obtain and manage sponsorship

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify sponsorship opportunities with companies that have common values to the program
- identify the mutual benefits the sponsorship arrangement could provide to both organisations
- develop and present a sponsorship pitch that creates a professional and honest image
- negotiate an appropriate sponsorship arrangement to support a project
- document a sponsorship arrangement, detailing all agreements and responsibilities
- meet legal, financial, cultural, ethical, equity and other requirements for the duration of the sponsorship arrangement
- review a sponsorship arrangement and plan its renegotiation.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- strategy, goals, ethics, program and activities of community group or agency
- effective marketing techniques
- acts, policies and guidelines governing programs and activities
- sources of legal and financial advice
- operation of contracts and agreements.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF404 Contribute to association governance

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to monitor association activities and contribute to association governance.

It applies to individuals who take responsibility for others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
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<tr>
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</tr>
</tbody>
</table>
| 1. Monitor association activities | 1.1 Monitor activities undertaken by group to ensure:  
  - association objectives are being adhered to  
  - resolutions of meetings are being followed  
  - finances are properly managed  
  - employees are managed and volunteers are appropriately supervised  
  - legislative requirements are being met |
<table>
<thead>
<tr>
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<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Ethical requirements are being met  
- Group operations and approaches are sensitive to and inclusive of community and sections within the community  
1.2 Note variations from expected standards and take immediate routine action |
| 2. Identify opportunities, threats and risks |
| 2.1 Identify and recommend opportunities for the group to commence new projects or activities to the committee  
2.2 Identify and raise threats to the ongoing operation of the group at committee meetings  
2.3 Identify risks associated with the group's activities and ongoing operation  
2.4 Submit risks and proposed risk control measures to the committee |
| 3. Participate in board/committee meeting |
| 3.1 Review agendas before meetings  
3.2 Submit agenda items and reports as required  
3.3 Attend meetings and discuss issues on the agenda  
3.4 Establish and maintain communications with other members to ensure competent management of group affairs  
3.5 Raise personal observations and concerns at committee meetings including opportunities, threats and risks  
3.6 Take actions and report on commitments made at meeting |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF404A Contribute to association governance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF404 Contribute to association governance

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- contribute to association governance
- monitor association governance by reviewing or monitoring meeting procedures, finances, staff management, legislative compliance, ethical conduct and community consultation
- conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for the association’s operations
- participate in board or committee meetings.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- requirements of relevant legislation
- interpretation of basic financial statements
- aims and activities of programs
- committee meeting and members’ meeting procedures
- objectives and rules of association
- basic management practice including practices
- community goals and plans
- corporate governance legislation and codes of practice.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF405 Develop community networks

Modification History

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Application

This unit of competency describes the skills and knowledge required to liaise with stakeholders in a community and develop community networks.

It applies to those who develop relationships that support the establishment and development of a community group and provide support from within the community for the group.

This unit applies to individuals who take responsibility for others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Make contacts within community</td>
<td>1.1 Make connections through business, social and personal contacts and programs to the community</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>1.2 Identify connections for their potential in regard to a community group program or activity</td>
<td></td>
</tr>
<tr>
<td>1.3 Formulate plans for developing relationships together with relevant community members and leaders</td>
<td></td>
</tr>
<tr>
<td>1.4 Respect equity requirements and cultural backgrounds of people being contacted</td>
<td></td>
</tr>
<tr>
<td>1.5 Observe cultural protocols to establish positive contacts</td>
<td></td>
</tr>
<tr>
<td>1.6 Follow appropriate mechanisms to establish contacts with Indigenous communities</td>
<td></td>
</tr>
<tr>
<td>1.7 Address community requests for information on or participation in programs or activities to promote the community group and program</td>
<td></td>
</tr>
<tr>
<td>2. Form and create links</td>
<td>2.1 Develop contact through promotional activities, programs and activities of mutual interest to community members and other groups</td>
</tr>
<tr>
<td>2.2 Structure activities, programs and personal contact to allow trust and understanding to develop within the group and community</td>
<td></td>
</tr>
<tr>
<td>2.3 Develop working relationships in areas of common interest and goals to bring benefit to all parties</td>
<td></td>
</tr>
<tr>
<td>2.4 Seek feedback on programs and community group activities from participants and community and use to modify their application</td>
<td></td>
</tr>
<tr>
<td>2.5 Develop appropriate records to maintain ongoing contracts and relationships</td>
<td></td>
</tr>
<tr>
<td>3. Build networks</td>
<td>3.1 Use individual contacts and contacts with other groups to establish networks of common interest</td>
</tr>
<tr>
<td>3.2 Review programs and activities to incorporate networks and the network resources in areas of common interest and goals</td>
<td></td>
</tr>
<tr>
<td>3.3 Evaluate progress in establishing links and networks and identify opportunities for further action</td>
<td></td>
</tr>
<tr>
<td>3.4 Manage relationships and networks to ensure compliance with cultural protocols and agency procedures and guidelines</td>
<td></td>
</tr>
<tr>
<td>4. Report on community liaison</td>
<td>4.1 Evaluate community liaison activities in terms of their costs, benefits to the group program and contribution to the community</td>
</tr>
<tr>
<td>4.2 Prepare and submit reports on community liaison activities</td>
<td></td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCCCF405A Develop community networks

Links
Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF405 Develop community networks

Modification History

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- develop community networks
- investigate equity requirements and cultural protocols for dealing with community groups
- establish networks of common interests through individual contacts and contacts with other groups
- promote program goals and issues to community groups through networking
- make presentations to diverse groups of people
- communicate with people using appropriate language and style.

Knowledge Evidence
The candidate must demonstrate knowledge of:
- community structures, organisations and cultures
- relevant government community action programs
- process of delivery of programs
- current social and environmental affairs for local community and wider region
- need for the establishment of a community group
- group goals.

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF406 Facilitate ongoing group development

Modification History

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Application

This unit of competency describes the skills and knowledge required to facilitate ongoing group development.

It applies to those who support a community Landcare group or similar, in its ongoing management and resolution of issues.

This unit applies to individuals who take responsibility for others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Maintain contact on group activities</td>
<td>1.1 Maintain contact with group on current and proposed activities and projects</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
1. | 1.2 Provide advice on group operation and opportunities when sought  
1.3 Define role of coordinator in group operations with the management committee to avoid misunderstanding
2. | 2.1 Identify relevant new initiatives and ideas from other groups and program areas  
2.2 Seek new initiatives and ideas from appropriate sources  
2.3 Develop any suggestions to include local group and program context
3. | 3.1 Maintain contacts with members of the group and community to provide interchange of ideas and information
4. | 4.1 Identify issues with potential to hinder operations before damage occurs to the group  
4.2 Assess external threats and facilitate negotiation of solutions between the group and external parties  
4.3 Resolve internal conflict through facilitation and use of relevant expert advice  
4.4 Implement change management processes for groups requiring major restructuring

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCCCF406A Facilitate ongoing group development.

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF406 Facilitate ongoing group development

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- maintain contact with group to facilitate community networking
- share ideas between groups to foster initiative and innovation
- identify sources of conflict and issues that detract from the effective and equitable functioning of a group
- resolve group conflict and refer group issues for specialist advice if required
- use a range of facilitation strategies to work with groups.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- group development and facilitation techniques
- program guidelines, purpose and aims
- general understanding of natural resource management, sciences and technologies associated with program
- committee and group procedures.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF407 Obtain resources from community and groups

Modification History

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Application

This unit of competency describes the skills and knowledge required to obtain resources from community and groups and coordinate the use of resources in projects.

It applies to those who source resources from within the community and group to support Landcare or similar group activities and projects.

This unit applies to individuals who take responsibility for others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify potential resources</td>
<td>1.1 Determine resources required to carry out a project, function or activity</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1. Identify potential resources in the group, community and agency to match project requirements as documented in plan</td>
<td></td>
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<tr>
<td>1.3 Identify likely conditions under which alternative resources would be sourced in order to determine suitable sources and conditions of supply</td>
<td></td>
</tr>
<tr>
<td>2. Seek commitment of resources</td>
<td>2.1 Approach owners of resources to discuss resource availability and conditions of availability</td>
</tr>
<tr>
<td>2.2 Review costs of alternative arrangements in context of the budget to determine which arrangements can be accepted or renegotiated</td>
<td></td>
</tr>
<tr>
<td>2.3 Make arrangements with resource owners to access resources within overall project plan and budget</td>
<td></td>
</tr>
<tr>
<td>2.4 Ensure approach and relationship with resource owners caters for range of viewpoints to ensure a positive image of program is maintained</td>
<td></td>
</tr>
<tr>
<td>3. Coordinate use of resources</td>
<td>3.1 Coordinate provision of resources to suit project plan and any changes in timing and availability of complementary resources</td>
</tr>
<tr>
<td>3.2 Record use of resources to program and project requirements</td>
<td></td>
</tr>
<tr>
<td>3.3 Acknowledge contributors of resources in project documentation or reports</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF407A Obtain resources from community and groups.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF407 Obtain resources from community and groups

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a list of resources required to carry out a project or function
- identify resources that may be able to be donated, purchased or borrowed from community
- apply for access to resources from community with details of proposed use and justification
- negotiate use of resources in a way that maintains community support
- document the use of resources as part of project management and to allow acknowledgement of community contribution.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- project resource requirements
- task analysis, including hazard and risk analysis
- network of resources in the community
- program guidelines
- details of contracts for resource access.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF408 Promote community programs

Modification History

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Application

This unit of competency describes the skills and knowledge required to promote community programs to target markets with a view to encouraging participation.

It applies to individuals who work in known and changing contexts, take responsibility for own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF).

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify target markets | 1.1 Identify potential of program to appeal to sections of community or industry in terms of benefits and costs  
1.2 Identify sectors of community and industry that are potential users, customers and audiences of program  
1.3 Develop a plan to promote program or local projects or group |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| 2. Develop promotional materials            | 2.1 Determine range of promotional channels to reach target sectors  
2.2 Source or develop promotional materials to suit promotional channels and target sectors  
2.3 Test impact of promotional materials with group or community members  
2.4 Obtain specialist marketing support to address specific marketing issues within budget and program and agency guidelines |
| 3. Promote program to potential users       | 3.1 Approach potential users of program and services through promotional channels and directly  
3.2 Assess impact of promotional activities to determine changes required  
3.3 Adjust promotional plan and activities to achieve an improved impact |
| 4. Obtain commitment to use program services| 4.1 Present proposals for delivery of program services to interested potential users in terms of benefits, costs and other factors  
4.2 Address issues raised by potential users to overcome objections  
4.3 Obtain commitments to use program services or support program |
| 5. Respond to enquiries                     | 5.1 Address enquiries by members of community, industry and program in terms of good customer service  
5.2 Keep records of contacts, enquiries and presentations for reporting and follow-up  
5.3 Follow up enquiries and presentations to obtain commitments to program services and objectives |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF408A Promote community programs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF408 Promote community programs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify the potential of a program to appeal to sections of community or industry based on benefits and costs
- determine communication channels appropriate for promotion
- deliver presentations in a range of direct promotional situations to appropriate persons in organisation or group
- develop audio, written and graphic materials promotional materials appropriate to the program and in line with organisational requirements and standards
- respond to queries and enquiries generated by the promotion program.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- program services, objectives, goals and guidelines
- basic marketing principles
- local advertising channels
- local or regional community and industries that could be potential users of, customers and audiences of the program
- organisational policies and procedures for promoting programs and groups.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF409 Participate in assessments of project submissions

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Application

This unit of competency describes the skills and knowledge required to review and assess project submissions against applicable guidelines.

It applies to those who participate in the submission assessment process at regional and State or Territory levels for publicly funded community programs. This unit includes communicating solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Research the applicable program guidelines</td>
<td>1.1 Review policy and program information required to participate in the assessment of projects within a region or State/Territory guidelines and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify own role and responsibilities within applicable program guidelines and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Build own knowledge of policy and program information and</td>
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<td>Element</td>
<td>Performance criteria</td>
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<td></td>
<td>legislative requirements to understand program aims and goals</td>
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<tr>
<td>1.4</td>
<td>Identify changes in policy and program information for impact on assessment processes</td>
</tr>
<tr>
<td>2. Review submissions</td>
<td>2.1 Review project submissions in the context of policy and program information before the assessment committee meeting</td>
</tr>
<tr>
<td></td>
<td>2.2 Complete personal review and ranking of projects for the assessment committee meeting</td>
</tr>
<tr>
<td>3. Participate in committee assessment process</td>
<td>3.1 Identify projects which meet program guidelines</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify and review submissions seeking further funding for existing projects under separate criteria</td>
</tr>
<tr>
<td></td>
<td>3.3 Give assessments of projects a balanced consideration to ensure equity and fairness in the process</td>
</tr>
<tr>
<td></td>
<td>3.4 Review and rank projects in terms of the priorities and other factors defined in the program guidelines</td>
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<td></td>
<td>3.5 Use active listening approaches and appropriate questioning techniques to develop an understanding and a team approach</td>
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<td>3.6 Select projects for recommendation</td>
</tr>
<tr>
<td>4. Maintain integrity of assessment</td>
<td>4.1 Maintain confidentiality requirements of the assessment process</td>
</tr>
<tr>
<td></td>
<td>4.2 Follow ethical and legislative standards and procedures in the assessment process</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF409A Participate in assessments of project submissions.

**Links**

Assessment Requirements for AHCCCF409 Participate in assessments of project submissions

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- contribute to committee assessment processes for project submissions
- participate in committee meetings according to meeting rules and processes
- rank competing projects based on suitability to policies and program requirements
- interpret and follow organisational policies and program information and legislative requirements
- apply procedures to maintain confidentiality requirements of assessment processes
- conduct assessments according to ethical and legislative standards and procedures.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- policy and program information, including purpose, values and goals
- scope of programs
- legislative and program guidelines at appropriate local, regional and State levels
- project assessment processes
- program integrity requirements
- funding program principles, guidelines and eligibility requirements.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF410 Support individuals in resource management change processes

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Application

This unit of competency describes the skills and knowledge required to provide support and information in resource management change processes.

It applies to those who support individuals or businesses to change their management of resources within the context of the program.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify change</td>
<td>1.1 Identify changes that will affect business operations and personal</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>processes</td>
<td>1.2 Assess the extent of impact that resource management changes will have on businesses and personal lives</td>
</tr>
</tbody>
</table>
| 2. Conceptualise impact of changes | 2.1 Start discussions with individuals and families regarding their lifestyle, values and views on resource management and program issues to identify potential for change  
2.2 Identify difficulties or issues individuals and families may have implementing change in their business and personal lives  
2.3 Identify appropriate information and support approaches |
| 3. Implement support techniques | 3.1 Obtain and provide information to support individuals and families facing or considering change  
3.2 Give individuals and families encouragement and support as they consider and implement change  
3.3 Provide support and information in a culturally sensitive and equitable manner  
3.4 Provide people with avenues of assistance where this will help in their management of change |
| 4. Review support outcomes | 4.1 Assess results of support provided in terms of resources spent, change achieved and potential for further change  
4.2 Change support approach in light of results |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF410A Support individuals in resource management change processes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF410 Support individuals in resource management change processes

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess the resource management change and its potential impact on individuals and affected families and businesses
- predict issues that are likely to arise from change, based on community feedback and statistical information
- provide information and support to individuals facing resource management changes in a sensitive manner
- review the methodology and effectiveness of support to improve support services for resource management change.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- local natural resource management issues
- relevant approaches to different cultures
- change management principles and practices
- networks of assistance.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCCCF410 Support individuals in resource management change processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF411 Develop approaches to include cultural and human diversity

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop approaches to include cultural and human diversity in land management activities.

It applies to those whose job role includes identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. A high level of cultural awareness and the need to observe cultural protocols are important parts of the process.

This unit applies to individuals who have limited responsibility for others and undertake problem solving in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. Identify potential for cultural diversity | 1.1 Identify the range of cultural diversity using information on the population of the program area  
1.2 Identify potential involvement of individuals and groups in the context of the program  
1.3 Make adjustments to program and program materials to meet cultural frameworks of different peoples |
| 2. Develop processes to include culturally diverse groups | 2.1 Identify and acknowledge cultural protocols to ensure contact with individuals or communities is successful  
2.2 Identify key persons needed for influencing relationships  
2.3 Formulate plan to develop and maintain contact with culturally diverse groups in line with understanding of cultures, goals of the relationship and relevant organisational requirements  
2.4 Ensure processes are inclusive of an equitable involvement of various sections of the community and their perspectives |
| 3. Communicate potential and support for culturally diverse group | 3.1 Communicate with individuals and groups of culturally diverse backgrounds to promote their potential involvement in groups and programs according to plan  
3.2 Communicate potential of program and group activities in a culturally relevant manner  
3.3 Adjust communication according to needs and protocols of different cultural groups  
3.4 Facilitate links between culturally diverse individuals and groups to ensure good community relationships and development of the program |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF411A Develop approaches to include cultural and human diversity.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF411 Develop approaches to include cultural and human diversity

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify range of cultural and social groups in land management area
- negotiate and maintain cultural protocols for dealing with people from a range of cultures
- develop working relationships with representatives of cultural groups
- facilitate the involvement of culturally diverse groups in community issues related to land management
- communicate and work with individuals and groups in a culturally sensitive way.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- sources of culturally relevant materials and verbal information
- cultural protocols and perspectives
- relevant legislation and guidelines
- current relationships between culturally diverse groups in the area
- understanding of the role of various sections of the community in historical and relationship terms.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF412 Coordinate board or committee elections

Modification History

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Application

This unit of competency describes the skills and knowledge required to coordinate board or committee elections for an unincorporated group or incorporated association in accordance with the group/association rules and practice.

This unit applies to community program leaders who coordinate committee or board elections and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Seek nominations</td>
<td>1.1 Identify election requirements under the rules of the organisation or association</td>
</tr>
<tr>
<td></td>
<td>1.2 Call for nominations for officers and committee positions that will become vacant</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
</tbody>
</table>
| 1.      | 1.3 Check nominations are valid and eligible  
1.4 Fill positions where there are no nominations |
| 2.      | 2.1 Declare nominations for uncontested positions filled  
2.2 Set election date  
2.3 Prepare ballot papers according to the number of nominations  
2.4 Manage voting to ensure a fair ballot by persons eligible to vote  
2.5 Explain voting process to group  
2.6 Assess any voting irregularities for impact on result, with any invalid elections being declared void |
| 3.      | 3.1 Promote positive attitude of cooperation between candidates  
3.2 Address issues and complaints to ensure group satisfaction with the election process  
3.3 Facilitate minority interests to ensure equitable representation |
| 4.      | 4.1 Count votes using a method that ensures a fair count  
4.2 Announce results or provide to the chair  
4.3 Complete records of results  
4.4 Address grievances |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF412A Coordinate board/committee elections.

**Links**

Companion Volume implementation guides are found in VETNet -  
Assessment Requirements for AHCCCF412 Coordinate board or committee elections

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- conduct all election processes according to the rules and practices of the group or organisation
- seek and check nominations
- explain voting process to group and ensure understanding
- prepare and edit ballot papers to organisational requirements and in line with voting process
- conduct elections and monitor voting irregularities
- address complaints and grievances about the election process
- record and declare results

Knowledge Evidence

The candidate must demonstrate knowledge of:
- articles, rules and practice of the group or organisation
- election procedures used by other groups and in other voluntary organisations
- voting method to be used

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF413 Service committees

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide support services to committees.

This unit applies to community program leaders who organise meetings for committees and sub-committees at the group and regional levels to support the operation of community groups. These individuals take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Organise meetings | 1.1 Clarify purpose of meeting with the chair, secretary or coordinator  
<p>| | 1.2 Prepare and maintain schedule of meetings in line with program, group, regional or agency requirements |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| Element | 1.3 Organise venue and date of meeting according to meeting schedule, group requirements and within any budget constraints  
1.4 Advise participants of any changes to original meeting details  
1.5 Advise all appropriate individuals of details of meetings and follow up for confirmation of attendance  
1.6 Accept and record any apologies  
1.7 Set up meeting room in a timely manner to suit arrangements |
| Element | 2. Prepare business papers for meetings  
2.1 Prepare notice of meeting and agenda and provide details  
2.2 Prepare reports for meeting  
2.3 Distribute business papers to appropriate individuals following established guidelines |
| Element | 3. Record and produce minutes of meeting  
3.1 Take notes of meeting activities and decisions to ensure an accurate record of meeting  
3.2 Produce minutes of the meeting in required format to provide an accurate account of meeting  
3.3 Check minutes for accuracy, get approval and distribute |
| Element | 4. Follow up after meetings  
4.1 Prepare action lists on work following from meetings  
4.2 Deal with requests for information promptly and accurately  
4.3 Deal with correspondence in a timely manner |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF413A Service committees.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF413 Service committees

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- organise formal meetings and advise members of details within agreed timeframes
- prepare business papers and additional information for meetings
- take meeting notes to meet enterprise requirements
- carry out follow up actions within agreed timeframes
- prepare minutes according to committee, organisational and legislative requirements
- distribute meeting minutes within agreed timeframes

Knowledge Evidence

The candidate must demonstrate knowledge of:
- meeting procedures, both formal and informal
- agency guidelines or instructions where applicable
- relevant program and incorporation requirements for group where applicable
- local facilities for meetings
- local arrangements for authorising expenditure
- office and related business procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCCCF414 Coordinate fundraising activities

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Application

This unit of competency describes the skills and knowledge required to develop fundraising ideas and coordinate fundraising activities.

This unit applies to community program leaders who coordinate fundraising activities for local Landcare community groups or programs. These individuals take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Seek fundraising ideas</td>
<td>1.1 Identify requirements for funds to determine extent of fundraising required</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify successful fundraising activities used by this or other groups for further investigation</td>
</tr>
</tbody>
</table>
## AHCCCF414 Coordinate fundraising activities

**Date this document was generated:** 18 March 2019

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Compare potential new fundraising activities to existing methods to determine preferred fundraising activities</td>
</tr>
<tr>
<td>1.4</td>
<td>Review, with other leaders, potential fundraising ideas to select preferred fundraising activity</td>
</tr>
<tr>
<td>1.5</td>
<td>Consider views of individuals in groups in determining preferred fundraising activities</td>
</tr>
<tr>
<td>2. Select and develop ideas</td>
<td>2.1 Estimate costs, required resources and potential net income</td>
</tr>
<tr>
<td></td>
<td>2.2 Present selected fundraising activities to group to obtain agreement</td>
</tr>
<tr>
<td></td>
<td>2.3 Conduct risk assessment of fund raising activities</td>
</tr>
<tr>
<td></td>
<td>2.4 Seek any permissions or permits required for undertaking fund raising activities</td>
</tr>
<tr>
<td></td>
<td>2.5 Confirm insurance requirements and coverage for fund raising activity</td>
</tr>
<tr>
<td>2.3</td>
<td>Seek volunteers to manage or support activities in fundraising program and negotiate duties</td>
</tr>
<tr>
<td></td>
<td>2.4 Manage budget for fundraising activities</td>
</tr>
<tr>
<td></td>
<td>2.5 Organise volunteers into committees or teams</td>
</tr>
<tr>
<td></td>
<td>2.6 Ensure fundraising activities comply with public safety, work health and safety and other requirements</td>
</tr>
<tr>
<td></td>
<td>2.7 Supervise fundraising activities to ensure optimum return with available resources and to present a positive image of the group</td>
</tr>
<tr>
<td></td>
<td>2.8 Ensure security of money collected</td>
</tr>
<tr>
<td></td>
<td>2.9 Check activity sites to ensure they are tidy</td>
</tr>
<tr>
<td></td>
<td>2.10 Record results from fundraising activities</td>
</tr>
<tr>
<td>4.1</td>
<td>Calculate the results of the fundraising</td>
</tr>
<tr>
<td>4.2</td>
<td>Evaluate the fundraising activity</td>
</tr>
<tr>
<td>4.3</td>
<td>Coordinate discussion on relative value of fundraising activities and potential suitability for future</td>
</tr>
<tr>
<td>4.4</td>
<td>Report results and evaluation to management committee with recommendations or lessons for future activities</td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCCCF414A Coordinate fund-raising activities.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF414 Coordinate fundraising activities

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- coordinate fundraising activities according to enterprise and legal requirements
- develop fundraising ideas that are appropriate to the group or program goals and values
- present ideas for fundraising at meetings according to meeting protocols
- approach and enlist support of volunteers
- coordinate committees or teams and the sites and resources required for fundraising
- coordinate activities and manage risks
- evaluate past and current fundraising activities
- report outcomes according to group requirements
- manage finances including preparing budgets, handling money and recording incoming and outgoing funds

Knowledge Evidence

The candidate must demonstrate knowledge of:

- scope of acceptable activities within various cultures/groups in the community
- basic cash handling procedures
- insurance relating to fund-raising activities
- basic financial statements
- public safety requirements and legislation
- relevant local government by-laws
- permits required for some fundraising activities
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCCCF415 Coordinate social events to support group purposes

Modification History

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Application

This unit of competency describes the skills and knowledge required to coordinate events that support group purposes.

This unit applies to community program leaders who coordinate events in the context of a workplace or a community group as a method of creating community interest in a Landcare program.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan events</td>
<td>1.1 Identify relevance of events within group's activities to ensure</td>
</tr>
</tbody>
</table>
## Element | Performance criteria
--- | ---
|  | contribution to group goals
|  | 1.2 Canvass group members’ preferences for types and frequency of activities
|  | 1.3 Develop concept, timing and resources for event to meet group’s needs and support any community involvement
|  | 1.4 Manage risks of events, including group and public safety, and group image
|  | 1.5 Promote event to members and section of the community
|  | 1.6 Determine availability of personnel and resources for event
|  | 1.7 Support group to plan event within budget
| 2. Coordinate activities | 2.1 Prepare location of event to cater for activity and people
|  | 2.2 Check availability of resources to ensure event will occur as planned
|  | 2.3 Coordinate people assisting in the event to provide an environment consistent with purpose of activity
|  | 2.4 Manage shortages in personnel and resources to minimise impact
|  | 2.5 Welcome and liaise with visitors and members to develop positive social environment
| 3. Close event | 3.1 Clean and restore event site on completion of activity
|  | 3.2 Conduct evaluation of events including feedback from members

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCCCF415A Coordinate social events to support group purposes.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF415 Coordinate social events to support group purposes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- facilitate small groups to plan event
- coordinate group members to organise and run events
- plan and follow-up tasks to be completed for the social event
- assess and manage risks to ensure safety of members and visitors
- close event and restore venue to clean, pre-event condition
- conduct evaluation of event to make recommendations for future events
- organise appropriate events in keeping with the community group’s goals and vision

Knowledge Evidence

The candidate must demonstrate knowledge of:

- resources available in the community
- resources required for different types of events
- group goals and aim of events
- community views and cultures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF416 Present proposed courses of action to meeting

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop proposed courses of action and present recommendations at meeting.

This unit applies to community program facilitators. These individuals take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop course of action and documentation</td>
<td>1.1 Identify and compare a range of courses of action to proposed course of action</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine best course of action related to goal, action strategy, project or issue to solve a problem or to advance the group</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine legislative and ethical requirements and diverse</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td></td>
<td>viewpoints for inclusion in decision or discussion</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify reasons for proposed course of action including costs and benefits</td>
</tr>
<tr>
<td>2. Present recommendations</td>
<td>2.1 Present recommendations and rationale to committee for approval</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF416A Present proposed courses of action to meeting.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF416 Present proposed courses of action to meeting

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- develop solutions or appropriate courses of action on own or in small groups
- present recommendations to a meeting, including analysis of suitability of course of action

Knowledge Evidence

The candidate must demonstrate knowledge of:
- sources of knowledge and advice appropriate to submission
- legislation and regulations related to proposed course of action
- structure for presenting reasoned submissions

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF501 Evaluate project submissions

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop and apply evaluation criteria and processes to project submissions.

This unit applies to those who typically work as part of a team process to decide on government funding for community-based projects at regional and State/Territory levels.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Review previously planned project</td>
<td>1.1 Identify updates to proposed project outcomes and evaluation</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| outcomes                        | processes  
1.2 Conduct consultations with community group leaders, coordinators and facilitators to identify any changes to original plan, timelines, outcomes, and to evaluation  
1.3 Identify availability of data and suitable range of methods to evaluate project progress |
| 2. Develop evaluation approach for project submissions | 2.1 Develop criteria for evaluation of project applications or submissions  
2.2 Develop decision making process for evaluating and accepting or rejecting project submissions  
2.3 Consult with stakeholders on proposed criteria and decision making process  
2.4 Review process based on stakeholder feedback and organisational requirements  
2.5 Develop review panel for evaluation of project submissions  
2.6 Communicate decision making process and selection criteria to review panel, project applicants and other key stakeholders |
| 3. Evaluate project submissions  | 3.1 Acknowledge receipt of all project submissions  
3.2 Use agreed processes and criteria to evaluate project submissions  
3.3 Review decisions with other panellists to determine outcomes |
| 4. Communicate decisions        | 4.1 Communicate decisions of panel to project applicants  
4.2 Provide feedback on submissions and reasons for decisions  
4.3 Publish outcomes according to organisational policies and procedures |
| 5. Report on and implement conclusions | 5.1 Prepare report to program, agency and project requirements  
5.2 Check analysis and report conclusions with key stakeholders to identify any deficiencies to be removed or additional information that should be included  
5.3 Ensure report meets required program and agency standards in terms of layout, format, style and process  
5.4 Ensure data collection, analysis and reporting are timely to project agency requirements  
5.5 Submit report according to project, program and agency requirements  
5.6 Implement report conclusions to project, program and agency requirements and within the scope of the group resources and authority |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCCCF501A Evaluate project submissions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF501 Evaluate project submissions

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop evaluation approach and criteria
- develop review panel and review processes
- evaluate submissions against criteria
- communicate panel decisions to project applicants, including feedback on the reasons for decisions
- prepare reports to agency, project or program requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- facilitation and mediation techniques
- legislation and regulations appropriate to projects being submitted
- basic budgeting skills
- reporting and publishing requirements
- data collection and analysis techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF502 Facilitate development of group goals and projects

Modification History

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Application

This unit of competency describes the skills and knowledge required to facilitate development of group goals and projects.

This unit applies to those dealing with groups and communities involved in a Landcare or similar program and covers the facilitation role to assist a group to develop its direction and role in terms of goals, action plans and projects, and to prepare submissions for funding on relevant projects. These individuals take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Promote the identification of land management and</td>
<td>1.1 Encourage group members to identify local environmental issues within the context of the group’s activities and program scope</td>
</tr>
<tr>
<td></td>
<td>1.2 Develop identified issues in terms of problems, causes and actions</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| environmental issues | required  
1.3 Provide opportunities for group members to learn about environmental matters and to acquire additional related skills |
| 2. Facilitate development of priorities for action | 2.1 Facilitate group to develop potential action strategies for identified issues that comply with program scope  
2.2 Determine priorities for action strategies based on members' interests and skills, the impact on environmental issues and promotion of solutions, and compliance with the program guidelines  
2.3 Ensure facilitation processes used are appropriate to the level of group development |
| 3. Facilitate development of goals | 3.1 Facilitate the group to develop goals and link them to action strategies in a cohesive action plan  
3.2 Support group to document their goals and action strategies and achieve membership approval  
3.3 Review previous goals and action plans with the group as part of the development of new goals and action plans  
3.4 Identify role of coordinator in group development and management to reduce unrealistic expectations and conflict  
3.5 Manage individual views and interests to ensure group cohesion is maintained  
3.6 Enable group to develop its goals and projects within its rules of association and program guidelines  
3.7 Correlate goals and action strategies to regional plans and initiatives |
| 4. Support group to identify and evaluate potential projects | 4.1 Facilitate group to identify a range of potential projects within goals and action strategy  
4.2 Lead group through an evaluation process of alternative projects to determine: compliance with members' interests and skills; project scope within the resources of the group or network of regional groups; compliance within program scope; available funding; and potential for acceptance  
4.3 Encourage group to review the results of previous projects and submissions for funds as part of the development of new projects  
4.4 Ensure facilitation process is sensitive to individual member viewpoints, perspectives and cultures, and considerate of community goals and plans to manage any potential conflict |
| 5. Support group in development of project proposals and submissions | 5.1 Facilitate group to develop a project plan and costing within program guidelines  
5.2 Assist group to prepare project proposal in terms of the program requirements and to complete submission for lodgement to the |
### Element  
<table>
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<tbody>
<tr>
<td>authorities by the due date</td>
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<tr>
<td>5.3 Assist group to document project evaluation requirements in accordance with program and proposal requirements</td>
</tr>
<tr>
<td>5.4 Source relevant information to assist the group with the submission</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCCCF502A Facilitate development of group goals and projects.

### Links

Assessment Requirements for AHCCCF502 Facilitate development of group goals and projects

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- facilitate development of group goals and projects
- identify and discuss land management issues with local groups
- work with groups to identify local actions that they can become involved in to promote improved land management outcomes
- provide support to a group in developing project plans and preparing project proposals and submissions
- facilitate group to reach consensus in planning decisions
- facilitate group to allow all group members the opportunity to contribute to discussions

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the range of group facilitation styles
- previous group history
- local, regional and national environmental issues
- regional community, groups and cultures
- strategic planning principles
- national, State and regional funding priorities
- community and sector perspectives on land management and environmental issues
- project planning, budgeting and costing techniques
- mediation and facilitation strategies
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF503 Promote group formation and development

Modification History

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Application

This unit of competency describes the skills and knowledge required to promote group formation and development to address land management programs or projects.

This unit applies to those who bring people together to form and strengthen a Landcare group or similar, its processes and outcomes. These individuals exercise autonomy and manage other to undertake complex work and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify potential for group</td>
<td>1.1 Carry out community research to determine potential interest in forming group in a locality or region 1.2 Encourage members of existing groups to use their networks to promote the group and program, and to obtain new members</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| 2. Develop approach to create and maintain interest | 2.1 Identify community organisations and media as potential avenues for promotion  
2.2 Promote program in region or locality to create interest in it and its objectives  
2.3 Modify approaches to diverse sections of the community to cater for their perspectives and cultures  
2.4 Bring together people interested in forming new groups |
| 3. Communicate group potential and achievements | 3.1 Identify and promote environmental issues that have the potential to be addressed by the community and group to raise interest  
3.2 Record and use group and regional achievements to promote the group and the program  
3.3 Identify and address any tension or conflict between people in group formation and development using appropriate and consistent conflict resolution approaches |
| 4. Enlist members and volunteers | 4.1 Invite contacts to join the group and program to increase community involvement and resources  
4.2 Identify interests and skills of community members to introduce them to relevant program activities and others with mutual interests  
4.3 Give people who wish to form new groups advice, support and access to information and program resources  
4.4 Ensure approaches and dealings with individuals and groups include appropriate regard for cultural issues, equity and disability  
4.5 Manage minority interests within the group to develop group cohesiveness in line with program requirements  
4.6 Use activities to facilitate group formation and bonding and to attract new members |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCCCF503A Promote group formation and development.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF503 Promote group formation and development

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- investigate forming a group to progress a land management issue or project
- promote the land management initiative to assist group formation and gain support from existing groups
- use activities to facilitate group formation and bonding and to attract new members
- respond to and solve conflict constructively
- show appropriate regard for cultural issues, equity and disability

Knowledge Evidence

The candidate must demonstrate knowledge of:
- sources of local information on community interests and environmental issues
- structure and operation of community organisations
- group formation processes
- public relations principles
- principles of negotiation and conflict resolution
- program objectives, scope and guidelines
- agency procedures and related requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF504 Support group and community changes in resource management

Modification History

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Application

This unit of competency describes the skills and knowledge required to support group and community changes in resource management.

This unit applies to those who support change management processes in a group and community context. These individuals take personal responsibility and exercise autonomy in undertaking complex work and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify changes occurring at group and community levels</td>
<td>1.1 Identify changes at group and community level due to voluntary initiatives or legislative requirements</td>
</tr>
<tr>
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<td>Performance criteria</td>
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| 2. Identify potential impacts and reactions | 2.1 Identify potential impact of changes and reactions at group and community level  
2.2 Identify support in terms of change management initiatives that may be required to implement change in the group or community  
2.3 Identify cultural and sector perspectives and viewpoints to address different reactions to change |
| 3. Facilitate change management processes  | 3.1 Distribute information related to the changes in terms that assist understanding and acceptance  
3.2 Enable group to develop understanding of change, to manage reactions and to develop response  
3.3 Encourage group to develop and implement a plan to address change and its impacts |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF504A Support group and community changes in resource management.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF504 Support group and community changes in resource management

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify required or impending changes and potential impacts on a group or community
- develop change management strategies to deal with potential change issues
- distribute information about changes and provide advice and response to queries
- facilitate a group through a process of change

Knowledge Evidence

The candidate must demonstrate knowledge of:

- change management theories at individual and group level
- local networks and groups
- community viewpoints and cultures

Assessment Conditions

Assessors must satisfy current standards for assessment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF505 Contribute to regional planning process

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Application

This unit of competency describes the skills and knowledge required to contribute to a regional planning process.

This unit applies to those whose job role requires them to contribute to and assist in the regional planning process under the broad direction of technical specialists, facilitator and/or group and panels. These individuals take personal responsibility and exercise autonomy in managing and undertaking complex work and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

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<tbody>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Participate in panels and group discussion on the planning</td>
<td>1.1 Submit natural resource management issues, economic and social factors, and potential solutions or directions to groups for discussion</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>process</td>
<td>1.2 Ensure contributions are positive to assist group to develop course of action and recommendations&lt;br&gt;1.3 Structure contributions to discussions and panels and groups to comply with legislative, program and agency requirements</td>
</tr>
<tr>
<td>2. Collect data and background information</td>
<td>2.1 Collect information on local natural resource management issues and survey local groups, projects and programs&lt;br&gt;2.2 Make arrangements for additional data to be collected for input into analysis and the planning process</td>
</tr>
<tr>
<td>3. Contribute to the plan</td>
<td>3.1 Highlight local natural resource management issues to the planning team for inclusion in planning considerations&lt;br&gt;3.2 Explore relationship between local and wider issues to submit views on natural resource management priorities and solutions&lt;br&gt;3.3 Review draft plans in terms of impact on the local and wider region to identify deficiencies and propose solutions&lt;br&gt;3.4 Ensure participation in community consultation assists the regional planner to obtain feedback on the draft plan&lt;br&gt;3.5 Base proposals for improvement to draft plans on natural resource management within relevant contexts</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF505A Contribute to regional planning process.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF505 Contribute to regional planning process

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- participate in panels and group discussion on the planning process
- collect information on local land management issues and relate to economic, industry and social factors
- submit views on natural resource management priorities and solutions
- review draft plans in terms of impact on the local and wider region to identify deficiencies and propose solutions
- participate in community consultation

Knowledge Evidence

The candidate must demonstrate knowledge of:

- local community issues including economic, industry and social factors
- natural resource management issues for local area or region
- legislative, program and other requirements for regional plans and the planning process
- regional planning concepts
- natural resource management processes
- consultation approaches

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF506 Manage the incorporation of a group

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage the incorporation of a group, including identifying association requirements, seeking incorporation approvals, and executing incorporation requirements.

This unit applies to individuals who take personal responsibility and exercise autonomy and management in undertaking complex work and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify association requirements | 1.1 Obtain legislative requirements for incorporation from relevant authorities  
1.2 Assess readiness of group to proceed with incorporation against program and legislative requirements |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>1.3 Seek appropriate government agency and legal advice during incorporation procedures</td>
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<tr>
<td>1.4 Document changes required in group structure, membership and operating processes for presentation to the group</td>
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</tr>
<tr>
<td>2. Seek incorporation approvals</td>
<td>2.1 Obtain consents from members and committee at the various stages of incorporation in accordance with legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Elect or appoint committee, public officer, treasurer, auditor and other officers in accordance with proposed association rules</td>
</tr>
<tr>
<td></td>
<td>2.3 Obtain consent from membership to apply for incorporation and to advertise group's intention, in accordance with legislative requirements</td>
</tr>
<tr>
<td>3. Execute incorporation requirement</td>
<td>3.1 Define group's objectives and operating rules in accordance with the legislation and program guidelines</td>
</tr>
<tr>
<td></td>
<td>3.2 Select and reserve group name in accordance with legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Provide appropriate notice of incorporation in accordance with legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Submit appropriate forms and pay required fees to implement incorporation according to legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.5 Implement changes in association documents and processes in accordance with legislative requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCF506A Manage the incorporation of a group.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF506 Manage the incorporation of a group

Modification History

<table>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- document changes required to group structure, membership and operating processes according to incorporation procedures
- seek and interpret government and legal advice for the incorporation of group
- give instructions for preparation of documents to legal and enterprise standards
- use negotiation and facilitation skills to resolve conflict
- prepare and present reports to legal requirements
- identify assessment requirements
- seek incorporation approvals
- execute incorporation requirements

Knowledge Evidence

The candidate must explain:

- required legal processes and related legislation for incorporating a group
- reporting procedures for incorporated groups and for groups in programs
- group organisational structures and processes
- required financial processes
- incorporation principles and local legislation
- incorporation and reporting requirements of program
- establishment of groups and operating procedures
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCF601 Coordinate the development of regional plans

Modification History

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Application

This unit of competency describes the skills and knowledge required to coordinate the development of regional plans in the context of natural resource management.

This unit applies to individuals who take responsibility for teams and exercise autonomy in undertaking complex work and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Community Coordination and Facilitation (CCF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Scope requirements | 1.1 Determine reasons for development of a regional plan to identify broad goals and legislative requirements  
1.2 Identify prior regional planning work as input to proposed regional planning process |
<p>| 2. Determine regional | 2.1 Determine regional boundaries from economic, environmental |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| Boundaries                                  | and social factors, that will produce a coherent plan  
2.2 Identify economic, environmental and social factors that overlap the proposed regional boundaries to develop a scope and weighting of the factors  
2.3 Review previous plans and reports to verify the suitability of the proposed regional boundaries  
2.4 Meet program requirements for the development of regional plans in the identification of regional boundaries |
| 3. Identify regional resource management issues | 3.1 Research regional natural resource issues from past documentation and from stakeholder views  
3.2 Research and assess current and potential impacts of government, economic, industry, environmental and social factors on natural resource management issues  
3.3 Estimate the likely depth of research required to obtain sufficient information on issues for planning purposes |
| 4. Scope stakeholders in regional resource management planning process | 4.1 Scope economic, industry, social and government activities to identify influential organisations, groups and people and their particular interests  
4.2 Approach organisations and groups to determine their interests, viewpoints on natural resource management issues, and willingness to participate in regional planning process  
4.3 Identify nature of community involvement in planning process from understanding of issues and community |
| 5. Develop proposal for regional plan        | 5.1 Review the objectives of the plan after scoping to determine feasibility of proposed processes  
5.2 Develop proposal for a new or revised plan to obtain funding  
5.3 Make estimates of time to complete tasks including time for consultations and approvals and any discussion with Indigenous communities and groups  
5.4 Identify costs associated with development of regional plan from preliminary research  
5.5 Prepare proposal to address the requirements of program and relevant legislation and agency policies and processes  
5.6 Submit proposal for regional plan for approval and funding according to agency and program procedures |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCCCF601A Map regional issues and stakeholders.

Links
Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCCF601 Coordinate the development of regional plans

Modification History

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<tbody>
<tr>
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<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- review existing planning documents and sources of information to inform the plan
- identify land management issues and potential solutions
- identify stakeholders to form discussion groups and seek individual input to planning
- organise for the collection and analysis of data to inform planning and monitor progress
- work with stakeholders and technical advisers to develop goals and performance criteria
- develop a draft plan for widespread consultation and feedback
- finalise the regional resource management plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- broad geographic indicators with particular emphasis on the region
- regional and rural planning concepts from town planning, rural industry planning, and natural resource planning perspectives
- impact of government processes and industry activities in social and economic terms
- consultative techniques
- National, State and Local policies, procedures and legislation that applies to regional planning
- natural resource management and issues

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCHM101 Follow basic chemical safety rules

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to follow instructions and direction for safe handling, storage and use of chemicals.

The unit applies to individuals who undertake a range of defined routine activities alongside a supervisor in most situations. They exercise limited autonomy within established and well-known parameters and identify and seek help for simple problems.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to work with chemicals</td>
<td>1.1 Confirm the activity to be undertaken with supervisor 1.2 Confirm tools and equipment to be used with supervisor 1.3 Use appropriate personal protective equipment (PPE) and ensure</td>
</tr>
</tbody>
</table>
**Elements**

*Elements describe the essential outcomes.*

**Performance Criteria**

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Correct fit as directed by supervisor</td>
<td>1.4 Identify functions of chemicals in the workplace</td>
</tr>
<tr>
<td>2. Identify risks associated with chemicals</td>
<td>2.1 Identify and interpret chemical labels, safety signs, symbols and safety data sheets according to supervisors' instructions</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify health and safety hazards and risks in the workplace and report to supervisor</td>
</tr>
<tr>
<td></td>
<td>2.3 Control risks as directed</td>
</tr>
<tr>
<td>3. Follow chemical handling and storage rules</td>
<td>3.1 Identify and locate chemical store</td>
</tr>
<tr>
<td></td>
<td>3.2 Interpret and follow safe chemical handling, transport, and storage according to product label and supervisor instructions</td>
</tr>
<tr>
<td></td>
<td>3.3 Observe instructions for maintenance and storage of PPE and application equipment</td>
</tr>
<tr>
<td></td>
<td>3.4 Follow safety rules when working in areas where chemicals are stored</td>
</tr>
<tr>
<td></td>
<td>3.5 Identify emergency procedures to follow in the event of an accident or spillage</td>
</tr>
<tr>
<td></td>
<td>3.6 Record information as directed by supervisor</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret chemical labels, instructions and information</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Use clear language and concepts, tone and pace appropriate when communicating with supervisor</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognises organisational expectations and follows explicit instructions, protocols and procedures when working with chemicals</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Follow clearly defined instructions and sequencing, and monitors own progress for the task, seeks assistance when necessary</td>
</tr>
</tbody>
</table>
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCCHM101 Follow basic chemical safety rules Release 2</td>
<td>AHCCHM101 Follow basic chemical safety rules Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
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</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9ce2-4a5e-bf1a-524b232cf72
Assessment Requirements for AHCCHM101 Follow basic chemical safety rules

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have followed basic rules relevant to chemical safety, including:

- confirmed work requirements and equipment for chemical use with supervisor
- located and followed information on chemical labels and relevant safety data sheets according to supervisors’ instructions
- recognised the use of chemicals and complied with chemical safety signs and symbols in the workplace
- recognised chemical hazards and risks and reported to supervisor and applied risk controls
- used, maintained and stored personal protective equipment (PPE)
- maintained and stored chemical application equipment according to supervisors’ instructions
- located chemical store, handled, transported, stored and worked with chemicals according to supervisors’ instructions
- followed emergency procedures for accidents or chemical spillage and reported to supervisor
- maintained records according to supervisor instructions.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- rules and instructions for working with and around chemicals
- common types of chemicals used in the workplace
- common types of chemical application equipment to be maintained and stored
- the structure and purpose of chemical labels and safety data sheets
basics of hazards and risks of chemical use
- safety signage and symbols for chemical use in the workplace
- level of hazard and risks associated with common chemicals used in the workplace and methods of control
- PPE, when and how it should be worn, stored and maintained
- methods of reporting to supervisors' chemical hazards and risks
- safe methods of transporting, handling and storage of chemicals
- types of emergencies and the procedures for accidents and spills of chemicals
- records commonly kept for chemical use.

Assessment Conditions
Assessment of skills must take place under the following conditions:
- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
  - access to chemicals and chemical store
- resources, equipment and materials:
  - PPE
- specifications:
  - workplace instructions and procedures
  - chemical safety data sheets
  - common chemical labels
- relationships:
  - supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCHM201 Apply chemicals under supervision

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to handle, transport, and apply chemicals under supervision using workplace specified chemicals and application equipment.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well-known parameters, providing solutions to a limited range of predictable problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements Description</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to handle chemicals</td>
<td>1.1 Confirm the activity related to chemical handling to be undertaken with supervisor</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.2 Identify and select tools and equipment required according to supervisor instructions</td>
<td></td>
</tr>
<tr>
<td>1.3 Identify health and safety hazards and risks and apply controls according to supervisor instructions and workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.4 Select, ensure serviceability, fit and use personal protective equipment (PPE)</td>
<td></td>
</tr>
<tr>
<td>2. Check application equipment</td>
<td>2.1 Carry out pre-operational checks of application equipment and identify and replace any damaged or worn components or report to supervisor</td>
</tr>
<tr>
<td></td>
<td>2.2 Prepare application equipment for use according to workplace practice and safe chemical handling processes</td>
</tr>
<tr>
<td>3. Handle and transport chemicals</td>
<td>3.1 Confirm safety precautions for the handling and transport of chemicals with supervisor</td>
</tr>
<tr>
<td></td>
<td>3.2 Handle and transport chemicals according to chemical label, safety data sheets and supervisor instructions</td>
</tr>
<tr>
<td>4. Prepare chemical for application</td>
<td>4.1 Interpret and apply chemical label instructions according to safety data sheets for the chemical or substance being used</td>
</tr>
<tr>
<td></td>
<td>4.2 Select and use appropriate mixing equipment</td>
</tr>
<tr>
<td></td>
<td>4.3 Measure, mix and load application equipment with chemical according to application rates</td>
</tr>
<tr>
<td></td>
<td>4.4 Clear chemical spills according to chemical label and supervisor instructions</td>
</tr>
<tr>
<td></td>
<td>4.5 Check that output of application equipment is correct and in accordance with chemical application plan</td>
</tr>
<tr>
<td>5. Apply chemicals</td>
<td>5.1 Assess and record weather conditions and forecasts prior to and during application according to workplace requirements</td>
</tr>
<tr>
<td></td>
<td>5.2 Apply chemical safely according to chemical application plan, chemical label and supervisor instructions</td>
</tr>
<tr>
<td></td>
<td>5.3 Monitor conditions for application and take appropriate action when conditions are unsuitable according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.4 Minimise risks to others, product integrity and the environment prior to and during application</td>
</tr>
<tr>
<td>6. Finalise work</td>
<td>6.1 Clean and store PPE and application equipment in accordance with manufacturers and health and safety in the workplace</td>
</tr>
</tbody>
</table>
AHCCHM201 Apply chemicals under supervision

<table>
<thead>
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</table>

- 6.2 Dispose of excess chemicals and clean containers in accordance with label instructions and regulatory requirements
- 6.3 Complete incident reports according to workplace procedures
- 6.4 Complete chemical application records according to workplace procedures
- 6.5 Store unused chemical and products according to workplace procedures
- 6.6 Adhere to all re-entry requirements for treated areas

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret instructions, chemical labels and safety documentation to identify relevant and key information to apply to mixing and application of chemicals</td>
</tr>
<tr>
<td>Writing</td>
<td>• Use clear language and correct concepts and terminology when reporting incidents and completing chemical application records</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform basic mathematical calculations when measuring and mixing chemicals and checking chemical application equipment</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Use clear language, concepts, tone and pace appropriate when confirming chemical application parameters with supervisor</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Follow clearly defined instructions and sequencing, and monitors own progress for the task, seeks assistance when necessary</td>
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Skills Impact
AHCCHM201 Apply chemicals under supervision

| AHCCHM201 Apply chemicals under supervision Release 2 | AHCCHM201 Apply chemicals under supervision Release 1 | Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

**Links**

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Assessment Requirements for AHCCHM201 Apply chemicals under supervision

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has on at least one occasion demonstrated that chemicals have been applied under supervision, ensuring they have:

- identified hazards and risks and adopted safe work practices and used appropriate personal protective equipment (PPE) according to supervisors' instructions
- confirmed activity with supervisor and identified and selected tools and equipment necessary for the application of chemical treatment
- carried out pre-operational checks of application equipment and made it ready for operation
- handled and transported chemicals to be used according to chemical labels and supervisors' instructions
- followed directions on chemical labels and relevant safety data sheets to safely mix and prepare chemicals
- selected appropriate measuring equipment and measured, mixed and loaded application equipment with chemicals safely and correctly
- ensured chemical spills were cleared according to chemical label instruction and supervisor instructions
- checked the application equipment for output against plan and applied chemical safely complying with weather conditions
- monitored and recorded weather and applied chemical appropriate to prevailing conditions
- maintained a healthy and safe condition for the environment and others while applying and following chemical application
- cleaned application equipment and PPE and disposed of waste according to equipment manufacturer instructions, chemical label and supervisor instructions
- complied with equipment manufacturer instructions, chemical label and supervisor instructions
- maintained chemical application records and incident reports according to workplace procedures
- stored protection equipment, application equipment and unused chemicals according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- various handling and transport techniques and requirements for chemicals
- structure and content of chemical labels and safety data sheets and their use and purpose for safe chemical application
- principles and methods of measuring, mixing and applying chemicals
- features and functions of a range of application equipment relevant to the workplace their operations, and maintenance requirements
- risk factors to be taken into account for human and animal health, spillage and environmental impact relevant to chemical use before, during and following chemical application
- basic chemical groupings and types used in the workplace, including:
  - the of mode of action
  - the impact on chemical safety
  - application methods
- paths of entry of poisons into the body and the methods of limiting exposure through practices and personal protective clothing
- maintenance practices for chemical application related equipment and PPE and disposal procedures for chemical contaminants and containers
- assessing weather conditions and the impact on safe application of chemicals
- components of a workplace chemical application plan
- chemical related records and reports and their purpose.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
  - access to chemical store
- resources, equipment and materials:
  - common chemicals
  - PPE
  - chemical application equipment
  - chemical measuring and mixing equipment
- specifications:
• workplace documents, including work instructions and procedures
• chemical labels and safety data sheets
• chemical application plan and relevant chemical application rates
• manufacturers’ operation and maintenance instructions for chemical measuring and application equipment
• relationships:
  • supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCHM303 Prepare and apply chemicals

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare and apply chemicals for the control of pests across a range of industry sectors.

This unit covers the use of general application equipment used across a variety of industries including; boom sprays, orchard air-blast sprayers, handheld spray equipment, wipers, dry chemical applicators, dips, pour-on, spot-on, vaccination and drenching equipment.

All work must be carried out to comply with workplace procedures, work hand safety and pesticide legislation and codes.

All work must be carried out to comply with chemical label instructions, Safety Data Sheets (SDS’s), the organisation’s application plan and relevant legislation.

This unit applies to individuals who work under broad direction and take responsibility for their own work and use discretion and judgement in the selection and use of available resources.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Candidates should confirm the regulatory requirements that apply in their relevant State or Territory before undertaking this unit.
This unit may be deemed to have a time limit when used as part of an accreditation or licence process.

**Pre-requisite Unit**

Nil

**Unit Sector**

Chemicals (CHM)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
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</table>

1. Determine the need for chemical use and prepare an application plan

- 1.1 Identify the nature and level of the pest, weed infestation or disease, assess the need for control
- 1.2 Assess the requirement for chemical use as an option within an integrated pest management strategy
- 1.3 Undertake a hazard and risk analysis of different chemical options
- 1.4 Confirm requirement for chemical application
- 1.5 Assess the spray drift risk of various application options
- 1.6 Assess the risk to sensitive areas and environmentally sensitive organisms
- 1.7 Prepare application/spray plan where required

2. Prepare chemical mixes

- 2.1 Access the workplace application or spray plan to determine chemical and target, application rate or dose, type of application equipment, set-up requirements and amount to be applied as per the label instructions
- 2.2 Identify potential hazards, assess risks and implement control measures
- 2.3 Interpret and apply requirements from chemical labels
- 2.4 Select appropriate personal protective equipment (PPE) for each stage of work and ensure correct fit
- 2.5 Select appropriate mixing equipment and a suitable location for mixing and loading
- 2.6 Mix chemicals in accordance with registered use and clean
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Calibrate application equipment | 2.7 Follow label instructions in the event of a spill  
2.8 Confirm that neighbours have been notified of chemical application as appropriate |
| 3. Calibrate application equipment | 3.1 Select application equipment to be used to minimise spray drift risk and maximise efficiency  
3.2 Carry out pre-operational checks of application equipment  
3.3 Calibrate equipment in accordance with manufacturers’ specifications and application/spray plan.  
3.4 Safely load chemical mix wearing appropriate Personal Protective Equipment (PPE) and controlling risks to human health and the environment |
| 4. Apply chemicals | 4.1 Monitor meteorological conditions and forecasts prior to and during application to minimise spray drift and other off target movement of chemicals  
4.2 Select and use appropriate PPE in accordance with chemical label and SDS’s  
4.3 Apply chemical in accordance with the label and application/spray plan  
4.4 Assess and minimise risks to others, product integrity and the environment  
4.5 Follow chemical spill or accident procedures in the event of a spill |
| 5. Clean up equipment and complete records | 5.1 Dispose of excess chemicals and containers as per label and SDS instructions  
5.2 Clean and decontaminate application equipment in appropriate location  
5.3 Clean and store personal protective equipment in appropriate location  
5.4 Report incidents  
5.5 Complete all records |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM303 Prepare and apply chemicals Release 3</td>
<td>AHCCHM303 Prepare and apply chemicals Release 2</td>
<td>Minor typographical errors corrected</td>
<td>Equivalent unit</td>
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</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCHM303 Prepare and apply chemicals

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine the need for chemical application
- develop an application/spray plan
- identify hazards and implement risk control procedures to ensure a safe workplace
- interpret and apply chemical label requirements included in the application or spray plan
- identify weather conditions that impact on spray drift risk and implement control measures
- conduct pre-operational checks of application equipment
- calibrate handheld and/or powered application equipment relevant to the industry sector
- mix and load chemicals in accordance with label requirements
- measure and record weather conditions before and during and after application
- apply chemicals safely in compliance with labels, legislation and codes of practice
- dispose of surplus chemicals and empty containers
- record relevant information including amount of chemical applied
- use appropriate personal protective equipment
- follow emergency procedures during an accident or spillage.
Knowledge Evidence

The candidate must demonstrate knowledge of:

- options for pest control based on the Integrated Pest and Resistance Management Plan
- pest and/or disease resistance management
- various chemical labels and SDS formats
- impact of meteorological factors on the safe and effective application of chemicals
- factors that determine spray drift risk including droplet size, wind speed, temperature and temperature inversions and approaches to controlling spray drift risk
- risk factors including human and animal health, weather prior to, during and after application, spillage, residues in plants and animals consumed as food and environmental
- how to mix chemicals including mixing order, adjuvants and water quality
- requirements for disposal of excess chemicals, clearing spillages and equipment clean up
- how to select, operate and use a variety of application equipment including boom sprays
- features, functions and calibration techniques for a range of powered and hand held application equipment relevant to the industry sector
- spray nozzle identification, selection, operation and use
- pests, weeds and/or diseases relevant to the industry sector
- legislation, regulations and licensing requirements in relation to chemical use
- APVMA policy on spray drift management.

Assessment Conditions

Competency is to be assessed in the workplace OR simulated environment that accurately reflects performance in a real workplace setting.

The candidate must be assessed at least once calibrating application equipment.

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCHM304 Transport and store chemicals

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to safely handle, transport and store chemicals.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to handle and</td>
<td>1.1 Identify health and safety hazards, assess risks and implement</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>transport chemicals</td>
<td>controls according to workplace procedures</td>
</tr>
<tr>
<td>1.2 Ensure contact details for emergency services are available in transport vehicle according to workplace procedures and transport regulations</td>
<td></td>
</tr>
<tr>
<td>1.3 Ensure transport vehicle complies with transport regulations</td>
<td></td>
</tr>
<tr>
<td>1.4 Ensure containers are secured, protected and in a condition to be safely transported according to workplace procedures, manufacturer instructions, legislative and regulatory requirements</td>
<td></td>
</tr>
<tr>
<td>1.5 Ensure emergency equipment and procedures are available in the vehicle according to workplace safety procedures and regulations</td>
<td></td>
</tr>
<tr>
<td>1.6 Ensure transport arrangements comply with legislative and regulatory requirements for the transport of hazardous substances and dangerous goods</td>
<td></td>
</tr>
<tr>
<td>1.7 Obtain and use safety data sheets (SDS) for chemicals to be transported according to health and safety in the workplace procedures and legislative and regulatory requirements</td>
<td></td>
</tr>
<tr>
<td>2. Handle and transport chemicals</td>
<td>2.1 Handle, transport and load chemicals according to chemical safety data information, chemical label, legislative and regulatory requirements</td>
</tr>
<tr>
<td>2.2 Carry out emergency procedures according to chemical label, SDS and workplace procedures</td>
<td></td>
</tr>
<tr>
<td>2.3 Report transport incidents according to workplace procedures and health and safety in the workplace regulations</td>
<td></td>
</tr>
<tr>
<td>3. Store chemicals in the workplace</td>
<td>3.1 Select, ensure serviceability, fit and use personal protective equipment according to SDS and chemical label instructions</td>
</tr>
<tr>
<td>3.2 Identify chemical storage requirements and store chemicals according to chemical label, safety data information and health and safety in the workplace procedures</td>
<td></td>
</tr>
<tr>
<td>3.3 Maintain storage area according to legislative and regulatory requirements, health and safety in the workplace and environmental procedures.</td>
<td></td>
</tr>
<tr>
<td>3.4 Dispose of chemicals and chemical waste according to chemical label instructions and environmental regulations</td>
<td></td>
</tr>
<tr>
<td>3.5 Monitor chemical expiration dates and dispose of expired chemicals according to chemical label instructions, workplace and legislative and regulatory requirements</td>
<td></td>
</tr>
</tbody>
</table>
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 4. Record storage details | 4.1 Maintain register of stored chemicals and SDS according to workplace procedures and legislative and regulatory requirements  
4.2 Report storage incidents according to legislative and regulatory requirements and workplace procedures |

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret SDS, chemical labels, manufacturer instructions, operating instruction and other workplace documentation and consolidates information to safely transport and store chemicals</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately record and complete organisational records using clear language, correct spelling and terminology when completing transport and storage records</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculations to determine chemical weights, volumes and quantities to determine handling and storage requirements</td>
</tr>
</tbody>
</table>
| Navigate the world of work | • Take responsibility for following workplace policies, procedures and legislative and regulatory requirements  
• Identify and implement chemical label requirements for handling and storage |
| Get the work done | • Take responsibility for planning, sequencing and prioritising tasks required for chemical handling and storage activities  
• Address problems and initiate standard procedures in response to emergencies applying problem solving processes |

Unit Mapping Information

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<tr>
<td>AHCCHM304 Transport and store chemicals Release 3</td>
<td>AHCCHM304 Transport and store chemicals Release 2</td>
<td>Changes to Performance Criteria for clarity. Consolidated where content duplicated. Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
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**Links**

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Assessment Requirements for AHCCHM304 Transport and store chemicals

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have safely transported and stored chemicals, including:

- identified health and safety hazards, assessed risks and implemented controls
- ensured emergency services contact details are available
- ensured transport vehicle meets regulations and that chemicals were loaded, secured and protected according to regulations and procedures
- ensured emergency equipment and procedures were available
- handled, transported and stored chemicals safely
- carried out emergency procedures safely and according to procedures
- maintained a chemical storage manifest and safety data sheets (SDS) according to legislative and regulatory requirements
- complied with chemical label instructions and SDS for transporting and storage of chemicals and legislative and regulatory requirements
- maintained inventory and records according to workplace procedures and legislative and regulatory requirements
- monitored chemical expiration and disposed of chemicals and waste according to workplace procedures and legislative and regulatory requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- chemical labels and SDS their purpose, use and terminology, including:
- chemical signs, symbols and coding
- basic chemical properties and reactivity related to SDS and labels
- legislation and regulations that apply to transporting and storing chemicals, including:
  - transport vehicle requirements
  - information and documentation
  - dangerous and hazardous chemicals
  - placarding requirements
- risk factors including human and animal health and environmental
- processes and procedures for the disposal of excess, unwanted, expired chemicals and chemical waste including industry disposal programs
- health and safety in the workplace requirements including personal protective equipment (PPE) and manual handling
- emergency procedures for spills and accidents
- recording and monitoring of chemical stores including, expiration and disposal procedures.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
  - access to storage facility for chemicals
  - access to vehicle for transporting chemicals
- resources, equipment and materials:
  - chemicals
  - PPE
  - materials and equipment to handle, secure and protect chemical loads
- specifications:
  - specific workplace documents, including work instructions and procedures for chemical handling, storage and transport
  - chemical labels and safety data
  - legislation and regulations about handling, storage and transport of chemicals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCHM306 Prepare and apply chemicals for hand held application equipment

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare a basic application plan, prepare chemicals and equipment and apply chemicals for the control of identified pests, weeds or diseases using hand held application equipment.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine the need for chemical use and</td>
<td>1.1 Identify the characteristics of the pest, weed or disease and assess the control requirements</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Prepare basic application plan</td>
<td>1.2 Assess and select a chemical control option according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify health and safety in the workplace hazards, risks and controls for selected chemical</td>
</tr>
<tr>
<td></td>
<td>1.4 Determine the requirement for chemical usage according to chemical label instructions</td>
</tr>
<tr>
<td></td>
<td>1.5 Prepare a basic application plan according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.6 Notify stakeholders of intended chemical application according to workplace procedures and legislative and regulatory requirements</td>
</tr>
<tr>
<td>2. Prepare chemical mixes</td>
<td>2.1 Access the application plan and determine chemical application parameters according to chemical label instructions</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify hazards, assess risks and implement control measures for application method according to chemical label and health and safety in the workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Interpret and apply requirements from chemical labels and safety data sheets (SDS)</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify, select, fit and use personal protective equipment (PPE) according to chemical label and workplace safety procedures</td>
</tr>
<tr>
<td></td>
<td>2.5 Select appropriate mixing equipment and a suitable location for mixing and loading according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.6 Prepare chemicals according to chemical label instructions</td>
</tr>
<tr>
<td></td>
<td>2.7 Clean preparation equipment and work site of residues and spillage according to chemical label instructions and workplace procedures</td>
</tr>
<tr>
<td>3. Calibrate application equipment</td>
<td>3.1 Select application equipment to be used to minimise off target risk and maximise efficacy</td>
</tr>
<tr>
<td></td>
<td>3.2 Carry out pre-operational checks of application equipment</td>
</tr>
<tr>
<td></td>
<td>3.3 Calibrate equipment in accordance with manufacturers’ specifications and application plan</td>
</tr>
<tr>
<td></td>
<td>3.4 Load the equipment with chemical according to operating instructions and workplace safety procedures</td>
</tr>
<tr>
<td>4. Apply chemicals</td>
<td>4.1 Monitor and assess weather conditions and forecasts to ensure effective chemical application according to application plan</td>
</tr>
</tbody>
</table>
Elements describe the essential outcomes.

Performance Criteria describe the performance needed to demonstrate achievement of the element.

4.2 Identify, select, fit and use PPE according to chemical label instructions
4.3 Apply chemical while minimising off target damage according to label directions, SDS and application plan
4.4 Assess health and safety hazards and risks and implement controls according to workplace procedures
4.5 Clean up chemical spills according to workplace and manufacturer procedures

5. Clean up equipment and complete records
5.1 Clean and decontaminate application equipment according to operator instructions, SDS and legislative and regulatory requirements
5.2 Dispose of chemicals and used containers according to manufacturer instructions and legislative and regulatory requirements
5.3 Clean and store PPE according to workplace procedures
5.4 Complete chemical treatment records and report incidents according to workplace procedures and legislative and regulatory requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret SDS, signs and symbols, chemical labels, equipment operating instruction and other documentation and consolidates information to determine chemical application actions and activity</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately record and complete organisational records using clear language and correct spelling, grammar and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculations to determine rates of application chemical mixtures</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Effectively participate in verbal exchanges using active listening and to convey and clarify chemical applications notifications</td>
</tr>
<tr>
<td>Navigate the world</td>
<td>• Take responsibility for following policies, procedures and</td>
</tr>
</tbody>
</table>

Skills Impact
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>regulations</td>
</tr>
<tr>
<td></td>
<td>• Identify and implement manufacturer requirements for chemical use</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks required for chemical application activities</td>
</tr>
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<td>AHCCHM306 Prepare and apply chemicals for hand held application equipment Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
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</tr>
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Assessment Requirements for AHCCHM306 Prepare and apply chemicals for hand held application equipment

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have prepared and applied chemicals using hand held application equipment, including:

- determined the need for chemical application by assessing the specific infestation
- developed an application plan according to workplace procedures
- identified health and safety hazards, risk and implemented control procedures and used personal protective equipment (PPE) according to workplace procedures
- notified stakeholders of planned chemical application
- interpreted chemical labels and applied chemical according to manufacturer requirements, safety data sheets (SDS) and application plan
- determined the chemical application parameters according to workplace and
- complied with manufacturer requirements, regulations and environmental factors
- monitored and assessed weather conditions for application
- selected and conducted pre-operational checks of equipment according to operator instructions
- completed at least one calibration activity for hand held application equipment
- mixed and loaded chemicals in accordance with label and application plan
- cleaned equipment, spills and disposed of waste according to procedures
- maintained records and reported incidents according to workplace procedures and regulations.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
• control options when selecting chemicals for pest, disease and weed control, including:
  • chemical
  • cultural
  • biological
  • Integrated Pest Management
• parameters affecting the selection of chemical and equipment for application, including:
  • common pests, weeds and diseases
  • rate of application
  • type of application equipment
  • set-up requirements
  • pest and disease resistance
• chemical labels, SDS reading and interpretation
• impact of weather factors on the safe and effective application of chemicals
• factors that determine off target contamination, including:
  • physical movement of chemicals (e.g. animals moving baits or soil movement)
  • chemical formulation
  • droplet size
  • wind speed
  • temperature
  • temperature inversions
  • controlling spray drift and air concentrations
• risk factors of chemical application, including:
  • human and animal health
  • spillage
  • residues in environment, plants and animals
  • withholding periods
• preparing chemicals including mixing order, compatibility, adjuvants and water quality
• requirements for disposal of excess chemicals, clearing spillages and equipment clean up
• selecting and operating suitable held application equipment, including:
  • operation and use
  • features, functions
  • calibration techniques
  • nozzle identification and selection
• legislation, regulations and licensing requirements in relation to chemical use
• stakeholders and required notifications including, neighbours, staff and statutory notifications
• health and safety in the workplace hazards, risks and controls including PPE
• regulatory and industry policies on off target management.
Assessment Conditions

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions

- **resources, equipment and materials:**
  - chemicals
  - PPE
  - application equipment
  - chemical measuring and mixing equipment

- **specifications:**
  - specific workplace documents, including work instructions and procedures for chemical application
  - chemical labels and SDS
  - legislation and regulations about use of chemicals
  - manufacturers’ operation and maintenance instructions for equipment
  - access to weather reports.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

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AHCHM307 Prepare and apply chemicals to control pest, weeds and diseases

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to safely prepare and apply chemicals for the control of pests, weeds and diseases, using general application equipment.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine the need for chemical use and prepare an application plan | 1.1 Identify the pest, weed or disease, and assess the need for control  
1.2 Assess the requirement for chemical use  
1.3 Assess health and safety hazard, risks and controls for different chemicals |
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Confirm requirement for chemical application according to workplace procedures | 1.4 Confirm requirement for chemical application according to workplace procedures  
1.5 Assess off target risk of each application method  
1.6 Assess the environmental risk for application method  
1.7 Notify stakeholders of intended chemical application according to workplace procedures and legislative and regulatory requirements  
1.8 Prepare application plan according to workplace procedures |
| 2. Prepare chemical mixes | 2.1 Identify and select chemical required for target according to application plan  
2.2 Calculate the volume, rate or dose according to chemical label instructions  
2.3 Identify and select application equipment and set-up requirements according to application plan and operator instructions  
2.4 Identify hazards, assess risks and implement control measures for application method according to chemical label and health and safety in the workplace procedures  
2.5 Identify, select, fit and use personal protective equipment (PPE) according to workplace procedures  
2.6 Select appropriate mixing equipment and suitable location to prepare and load chemicals according to workplace procedures  
2.7 Prepare chemicals according to chemical label instructions  
2.8 Return unused chemical to store and clean preparation equipment and work site of residues and spillage according to chemical label instructions and workplace procedures |
| 3. Calibrate application equipment | 3.1 Select application equipment for chemical according to application plan, off target risks and workplace procedures  
3.2 Conduct pre-operational checks of application equipment according to operator and maintenance manual  
3.3 Calibrate equipment according to operating instructions and application plan  
3.4 Load equipment with chemical according to operating instructions and workplace safety procedures |
| 4. Apply chemicals | 4.1 Monitor and assess weather conditions and forecasts to ensure effective chemical application according to application plan |
### Elements

*Elements describe the essential outcomes.*

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 Select, ensure serviceability, fit and use PPE according to chemical label instructions and workplace procedures</td>
<td></td>
</tr>
<tr>
<td>4.3 Apply chemical according to label directions and application plan relating to the control of the pest, weed or disease</td>
<td></td>
</tr>
<tr>
<td>4.4 Monitor application equipment for correct performance and ensure effective chemicals application according to operating instructions</td>
<td></td>
</tr>
<tr>
<td>4.5 Identify health and safety in the workplace hazards and risks and implement controls</td>
<td></td>
</tr>
<tr>
<td>4.6 Clean up spills during application according to chemical label instructions and workplace procedures</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Clean up equipment and complete records

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Clean and decontaminate application equipment according to operator instructions, safety data sheets (SDS) and legislative requirements</td>
<td></td>
</tr>
<tr>
<td>5.2 Dispose of chemicals and used containers according to chemical label instructions, SDS and legislative requirements</td>
<td></td>
</tr>
<tr>
<td>5.3 Clean and store PPE according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>5.4 Record and report safety and environmental incidents according to workplace procedures and regulatory requirements</td>
<td></td>
</tr>
<tr>
<td>5.5 Record details of chemical application according to workplace procedures and legislative requirements</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret SDS, chemical labels, operating instruction and other documentation and consolidates information to determine chemical application actions and activity</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately record and complete organisational records using clear language and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculations to determine rates of application chemical mixtures and calibration of equipment</td>
</tr>
</tbody>
</table>
AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases

Date this document was generated: 18 March 2019

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following policies, procedures and regulations</td>
</tr>
<tr>
<td></td>
<td>• Identify and implement chemical label requirements</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks</td>
</tr>
<tr>
<td></td>
<td>required for chemical application activities</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>current version</td>
<td>previous version</td>
<td></td>
</tr>
<tr>
<td>AHCCHM307 Prepare and apply</td>
<td>AHCCHM303 Prepare and apply</td>
<td>Minor change of title for clarity</td>
</tr>
<tr>
<td>chemicals to control pest,</td>
<td>chemicals</td>
<td>Minor changes to Performance Criteria for clarity</td>
</tr>
<tr>
<td>weeds and diseases</td>
<td></td>
<td>Updated Performance Evidence and Knowledge Evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2 322cf72
Assessment Requirements for AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases

Modification History

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has on at least one occasion demonstrated the ability to safely prepare and apply chemicals ensuring they have:

- determined and confirmed the need for chemical application by assessing the infestation, off target risk, and environmental risks
- developed an application plan for chemical application
- identified health and safety hazards, risk and implemented control procedures according to chemical label
- notified stakeholders of planned chemical application
- used personal protective equipment (PPE) according to workplace procedures
- interpreted chemical labels and applied chemical according to safety data sheets (SDS) and application plan
- identified and selected the chemical required for the target and calculated the amount and rates required according to chemical label
- identified and selected application equipment and suitable location, and determined the set up parameters according to application plan and operator instructions
- monitored and assessed weather conditions and equipment performance to ensure effective chemical application
- selected, conducted pre-operational checks according to operator and maintenance manual
- completed at least one calibration activity for application equipment
- prepared and loaded chemicals and returned unused chemicals to store in accordance with label, application plan and workplace procedures
- applied chemicals safely according to chemical labels, regulations and workplace procedures
- complied with chemical labels, SDS, regulations, maintenance manual, environmental procedures, operator instructions and application plan
- cleaned equipment and spills, and disposed of waste according to workplace and environmental procedures
• maintained records and reported incidents according to workplace procedures and regulatory requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

• control options when selecting chemicals for pests, diseases and weeds infestations, including:
  • chemical
  • mechanical
  • cultural
  • biological
  • integrated pest management including resistance management principles
• types of pest, diseases and weed their treatment and resistance
• legal implications and requirements of chemical labels and SDS
• stakeholders and required notifications including, neighbours, staff and statutory notifications
• impact of weather factors on the safe and effective application of chemicals
• characteristics of chemicals, their mode of action and relevance to chemical selection and use, including:
  • translocated/systemic
  • contact
  • ingested poison
  • protectant
  • eradicant
  • knock-down
  • residual
  • selective/non selective
• factors that contribute to off target damage, including:
  • physical movement of chemicals (e.g. animals moving baits or soil movement)
  • chemical formulation
  • wind speed and direction
  • temperature and relative humidity
  • temperature inversions
  • controlling off target damage
  • rainfall
  • buffer zones and barriers
• hazards of chemical application, including:
  • human and animal health
  • environmental contamination
• residues in environment, plants and animals
• withholding/re-entry periods
• safety requirements when applying chemicals, including:
  • procedures
  • PPE
  • signage
• safe handling, transporting and storage of chemicals
• preparing chemicals including preparation, compatibility, adjuvants and water quality
• requirements for disposal of excess chemicals, clearing spillages and equipment clean up
• selecting and operating suitable application equipment
• features, functions and calibration techniques for powered and hand held application equipment, including:
  • pressure and volume of chemical
  • travel speed
  • nozzle identification, selection, operation
• legislation, regulations and licensing requirements in relation to chemical use.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • chemicals
  • PPE
  • application equipment
  • chemical measuring and mixing equipment
• specifications:
  • specific workplace documents, including work instructions and procedures for chemical application
  • chemical labels and SDS
  • regulations about use of chemicals
  • manufacturers' operation and maintenance instructions for equipment
  • access to weather forecasts or means to measure local weather.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Assessment Requirements for AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases

Date this document was generated: 18 March 2019

Links

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AHCCCHM308 Use application equipment to apply fumigant in confined spaces

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to use application equipment to fumigate grain, seed, crops and plants housed in enclosures or confined spaces.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions for the purchase and use of fumigants.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan fumigation | 1.1 Determine the need for fumigation as an option for pest management strategy of the workplace  
1.2 Assess the facility and conditions for suitability of fumigation as a method to use  
1.3 Select method of fumigant and application equipment to suit type |
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>of pest, facility and material to be treated</td>
<td>1.4 Identify and select fumigant to be used and its application rate according to chemical label</td>
</tr>
<tr>
<td>1.5 Identify hazards, assess risks and implement control measures for fumigation in confined spaces</td>
<td>1.6 Establish security measures to control access during fumigation and prescribed re-entry periods according to chemical label and workplace procedures</td>
</tr>
<tr>
<td>1.7 Determine appropriate personal protective equipment (PPE) according to fumigant safety requirements</td>
<td>2. Prepare storage facility, equipment and fumigants for fumigation activity</td>
</tr>
<tr>
<td>2.1 Erect signage and barriers to control risk of inadvertent entry to facility</td>
<td>2.2 Seal the facility and check the seal integrity</td>
</tr>
<tr>
<td>2.3 Take appropriate measurements and calculations to ensure the concentration of fumigant will meet specification</td>
<td>2.4 Check operational effectiveness of fumigation equipment according to operating procedures</td>
</tr>
<tr>
<td>2.5 Calibrate fumigation equipment to deliver the correct rate of application according to chemical label and operating instructions</td>
<td>2.6 Transport and store fumigants according to chemical label and safety data sheets (SDS) and regulatory requirements</td>
</tr>
<tr>
<td>2.7 Select, ensure serviceability, fit and use PPE for selected fumigant according to chemical label and SDS</td>
<td>2.8 Prepare fumigant according to chemical label and equipment operator instructions</td>
</tr>
<tr>
<td>3. Conduct and monitor fumigation</td>
<td>3.1 Apply fumigant according to planned application method, pest management strategy and chemical label</td>
</tr>
<tr>
<td>3.2 Monitor fumigation site during exposure time and prevent unauthorised access</td>
<td>3.3 Maintain integrity of seals throughout the active fumigation period</td>
</tr>
<tr>
<td>3.4 Respond to emergency situations according to workplace emergency procedures</td>
<td>4. Ventilate storage facility</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 4.2 Ventilate facility using appropriate equipment to remove fumigant in a safe and controlled manner  
4.3 Test for evidence of residual gas according to workplace procedures, and maximum residue limits for the material being treated  
4.4 Notify appropriate personnel of any further risk control measures required |  |
| 5. Restore storage facility | 5.1 Collect and remove all equipment, sealants, fumigants and waste materials according to workplace procedures  
5.2 Remove signage and barriers according to site security measures |
| 6. Clean, safety-check and store equipment and fumigants | 6.1 Clean, decontaminate, check and store equipment and PPE according to workplace procedures, chemical labels, SDS and regulatory requirements  
6.2 Dispose of all waste according to chemical label instructions and workplace environmental procedures |
| 7. Record fumigation details | 7.1 Record details of fumigation applications according to workplace procedures  
7.2 Record and report safety incidents according to workplace procedures |

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret safety data, labels, manufacturers specifications, operating procedures, specifications, and other documentation and consolidates information to determine fumigation actions and activity</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately record and complete organisational documents using clear language and correct spelling, grammar and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculations to determine storage facility volumes and rates of application and to check, interpret and confirm results of tests</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Effectively participate in verbal exchanges using active listening to</td>
</tr>
<tr>
<td></td>
<td>convey and clarify post treatment risks and control measures</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Identify and implement manufacturer requirements for fumigants</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks</td>
</tr>
<tr>
<td></td>
<td>• Address problems and initiate standard procedures in response to</td>
</tr>
<tr>
<td></td>
<td>emergencies applying problem solving processes</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCCHM308 Use application equipment to apply fumigant in enclosed spaces</td>
<td>AHCCHM301 Use application equipment to apply fumigant in enclosed spaces</td>
<td>Change to sequencing of Elements and Performance Criteria and editing changes for clarity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Removal of prerequisite units</td>
<td>Equivalent unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Updated Performance Evidence and Knowledge Evidence</td>
<td></td>
</tr>
</tbody>
</table>

### Links

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Assessment Requirements for AHCHM308 Use application equipment to apply fumigant in confined spaces

Performance Evidence
An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has on at least one occasion demonstrated the ability to safely apply a fumigant on materials housed in an enclosure, ensuring they have:

- determined need, appropriateness and method for fumigating a storage facility
- determined hazards and risks and established safety and security resources and control measures required
- prepared facility for safe fumigation
- determined fumigant requirements and prepared the fumigant and equipment for treatment according to chemical label instructions and safety data sheets (SDS)
- ensured personal safety by using appropriate personal protective equipment (PPE)
- applied fumigant and monitored the safety and integrity of the fumigation process, responding appropriately to emergencies
- rendered the storage facility safe through ventilation, conducted tests to establish safe air quality notifying personnel of residual risks
- removed fumigation materials, waste and temporary resources from storage facility and disposed of waste according to workplace and environmental procedures
- complied with workplace and environmental procedures and chemical label instructions and SDS
- checked, decontaminated, cleaned and stored equipment used in the fumigation process according to workplace procedures
- maintained records of fumigation activities and incidents and reported according to workplace procedures.

Knowledge Evidence
An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
• pests relevant to materials to be treated and factors and considerations in relation to the use of fumigation
• pest management strategies and relation to the use and selection of fumigation methods, including:
  • chemical
  • mechanical
  • biological
  • cultural
  • integrated pest management including resistance management principles
• types of fumigant used for treating storage facilities, their mode of action, methods of application, transport, storage and handling
• fumigant labels and SDS and how to interpret and apply label requirements for specific crops and facilities
• equipment used in fumigation, their setup, calibration, operation, shutdown, care and maintenance
• storage facilities and their suitability for fumigation, techniques used to seal a facility, and methods and calculations required to determine fumigant rates of application
• monitoring procedures during a fumigation process and methods of assessing leakage
• safety requirements including signage, equipment, PPE for use when handling fumigants and conducting fumigation activities
• legislation, regulations, licensing and codes of practice relevant to fumigant use
• risks associated with working near confined spaces including signage, gas detection and relevant entry and exit procedures
• chemical hazards and risk factors including human and animal health, leakage, spillage, environment damage and control measures required to mitigate risk
• methods for ventilating storage facilities and the equipment required
• how to assess for residual gas and safe re-entry periods including the consequence of fumigant residues and maximum residue limits
• requirements for disposal of excess fumigants, clearing spillages and equipment clean up
• procedures and processes for rendering a storage facility safe and operational after fumigation
• records required when conducting fumigation activities and related safety reporting procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
  • access to storage facility and materials for fumigation
• resources, equipment and materials:
  • fumigants
• PPE
• fumigation and ventilation equipment
• fumigation measuring and mixing equipment
• gas testing equipment
• materials required to seal facilities for fumigation

specifications:
• workplace documents, including work instructions and procedures for fumigation
• fumigant labels and SDS
• legislation, regulations, codes of practice relevant to handling, storage, transport and use of fumigants
• manufacturers’ operation and maintenance instructions for fumigation equipment
• relevant standards for air quality for test results.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCHM309 Fumigate soil

Modification History

<table>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to select and use application equipment to fumigate soil or growing media for the control of pathogens and pests.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan fumigation</td>
<td>1.1 Determine the need for fumigation as an option for pest management strategy of the workplace</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess site and soil conditions for suitability of fumigation as a method to use</td>
</tr>
<tr>
<td></td>
<td>1.3 Select method of fumigant and application equipment to suit type</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td></td>
<td>of pest and soil or media to be treated</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify and select fumigant and its application rate according to chemical label</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify hazards, assess risks and implement control measures for soil and media fumigation</td>
</tr>
<tr>
<td></td>
<td>1.6 Establish site security measures to control access during fumigation and prescribed re-entry periods according to chemical label and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.7 Determine appropriate personal protective equipment according to fumigant safety requirements</td>
</tr>
<tr>
<td>2. Prepare site for fumigation</td>
<td>2.1 Implement controls and site security measures according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Erect signage and barriers to control risk of inadvertent entry to facility</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure site emergency procedures are in place and ready to implement</td>
</tr>
<tr>
<td></td>
<td>2.4 Assess the soil for readiness for fumigation treatment</td>
</tr>
<tr>
<td>3. Prepare application equipment and fumigants</td>
<td>3.1 Select application equipment appropriate for the fumigant and according to workplace procedures and industry practice</td>
</tr>
<tr>
<td></td>
<td>3.2 Check operational effectiveness of fumigation equipment according to operating procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Calibrate fumigation equipment to deliver the correct application rate according to chemical label and operating instructions</td>
</tr>
<tr>
<td></td>
<td>3.4 Transport and store fumigants according to chemical label and safety data sheets (SDS) and regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>3.5 Select, ensure serviceability, fit and use personal protective equipment for selected fumigant according to chemical label and SDS</td>
</tr>
<tr>
<td></td>
<td>3.6 Prepare fumigant according to chemical label and equipment operating instructions</td>
</tr>
<tr>
<td>4. Conduct and monitor fumigation</td>
<td>4.1 Apply fumigant according to planned application method, pest management strategy and chemical label</td>
</tr>
<tr>
<td></td>
<td>4.2 Apply appropriate soil sealing methods to contain fumigant</td>
</tr>
<tr>
<td></td>
<td>4.3 Monitor fumigation site during exposure time to prevent unauthorised access</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
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<tr>
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</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>4.4 Aerate soils according to chemical label instructions and workplace procedures</td>
<td>4.5 Test for evidence of residual fumigant according to workplace procedures and maximum residue limits for the soil or media</td>
</tr>
<tr>
<td>4.6 Implement re-entry procedures to control risks to human and animal health</td>
<td>4.7 Notify appropriate personnel of any further risk control measures required</td>
</tr>
<tr>
<td>4.8 Ventilate fumigation enclosure in safe and controlled manner according to chemical labels instructions, SDS and workplace procedures</td>
<td>4.9 Respond to emergency situations according to workplace emergency procedures</td>
</tr>
<tr>
<td>5. Restore site</td>
<td>5.1 Collect and remove equipment, fumigants and waste according to workplace procedures</td>
</tr>
<tr>
<td>5.2 Remove signage according to site security measures</td>
<td></td>
</tr>
<tr>
<td>6. Clean, safety-check and store equipment and fumigants</td>
<td>6.1 Clean, decontaminate, check and store equipment and personal protective equipment according to workplace procedures, chemical labels, SDS and regulatory requirements</td>
</tr>
<tr>
<td>6.2 Dispose of all waste according to chemical label instructions and workplace environmental procedures</td>
<td></td>
</tr>
<tr>
<td>7. Record fumigation details</td>
<td>7.1 Record details of fumigation applications according to workplace procedures and regulatory requirements</td>
</tr>
<tr>
<td>7.2 Record and report safety incidents according to workplace procedures</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
### Skill Description

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>- Read and interpret safety data, labels, manufacturers specifications, operating procedures, specifications, and other documentation and consolidates information to determine fumigation actions and activity</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>- Accurately record and complete organisational documents using clear language and correct spelling, grammar and terminology</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>- Perform mathematical calculations to determine soil volumes and rates of application and to check, interpret and confirm results of tests</td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>- Effectively participate in verbal exchanges using active listening to convey and clarify post treatment risks and control measures</td>
</tr>
<tr>
<td><strong>Navigate the world of work</strong></td>
<td>- Identify and implement manufacturer requirements for fumigants</td>
</tr>
<tr>
<td><strong>Get the work done</strong></td>
<td>- Take responsibility for planning, sequencing and prioritising tasks required for fumigation activities</td>
</tr>
<tr>
<td></td>
<td>- Address problems and initiate standard procedures in response to emergencies applying problem solving processes</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCCHM309 Fumigate soil</td>
<td>AHCCHM302 Fumigate soil</td>
<td>Removal of prerequisite units</td>
<td>Equivalent unit</td>
</tr>
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<td></td>
<td></td>
<td>Minor changes to Performance Criteria for clarity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Updated Performance Evidence and Knowledge Evidence</td>
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</tr>
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</table>

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCHM309 Fumigate soil

Modification History

<table>
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<tr>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has on at least one occasion demonstrated the ability to safely apply a fumigant to soil ensuring they have:

- determined need, appropriateness and method for fumigating a soil
- determined hazards and risks and established safety and security resources and control measures required
- prepared soil for safe fumigation
- determined fumigant requirements and prepared the fumigant and equipment for treatment according to fumigant label instructions and safety data sheets (SDS)
- transported, handled and stored fumigants according to safety procedures, label and legislative requirements
- ensured personal safety by selecting, fitting and using appropriate personal protective equipment (PPE)
- applied fumigant and monitored the safety and integrity of the fumigation process, responding appropriately to emergencies
- rendered the soil and surrounding area safe through aeration and conducted tests to establish safe soil and air quality notifying personnel of residual risks
- removed fumigation materials, waste and temporary resources from treatment area and disposed of waste according to workplace and environmental procedures
- complied with fumigant label instructions and SDS
- checked, decontaminated, cleaned and stored equipment used in the fumigation process according to workplace procedures
- maintained records of fumigation activities and incidents and reported according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
Assessment Requirements for AHCCHM309 Fumigate soil

- primary and secondary soil pests, diseases and weeds to be treated and factors and considerations in relation to the use of fumigation including threshold pest levels and cost benefit
- pest management strategies and relation to the use and selection of fumigation methods, including:
  - chemical
  - mechanical
  - biological
  - cultural
  - integrated pest management including resistance management principles
- soil, media type, moisture and temperature factors relative to fumigation and methods employed to "seal" soils during fumigation
- types of fumigant used for treating soils, their mode of action, methods of application, transport, storage and handling
- fumigant labels and SDS and how to interpret and apply label requirements for specific soil and media situations
- equipment used in fumigation, their setup, calibration, operation, shutdown, care and maintenance
- calculations required to determine fumigant rates of application
- monitoring procedures during a fumigation process and methods of assessing escape
- safety requirements including signage, equipment, PPE for use when handling fumigants and conducting fumigation activities
- legislation, regulations, codes of practice and licensing requirements relevant to fumigant use, transport, storage and handling
- chemical hazards and risks factors including human and animal health, leakage, spillage, environment damage and control measures required to mitigate risk
- methods for aerating treated soils and assessment of residual fumigants including testing fumigant residues and maximum residue limits
- requirements for disposal of excess fumigants, clearing spillages and equipment clean up
- records required when conducting fumigation activities and related safety reporting procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:
- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - soil requiring fumigation
  - fumigants
  - PPE
  - fumigation and soil aeration equipment
- fumigant measuring and mixing equipment
- fumigant testing equipment
- materials required to seal soil for fumigation
- specifications:
  - specific workplace documents, including work instructions and procedures for fumigation
  - fumigant labels and SDS
  - legislation, regulations, codes of practice relevant to handling, storage, transport and use of fumigants
  - manufacturers' operation and maintenance instructions for fumigation equipment
  - relevant standards for fumigation test results.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCHM310 Conduct manual fumigation of vertebrate and invertebrate pests

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to determine, apply, monitor and clean up fumigants for the control of vertebrate and invertebrate pests.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Determine type and method of fumigation
   1.1 Identify the pest characteristics and degree of infestation
   1.2 Assess the infestation and determine threshold for fumigant treatment
   1.3 Identify fumigant treatment options for vertebrate and invertebrate pests
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td></td>
<td>1.4 Identify and select fumigant and its application rate according to chemical label and pest to be controlled</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify hazards, assess risks and implement control measures for pest fumigation activities</td>
</tr>
<tr>
<td>2. Prepare to use fumigant according to label and safety data sheets (SDS)</td>
<td>2.1 Identify, select, fit and use personal protective equipment (PPE) according to chemical label instructions and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify and calculate application rates for fumigation conditions according to chemical label instructions</td>
</tr>
<tr>
<td></td>
<td>2.3 Prepare hazard exclusion barriers, signage and emergency response procedure according to health and safety in the workplace procedures and legislative and regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify hazards, assess risks and implement control measures according to health and safety in the workplace procedures</td>
</tr>
<tr>
<td>3. Conduct fumigation</td>
<td>3.1 Ensure emergency response resources are ready and available according to workplace emergency response procedure</td>
</tr>
<tr>
<td></td>
<td>3.2 Check current weather and forecast conditions are favourable for fumigation activity to proceed</td>
</tr>
<tr>
<td></td>
<td>3.3 Create seal in treatment area to ensure maximum effectiveness of fumigant according to workplace and chemical label instructions</td>
</tr>
<tr>
<td></td>
<td>3.4 Apply fumigant according to chemical label instructions and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.5 Transport and store fumigants according to workplace procedures and chemical transport and storage regulations</td>
</tr>
<tr>
<td>4. Monitor fumigation</td>
<td>4.1 Monitor fumigation site and control access to maintain safe conditions according to chemical label instructions and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>4.2 Monitor fumigation site for effective fumigation according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>4.3 Assess fumigation seal and integrity and take action to rectify according to workplace procedures</td>
</tr>
<tr>
<td>5. Ventilate fumigated area</td>
<td>5.1 Determine ventilation parameters according to chemical label instructions and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.2 Calculate ventilation time according to chemical label instructions and workplace procedures</td>
</tr>
</tbody>
</table>
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

5.3 Ventilate site according to chemical label instructions, SDS, workplace procedures and legislative and regulatory requirements

5.4 Check for residual fumigant according to chemical label instructions and workplace procedures

6. Clean up following fumigation

6.1 Remove site exclusion barriers, signs when safe to do so according to workplace procedures

6.2 Clean, decontaminate, check and store fumigation equipment, safety signs and equipment and PPE according to chemical label instructions, workplace procedures and legislative and regulatory requirements

6.3 Dispose of all waste according to chemical label instructions

7. Record application details

7.1 Record details of fumigation activities and application according to workplace practices and legislative and regulatory requirements

7.2 Update chemical and resource register for used and remaining stock according to workplace procedures and legislative and regulatory requirements

7.3 Record and report safety incidents according to workplace procedures and legislative and regulatory requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret SDS, chemical labels, manufacturer instructions, signs and symbols, equipment operating instruction and other documentation and consolidates information to determine fumigant application actions and activity</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately record and complete organisational and legal records using clear language and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculations to determine rates of application of fumigant</td>
</tr>
<tr>
<td>Navigate the world of</td>
<td>• Take responsibility for following policies, procedures and</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
work | regulations
  • Identify and implement chemical label requirements for fumigation

Get the work done | • Take responsibility for planning, sequencing and prioritising tasks required for fumigation application activities

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| AHCCHM310 Conduct manual fumigation of vertebrate and invertebrate pests | AHCCHM305 Conduct manual fumigation of vertebrate and invertebrate pests | Minor changes to Performance Criteria for clarity
Removal of prerequisite units
Consolidated and deleted duplication
Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

### Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCHM310 Conduct manual fumigation of vertebrate and invertebrate pests

Modification History

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<tbody>
<tr>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have fumigated vertebrate and invertebrate pests manually, including:

- selected the appropriate fumigant option for the pest characteristics and infestation
- determined fumigation parameters according to manufacturer instructions and safety data sheets (SDS)
- prepared fumigant according to chemical manufacturers instructions
- identified health and safety hazards, risks and implemented controls for fumigation activities
- transported, handled and stored fumigants according to safety procedures, fumigant label and legislative requirements
- maintained the fumigant inventory and disposed of waste fumigant and materials according to workplace and environmental procedures
- implemented emergency response procedures to maintain a safe site
- prepared site for fumigation and erected exclusion barriers and signage
- checked weather conditions and forecasts to decide on fumigation progression
- sealed treatment area, applied the fumigant, monitored fumigation activity and ventilated sites
- checked for residual fumigant according to workplace procedures
- restored the treatment area, cleaned and decontaminated the equipment
- complied with chemical manufacturers' instructions, workplace and legislative and regulatory requirements, safety procedures, fumigant label and legislative requirements, and environmental procedures
- maintained records, stock inventories and reported on work activities and incidents, according to workplace and legislative and regulatory requirements.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- pests and their characteristics for fumigation control
- primary vertebrate and invertebrate pests that can be controlled by manual fumigation methods
- pest control strategies and the role of fumigation, including:
  - chemical
  - cultural
  - biological
  - mechanical
  - Integrated Pest Management
- fumigants their use and action
- fumigant selection criteria to consider, including:
  - size of area
  - weather conditions
  - type of material concentration
  - safety implications
- interpretation and use of labels and SDS
- techniques to seal fumigation treatment sites
- site characteristics and conditions for suitable for fumigation
- relevant legislation and regulatory requirements for fumigant use
- risk factors including human and animal health, weather, leakage, spillage and environment
- safety and environmental requirements for disposal of fumigant, spills and waste materials
- clean-up procedures and decontamination
- pre and post fumigation safety procedures
- transporting and storage requirements of fumigants, including:
  - legislation and regulations that apply to transporting and storing chemicals including:
    - transport vehicle requirements
    - dangerous and hazardous chemicals
    - placarding requirements
- processes and procedures for the disposal of excess, unwanted, expired fumigants and waste including industry disposal programs
- health and safety in the workplace requirements including personal protective equipment (PPE) and manual handling
- record keeping procedures and practices for workplaces and regulations
- tests and testing for residual fumigants
- inventory and stock records and procedures for fumigants.
Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
  - access to storage facilities for fumigants
- resources, equipment and materials:
  - site requiring fumigation
  - fumigants
  - PPE
  - fumigation aeration equipment
  - fumigant measuring and mixing equipment
  - fumigant testing equipment
  - materials required to seal treatment area
- specifications:
  - specific workplace documents, including work instructions and procedures for fumigation
  - chemical labels and SDS
  - legislation and regulations relevant to handling, storage, transport and use of fumigants
  - manufacturers' and maintenance instructions for hand fumigation equipment
  - relevant standards for residual fumigation test results.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCCHM403 Prepare safe operating procedures for calibration of equipment

Modification History

<table>
<thead>
<tr>
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<th>Comments</th>
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<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare workplace procedures for the calibration of equipment used in the application of pest, weed and disease control chemicals and bio-agents.

The unit applies to individuals who take responsibility for their own work and may provide direction to others. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify equipment requiring calibration</td>
<td>1.1 Assess the skill of operators in calibration in consultation with operators and supervisors</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

**Performance Criteria**

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>Procedures</th>
<th>1.2 Identify, source and interpret information required for calibration from equipment manufacture and operating instructions</th>
</tr>
</thead>
</table>
| 2. Prepare calibration procedure | 2.1 Confirm information in calibration procedure complies with relevant regulatory requirements, manufacturers' instructions and industry practice  
2.2 Carry out a risk assessment of the calibration procedure and incorporate risk controls in the calibration procedure  
2.3 Document the procedures in a form appropriate to the intended use and according to workplace protocols  
2.4 Document health and safety in the workplace issues relevant to the activities in the procedures |

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Critically analyse and consolidate information to determine risks in calibration</td>
</tr>
<tr>
<td>Writing</td>
<td>• Develops procedural material using clear and detailed language in order to convey explicit risk for calibration information</td>
</tr>
</tbody>
</table>
| Navigate the world of work | • Works independently or with others in making decisions to achieve organisation outcomes  
• Takes full responsibility for following policies, procedures and legislative requirements |
| Get the work done | • Accepts responsibility for planning and sequencing complex tasks and workload  
• Applies systematic and analytical decision making processes for complex and non-routine situations |
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<tr>
<td>AHCCHM403 Prepare safe operating procedures for calibration of equipment Release 2</td>
<td>AHCCHM403 Prepare safe operating procedures for calibration of equipment Release 1</td>
<td>Changes to Performance Criteria for clarity Removed PC 1.1 and 2.4 Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
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Links

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Assessment Requirements for AHCCHM403 Prepare safe operating procedures for calibration of equipment

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have prepared safe operating procedures for calibration of equipment, including:

- identified and analysed the need for equipment calibration
- analysed and confirmed equipment calibration requirements and operator capability
- performed a risk assessment of the calibration activity and incorporated risk controls into the calibration procedure
- documented procedures for calibration according to intended use and workplace protocols.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- legislation, codes of practice and enterprise procedures relevant to pesticides, the environment and health and safety in the workplace
- sources of chemical safety information, including:
  - codes of practice
  - legislation and regulations
  - chemical manufacturer labels
  - safety data sheets
- chemical handling and application
- mechanical and electronic controls on application equipment
- calibration techniques
- hazards, risks and controls including use of personal protective equipment (PPE).
Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - chemical application equipment
  - specific tools for calibration and adjustments
  - PPE
- specifications:
  - workplace documents including policies, procedures and processes
  - manufacturers' operating instructions for equipment to be calibrated
  - workplace instructions and specifications for calibration
- relationships:
  - access to supervisors and operators.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCCHM404 Develop procedures to minimise risks in the use of chemicals

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to assess hazards and risks and determine controls and develop procedures to mitigate risks when using chemicals.

The unit applies to individuals who take responsibility for their own work and may provide direction to others. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify chemical use hazards and risks</td>
<td>1.1 Identify, source and analyse information relating to safe use of chemicals in industry</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify steps for the process of using chemicals</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify hazards and risks for the process of using chemicals</td>
</tr>
</tbody>
</table>
## Elements

*Elements describe the essential outcomes.*

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
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<tbody>
<tr>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>

### 2. Assess risks associated with chemical use and develop control procedures

2.1 Assess risks associated with using chemicals in the workplace

2.2 Develop control measures and emergency action plans to mitigate risk according to workplace procedures and industry best practice

2.3 Develop procedures for risk control for operational activities using chemicals according to industry best practice

2.4 Develop a continuous improvement strategy to address identified deficiencies in risk control procedures

### 3. Monitor and assess adherence to chemical risk procedures

3.1 Provide personnel with chemical use procedures, instruction and safety equipment, including personal protective equipment, for using chemical control strategies

3.2 Monitor and assess personnel performance against procedures for selecting equipment for chemical use

3.3 Monitor and assess personnel performance against procedures for operational activities of chemical use

3.4 Measure the performance of personnel for following risk control procedures according to industry practice

### 4. Evaluate risk control measures and maintain records

4.1 Develop procedures for evaluating the effectiveness of risk control measures

4.2 Identify shortfalls in procedures and document changes required

4.3 Update procedures to reflect required changes according to industry best practice

4.4 Develop and maintain record systems for risk assessment according to industry best practice and legislative and regulatory requirements

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Critical analysis information and consolidate to determine risks in chemical control procedures</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writing</td>
<td>• Develop procedural material using clear and detailed language in order to convey explicit risk control information</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Present complex information using clear and convincing language, tone and pace appropriate when briefing personnel on procedures</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Work independently or with others in making decisions to achieve organisation outcomes</td>
</tr>
<tr>
<td></td>
<td>• Contribute to roles and responsibilities of others</td>
</tr>
<tr>
<td></td>
<td>• Take full responsibility for following policies, procedures and legislative requirements</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Implement strategies for a diverse range of colleagues in order to build rapport and foster strong relationships when instructing and monitoring performance</td>
</tr>
<tr>
<td></td>
<td>• Elicit feedback and provide feedback to others in order to improve workgroup behaviours and update procedures</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Accept responsibility for planning and sequencing complex tasks and workload</td>
</tr>
<tr>
<td></td>
<td>• Monitor progress of procedures and reviews and amends them to meet demands and priorities</td>
</tr>
<tr>
<td></td>
<td>• Apply systematic and analytical decision making processes for complex and non-routine situations</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
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<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>AHCCHM404 Develop procedures to minimise risks in the use of chemicals</td>
<td>AHCCHM401 Develop procedures to minimise risks in the use of chemicals</td>
<td>Changes to Performance Criteria for clarity Removal of prerequisites units Added PC's in Element 1 and Element 4 Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
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</table>
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCHM404 Develop procedures to minimise risks in the use of chemicals

Modification History

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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have developed procedures to minimise risks in the use of chemicals, including:

- sourced information and analysed its content for safe chemical use
- identified steps in the chemical use process and identified hazards and risks
- assessed the risks and developed risk control procedures to mitigate the risk for chemical use
- implemented procedures, monitored and evaluated personnel using procedures
- developed a continuous improvement strategy for risk control procedures
- implemented, monitored and evaluated a chemical risk control procedure
- developed and maintained records for risk assessment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- sources of chemical safety information, including:
  - codes of practice
  - legislation and regulations
  - chemical manufacturer labels
  - safety data sheets (SDS)
- industry best practice requirements relating to chemical use
- strategies for identifying hazards, risks and controls
- risk factors, including:
  - human
  - animal health
  - product integrity
• weather
• residues and maximum residue levels
• spray drift, spillage and environment
• requirements for the disposal of excess chemicals, clearing spillages and equipment clean up
• chemical application equipment capabilities and limitations
• principles and practices of chemical handling, transporting and storage of chemicals and fumigants
• principles and practices of chemical application strategies and equipment including integrated pest management
• operational factors to consider in procedures, including:
  • transport, handling and storage
  • application methods, equipment and personal protective equipment (PPE)
  • cleaning and decontamination
  • disposal of waste
• strategies for instructing personnel, and monitoring and assessing personnel performance
• mandatory and workplace record keeping requirements for chemical storage, disposal, application and safety.

Assessment Conditions

Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • tools and equipment required to implement the chemical use procedure
  • PPE
• specifications:
  • specific workplace documents including policies and processes
  • manufacturers' operating instructions for equipment and machinery
  • SDS
  • workplace instructions and job specifications
  • chemical information including legislation, codes of practice, manufacturer instructions
• relationships:
  • team member(s).

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCHM405 Plan and implement a chemical use program

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to assess and control the risks associated with chemical use and to plan and implement a program for chemical use.

The unit applies to individuals who take responsibility for their own work and provide direction to others. All work must be carried out to comply with workplace procedures, in accordance with applicable state/territory health and safety in the workplace, pesticide and environmental legislation and codes of practice.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify requirements for chemical use</td>
<td>1.1 Identify, source and interpret information required for planning and implementing a chemical use program</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess the need for chemical use as an option</td>
</tr>
<tr>
<td></td>
<td>1.3 Ensure that personnel are adequately trained in chemical use according to workplace procedures</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>2. Assess risks and develop control procedures</td>
<td>2.1 Identify hazards, assess risks and develop control measures and emergency action plans for chemical use operational activities</td>
</tr>
<tr>
<td></td>
<td>2.2 Assess weather conditions and forecasts to determine implications for off target contamination</td>
</tr>
<tr>
<td></td>
<td>2.3 Assess the sensitivity of target area and impact of chemical on the environment according to chemical label instructions and safety data sheets (SDS)</td>
</tr>
<tr>
<td></td>
<td>2.4 Assess the risk to human and animal health according to chemical label instructions and SDS</td>
</tr>
<tr>
<td></td>
<td>2.5 Analyse assessments and document risk control procedures for the chemical application plan according to workplace procedures</td>
</tr>
<tr>
<td>3. Develop an operational and maintenance program for chemical use</td>
<td>3.1 Determine chemicals to be used according to workplace pest management strategy</td>
</tr>
<tr>
<td></td>
<td>3.2 Calculate mixing requirements for chemicals according to chemical label instructions and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Document operational checks and calibration requirements of equipment according to operators instructions and manufacturer specifications</td>
</tr>
<tr>
<td></td>
<td>3.4 Develop and implement an operational and maintenance strategy for application equipment and personal protective equipment according to health and safety practices</td>
</tr>
<tr>
<td></td>
<td>3.5 Document operational and maintenance procedures for chemical application plan according to workplace protocols</td>
</tr>
<tr>
<td>4. Implement and monitor chemical application plan</td>
<td>4.1 Provide personnel with chemical use procedures, and instruction on safety equipment for chemical application plan</td>
</tr>
<tr>
<td></td>
<td>4.2 Monitor adherence with safe practice for preparation and application of chemicals according to chemical application plan</td>
</tr>
<tr>
<td></td>
<td>4.3 Monitor adherence to procedures for handling, transport, storage, decontamination and disposal of chemicals according to chemical application plan</td>
</tr>
<tr>
<td></td>
<td>4.4 Monitor adherence to maintenance procedures according to chemical application plan</td>
</tr>
<tr>
<td></td>
<td>4.5 Monitor adherence to residue procedures for product and environment according to chemical application plan</td>
</tr>
<tr>
<td>5. Finalise work</td>
<td>5.1 Ensure excess chemicals are disposed of according to waste</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>activities in accordance with chemical application plan</td>
</tr>
<tr>
<td>5.2 Ensure required records are completed according to operational and workplace, health and safety procedures</td>
</tr>
</tbody>
</table>

5. Evaluate chemical application plan and records for continuous improvement

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Develop procedures for evaluating the effectiveness of chemical application plan</td>
</tr>
<tr>
<td>6.2 Identify and document shortfalls in chemical application plan</td>
</tr>
<tr>
<td>6.3 Develop a continuous improvement strategy to rectify the chemical application plan</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Critically analyse and consolidate information to determine chemical control procedures and develop chemical application plan</td>
</tr>
<tr>
<td>Writing</td>
<td>• Develop procedural material using clear and detailed language in order to convey explicit risk control information</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Present complex information using clear and convincing language, tone and pace appropriate when briefing personnel on chemical application plan</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Work independently or with others in making decisions to achieve organisation outcomes</td>
</tr>
<tr>
<td></td>
<td>• Contribute to roles and responsibilities of others through implementation of plans</td>
</tr>
<tr>
<td></td>
<td>• Take full responsibility for following policies, procedures and legislative requirements</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Implement strategies for a diverse range of colleagues in order to build rapport and foster strong relationships when instructing and monitoring performance</td>
</tr>
<tr>
<td></td>
<td>• Elicit feedback and provides feedback to others in order to improve workgroup behaviours and update plans</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Get the work done | • Accept responsibility for planning and sequencing complex tasks and workload  
• Monitor progress of procedures and reviews and amends them to meet demands and priorities  
• Apply systematic and analytical decision making processes for complex and non-routine situations

## Unit Mapping Information

<table>
<thead>
<tr>
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<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCCHM405 Plan and implement a chemical use program</td>
<td>AHCCHM402 Plan and implement a chemical use program</td>
<td>Changes to Performance Criteria for clarity and added PC in Element 6. Removal of prerequisite units Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
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</table>

## Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCHM405 Plan and implement a chemical use program

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have planned and implemented a chemical use program, including:

- sourced information and analysed its content for chemical application
- assessed the need for chemical use and ensured personnel are adequately trained in chemical use according to workplace procedures
- identified hazards, risks and provided controls, including personal protective equipment (PPE) for chemical application and off target impact
- assessed weather conditions and environmental sensitivity of the site
- documented chemical application and maintenance procedures according to workplace protocols
- determined chemicals required and mixing requirements according to workplace procedures and chemical label instructions
- develop a continuous improvement strategy to minimise risk
- communicated chemical application plan to personnel
- implemented procedures and monitored and evaluated personnel according to chemical application plan
- developed a continuous improvement strategy for chemical application plan
- implemented, monitored and evaluated a chemical application plan.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- source of information for developing plans, including:
  - legislation and regulations
  - codes of practice
  - chemical labels
- safety data sheets (SDS)
- industry requirements relating to chemical use
- strategies for identifying hazard, risks and controls
- risk factors, including:
  - human
  - animal health
  - product integrity
  - weather
  - residues and maximum residue levels
  - off target damage, spillage and environment
- principles of transport, handling and storing chemicals
- requirements for the disposal of excess chemicals, clearing spillages and equipment clean up
- chemical application equipment capabilities, limitations and calibration
- mixing chemicals, including:
  - rates
  - mixing order if more than one chemical
  - adjuvants
  - water quality
- life cycle of a variety of pests and the target stages
- implications of pest resistance to chemicals
- principles and practices of chemical application strategies and equipment including, integrated pest management and animal health strategies
- preparation and documentation of strategic plans and procedures
- signs of pest damage and signs of beneficial organisms
- operational factors to consider in a procedures, including:
  - transport, handling and storage
  - application methods, equipment and PPE
  - cleaning and decontamination
  - disposal of waste
- emergency procedures including first aid
- strategies for instructing personnel, and monitoring and assessing personnel performance
- mandatory and workplace record keeping requirements for chemical storage, disposal, application and safety.

**Assessment Conditions**

Competency is to be assessed in the workplace OR simulated environment that accurately reflects performance in a real workplace setting.

Assessment of skills must take place under the following conditions:

- physical conditions:
• skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions

• resources, equipment and materials:
  • tools and equipment required to implement the chemical application program
  • PPE
  • chemicals and relevant weighing and mixing equipment

• specifications:
  • specific workplace documents including policies and processes
  • manufacturers’ operating instructions for chemicals, equipment and machinery
  • SDS
  • workplace instructions and job specifications
  • chemical information including legislation, codes of practice, chemical label instructions

• relationships:
  • team member(s) or work crew

• timeframes:
  • schedules and planned completion dates for a chemical application plan.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCCHM501 Develop and manage a chemical use strategy

Modification History

<table>
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<th>Comments</th>
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<tbody>
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<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to develop and manage a chemical use strategy, including assessment of the risk of chemical transport, storage and handling.

The unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate a deep understanding in a specific technical area.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Chemicals (CHM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify and evaluate need for chemical use</td>
<td>1.1 Evaluate pest control strategies and their relevance to workplace requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify, assess and incorporate external factors that influence the</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.3 Document requirements for chemical use strategy according to workplace requirements, legislation and codes of practice</td>
<td>1.4 Identify and review available chemicals and their methods of application and assess the relevance to the workplace requirements</td>
</tr>
<tr>
<td>2. Develop a chemical use risk management strategy</td>
<td>2.1 Identify and assess health and safety in the workplace hazards in the handling, transportation and storage of chemicals</td>
</tr>
<tr>
<td>2.3 Identify health and safety in the workplace hazards, risks and develop control measures according to regulatory requirements</td>
<td>2.4 Develop a risk management strategy for chemical use according to legislation and workplace principles</td>
</tr>
<tr>
<td>3. Develop and implement procedures for chemical management and use</td>
<td>3.1 Develop procedures for management and use of chemicals according to workplace guidelines</td>
</tr>
<tr>
<td>3.3 Develop and document procedures for communicating with stakeholders according to workplace guidelines</td>
<td>3.4 Distribute information on procedures for chemical management and use to stakeholders</td>
</tr>
<tr>
<td>4. Identify training and supervision needs and solutions for chemical use in the workplace</td>
<td>4.1 Develop a strategy for training, assessing and supervising personnel involved in chemical use according to workplace guidelines</td>
</tr>
<tr>
<td>5. Monitor and evaluate the implementation of a chemical use strategy</td>
<td>5.1 Monitor the implementation of the chemical use strategy according to regulatory requirements and workplace procedures</td>
</tr>
<tr>
<td>5.3 Rectify underperformances in implementation according to workplace policies and procedures</td>
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</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Organise, evaluate and critique ideas and information from a wide range of complex texts</td>
</tr>
<tr>
<td>Writing</td>
<td>• Prepare strategies expressing ideas, exploring complex issues and construct logical, succinct and accurate procedures</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Establish and maintain complex and effective communications with key stakeholders</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Work autonomously making high level decisions to achieve and improve organisational strategies</td>
</tr>
<tr>
<td></td>
<td>• Develop and implement strategies that ensures organisational policies, procedures and regulatory requirements are being met</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Develop and implement communications strategies with internal and external persons in order to build rapport</td>
</tr>
<tr>
<td></td>
<td>• Use a variety of relevant communication tools and strategies in building and maintaining effective working relationships</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan strategic priorities and outcomes within a flexible, efficient and effective context in a diverse environment exposed to competing influences</td>
</tr>
<tr>
<td></td>
<td>• Identify key factors that impact on decisions and their outcomes, drawing on experience, competing priorities, and decision making strategies</td>
</tr>
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</table>

Unit Mapping Information

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</thead>
<tbody>
<tr>
<td>AHCCHM501 Develop and manage a chemical use strategy Release 2</td>
<td>AHCCHM501 Develop and manage a chemical use strategy Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
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Links

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Assessment Requirements for AHCCHM501 Develop and manage a chemical use strategy

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have developed and managed a chemical use strategy, including:

- evaluated pest control strategies for workplace requirements
- identified, assessed and incorporated external factors, legislation, codes of practice and industry requirements into chemical use strategy
- reviewed available chemicals and their method of application and assessed their relevance to the workplace
- identified and assessed hazards and risks and developed control measures for a risk management strategy according to legislation and workplace guidelines
- researched and documented insurance cover for chemical use in the workplace
- developed procedures for management and use of chemicals according to workplace guidelines, including:
  - risk control measures
  - communication strategy to inform stakeholders of the chemical use strategy
- developed procedures that comply with legislation and workplace guidelines
- distributed information on procedures for chemical management to stakeholders
- developed and implemented a strategy for upskilling and supervising personnel for chemical use
- monitored the implementation of the chemical use strategy and evaluated and rectified underperformances, according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
principles of a chemical control strategies, including:
- relevant legislation, codes of practice and industry requirements covering health and safety in the workplace, hazardous substances, environment and food safety
- workplace and regulatory requirements and options for the keeping of records and documentation
- hazards to human health, agricultural produce, and all aspects of the environment and non-target species of flora and fauna associated with the transport, storage, handling, application and disposal of chemicals, including:
  - routes of entry of chemicals into the body and the implications of this on chemical use management strategies
  - safety procedures including the maintenance, use, fit and decontamination of personal protective equipment (PPE)
  - monitoring of staff health exposed to chemicals according to regulatory requirements
  - emergency procedures for safety incidents involving chemicals
- purpose and role of chemical labels and safety data sheets (SDS) in determining chemical transport, storage, handling, application and disposal procedures and practices to all staff
- external factors that affect chemical use, including:
  - influence of meteorological factors (wind, temperature, humidity, rain) on quality of chemical application, drift potential, effectiveness and efficacy of use
  - elements of a spray drift management strategy including measures to assess the potential for spray drift and prevent or control its occurrence
- pest control strategies and their benefits in terms of risk management and evaluation, including:
  - chemical
  - biological
  - cultural
  - Integrated Pest Management
  - Integrated Resistance Management
  - Integrated Animal Health Management
  - off-label chemical application and procedures
- equipment required, calibration and operation
- principles of residue effects and their management, including:
  - persistence in soil and water
  - accumulation in agricultural produce
  - rate of breakdown of residues in produce and in the environment
  - withholding periods
  - ways in which residues can occur
  - maximum residue levels
  - movement of and persistence and degradation of different types of chemicals
  - industry waste agreements
- source and purpose of insurance for use, transportation and storage of chemicals
Assessment Requirements for AHCCHM501 Develop and manage a chemical use strategy

- communication and negotiation strategies with stakeholders including community, workers and management, including informing on:
  - staff responsibilities
  - how to act in an emergency
  - neighbours when chemical spraying is planned
  - make agencies aware when accidents occur
- types of training needs including internal and external
- monitoring methods and procedures including periodical reviews of procedures, workplace records.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace with pest control requirements personnel and physical resources to implement and monitor chemical use strategy or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - chemicals and spray equipment appropriate to control strategy
  - PPE
- specifications:
  - workplace documents including policies, procedures and processes to help formulate the chemical use strategy
  - manufacturers' operating and calibration instructions for equipment used in implementation to inform the procedures within the strategy
  - SDS
  - workplace instructions and procedures for implementing chemical use strategy
- specific legislation, regulations and codes of practice
- relationships:
  - work team tasked with chemical control activities.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCMN101 Adapt to work requirements in the agrifood industry

Modification History

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Application

This unit of competency describes the skills and knowledge required to take up employment within a specified sector of the agrifood industry.

It includes the application of industry and workplace guidelines and procedures in a day to day work context as well as appropriate work behaviour.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common (CMN)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Manage one's own learning | 1.1 Consider and articulate personal goals or vision  
1.2 Identify opportunities for learning new ideas and techniques in relation to personal goals  
1.3 Recognise personal learning needs and skill gaps |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>1.4 Identify opportunities for skill development activities in consultation with relevant persons 1.5 Access and apply learning tools and practices to job 1.6 Take advantage of on-job and off-job learning opportunities</td>
<td></td>
</tr>
<tr>
<td>2. Adapt to and demonstrate appropriate work practices 2.1 Identify and interpret work requirements with advice from appropriate persons 2.2 Follow enterprise work health and safety policies 2.3 Observe appropriate dress and behaviour 2.4 Identify and achieve a work and personal priorities balance 2.5 Apply time management strategies to work duties 2.6 Tailor interaction with others to take into account different backgrounds, cultures and languages</td>
<td></td>
</tr>
<tr>
<td>3. Work within organisational requirements 3.1 Identify organisational requirements and key activities of the workplace 3.2 Identify and apply relevant workplace policies and guidelines to work undertaken 3.3 Interpret organisational values and cultural norms 3.4 Discuss and clarify uncertainties with key personnel</td>
<td></td>
</tr>
<tr>
<td>4. Identify sectors of the industry 4.1 Identify main sectors of the targeted industry, their key activities and the way in which they interrelate 4.2 Clarify roles and responsibilities of targeted industry 4.3 Identify key organisations representing industry and their roles 4.4 Identify current issues or events affecting the industry</td>
<td></td>
</tr>
<tr>
<td>5. Identify industry sector products and services 5.1 Identify products provided by the industry sector 5.2 Identify services provided by the industry sector 5.3 Identify service standards in the industry sector 5.4 Clarify industry quality standards for products and services</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AGFCMN101A Adapt to work requirements in agri-food industry.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCMN101 Adapt to work requirements in the agrifood industry

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify learning opportunities which support personal goals or vision
- recognise and take advantage of learning opportunities in the workplace
- adapt to and apply workplace procedures and practices
- complete work tasks according to workplace requirements, standards and applicable regulations
- identify and interpret information on sectors in the targeted industry
- identify and interpret information on the range of products and services produced by the targeted industry
- recognise and adapt to cultural differences in the workplace
- discuss work concerns and questions with supervisor or key personnel
- complete work with required attention to detail without damage to goods, equipment or personnel
- follow industry and enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- current events, activities, products and services of the targeted industry
- workplace policies, procedures and guidelines
- time-management strategies
- appropriate workplace protocols
- workplace equipment, tools and other technologies used in the targeted industry, and where and how to obtain information and instructions on their safe use and basic care and servicing
- sources of information on the industry sector and skills development activities

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCMN102 Apply effective work practices

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Application

This unit of competency describes the skills and knowledge required to plan and complete tasks effectively within a workplace environment, including working with others, using technologies and solving simple work problems.

This unit is designed for use in a Pathway qualification or skills set. It should not be used in a qualification that has a direct job outcome.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common (CMN)

Elements and Performance Criteria

<table>
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</tbody>
</table>
| 1. Plan, organise and complete daily work | 1.1 Identify and interpret work instructions and priorities in consultation with supervisor  
1.2 Determine and map out appropriate work plan or daily routine  
1.3 Determine, collect and organise materials, resources and information needed to complete work |
<table>
<thead>
<tr>
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<th>Performance criteria</th>
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</thead>
</table>
| 1.4 Apply effective work practices | 1. Complete work tasks within designated timelines and in line with quality standards and instructions  
1.5 Follow work health and safety policies  
1.6 Deal with problems that arise in a practical, timely and appropriate manner and seek assistance when required  
1.7 Seek feedback on work performance and make improvements as required |
| 2. Communicate effectively   | 2.1 Identify appropriate lines of communication with supervisors, colleagues and customers  
2.2 Use effective communication skills as well as literacy and numeracy skills, to gather and convey information  
2.3 Demonstrate appropriate non-verbal behaviour |
| 3. Work with others         | 3.1 Identify work roles of self and others in the workplace  
3.2 Contribute to team outcomes in a manner that fulfils own work responsibilities and promotes cooperation and good relationships  
3.3 Interact respectfully with customers and colleagues from diverse backgrounds |
| 4. Use workplace technology | 4.1 Select appropriate workplace technology to complete work tasks and use according to workplace and manufacturer guidelines and instructions  
4.2 Inspect workplace technology to ensure it is working properly and take precautions to reduce risks to technology and self  
4.3 Take appropriate action to address or report problems with workplace technology  
4.4 Care for workplace technology according to workplace and manufacturer guidelines and instructions |
| 5. Solve work problems      | 5.1 Identify problems and determine practical or creative solutions within scope of individual responsibility  
5.2 Seek assistance from key personnel when required  
5.3 Report workplace problems as required using workplace procedures |
| 6. Adapt to change          | 6.1 Identify, clarify and accommodate new work requirements or situations  
6.2 Identify possible practical or creative options to deal with workplace challenges, and discuss with supervisor |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AGFCMN102A Apply effective work practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCMN102 Apply effective work practices

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- interpret responsibilities and plan own work activities
- follow work health and safety policies
- apply relevant ethical practices and codes of practice in the course of work activities
- recognise simple numerical information relating to work activity
- communicate effectively in the course of work activities
- complete work activities in collaboration with others according to instructions, procedures and applicable regulations
- identify, report and address problems according to workplace procedures
- complete work activities with required attention to detail and without damage to goods, equipment or personnel
- use a range of workplace technologies
- use industry standard terminology

Knowledge Evidence

The candidate must demonstrate knowledge of:
- procedures for identifying and using relevant workplace technology
- systems and equipment used in the workplace and instructions, processes and precautions for their use
- typical problems in the workplace and appropriate action and solutions
- workplace procedures, policies and instructions
- workplace structures and roles and responsibilities of individuals, and team and group members
- basic principles of teamwork in the workplace
- verbal and non verbal communication techniques appropriate to receive and convey workplace information
- basic concepts of time management to meet daily planning and scheduled timelines
- industry and enterprise work health and safety policies

**Assessment Conditions**
Assessors must satisfy current standards for RTOs.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCMN103 Demonstrate care and apply safe practices at work

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Application

This unit of competency describes the skills and knowledge required to identify and apply safe work procedures that relate to own work. This includes identifying and responding to hazards, risks and emergencies, and maintaining a safe and clean workplace.

This unit is designed for use in a Pathway qualification or skills set. It should not be used in a qualification that has a direct job outcome.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common (CMN)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Follow work health and safety procedures</td>
<td>1.1 Identify and interpret work health and safety procedures and requirements that relate to own work  1.2 Undertake work activities in a safe manner according to work health and safety guidelines, and enterprise policies and procedures</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3 Use personal protective clothing and</td>
<td>1.3 Use personal protective clothing and equipment according to established safety and work procedures</td>
</tr>
<tr>
<td>equipment according to established safety and</td>
<td>1.4 Identify participative arrangements for work health and safety, and contribute as appropriate</td>
</tr>
<tr>
<td>work procedures</td>
<td></td>
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<tr>
<td>1.4 Identify participative arrangements for</td>
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<tr>
<td>work health and safety, and contribute as</td>
<td></td>
</tr>
<tr>
<td>appropriate</td>
<td></td>
</tr>
<tr>
<td>2. Respond to workplace hazards</td>
<td>2.1 Recognise and describe known workplace hazards and measures for controlling risks</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify and apply procedures for reporting hazards and risks</td>
</tr>
<tr>
<td></td>
<td>2.3 Respond to hazards, incidents and injuries to self and others, in a timely manner</td>
</tr>
<tr>
<td>2. Maintain safe work area</td>
<td>3.1 Identify risks to personal wellbeing which may affect safe performance in the workplace and put strategies in place to prevent them</td>
</tr>
<tr>
<td></td>
<td>3.2 Maintain a tidy and clean personal work area</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify and follow safety signs and symbols</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify and address or report situations that may endanger self or other workers</td>
</tr>
<tr>
<td>3. Respond to emergency situations</td>
<td>4.1 Identify and follow emergency procedures</td>
</tr>
<tr>
<td></td>
<td>4.2 Recognise emergency situations and take required action, within scope of individual responsibility</td>
</tr>
<tr>
<td></td>
<td>4.3 Seek assistance from colleagues and other authorities where appropriate</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AGFCMN103A Demonstrate care and apply safe practices at work.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCMN103 Demonstrate care and apply safe practices at work

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- communicate effectively with others as required when following safety procedures
- identify and apply work health and safety requirements applicable to own work
- interpret the meaning of safety signs and symbols
- recognise workplace hazards
- identify control measures used in the workplace
- apply procedures for reporting workplace hazards, incidents and injuries
- follow emergency procedures
- conduct housekeeping in work area
- use personal protective equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:
- appropriate housekeeping and safety standards
- personal protective clothing and equipment relevant to job and job context
- procedures related to work health and safety to be followed in work area
- workplace equipment, materials and housekeeping equipment, and processes and precautions for their use
- basic principles of risk management
- common known workplace hazards and measures for controlling risks
- potential consequences of failing to follow safe work practices
- common workplace safety signage and their meanings
- procedures for responding to hazards, incidents and injuries
Assessment Requirements for AHCCMN103 Demonstrate care and apply safe practices at work  

Date this document was generated: 18 March 2019

- workplace emergency response and evacuation procedures
- work health and safety reporting procedures
- roles and responsibilities of work health and safety personnel

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCMN201 Contribute to animal care through work activities

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Application

This unit of competency describes the skills and knowledge required to identify what ‘animal care’ means in a workplace and how one's own individual responsibilities contribute to animal care as a whole within a specific workplace or industry.

It may or may not include hands-on animal care but more importantly includes being part of a whole system that supports and contributes to animal care.

The unit also includes contributing to animal care through the use of an appropriate mix of technical skills, handling unexpected contingencies in relation to animal care, and reflecting on animal care procedures in order to make improvements to one's own work. All activities are carried out under supervision.

This unit is designed for use in a Pathway qualification or skills set. It should not be used in a qualification that has a direct job outcome.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common (CMN)
## Elements and Performance Criteria

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</tbody>
</table>
| 1. Identify and plan appropriate animal care approach | 1.1 Identify workplace approach to working with animals, and describe in relation to work activity  
1.2 Identify individual responsibilities in contributing to animal care  
1.3 Identify workplace products, services, operations and customers  
1.4 Identify safe work practices relevant to work activity  
1.5 Identify appropriate capture and restraint requirements and equipment, where required  
1.6 Map out animal care strategy based on workplace requirements and individual responsibility, and apply to work activity |
| 2. Contribute to animal care using a mix of technical skills | 2.1 Organise food preparation equipment according to task needs  
2.2 Recognise common animal behaviours for the species and take appropriate action  
2.3 Care for animals and feed and water according to animal welfare standards and health and safety procedures and standards  
2.4 Identify tools and equipment and use safely and according to enterprise requirements  
2.5 Accurately count stock levels as required  
2.6 Groom animals according to enterprise and animal welfare policy as required |
| 3. Work with others and handle unexpected contingencies | 3.1 Respond to requests that effect work activity and animal care courteously, clearly, professionally and efficiently  
3.2 Seek assistance with issues relating to animal care from other staff when required and in a timely manner  
3.3 Keep key personnel informed of progress of animal care activity and provide clear explanations regarding issues in regards to animal care  
3.4 Identify and report on physical and behavioural hazards |
| 4. Reflect on animal care procedures | 4.1 Reflect on personal performance in relation to working with animals and discuss possible improvements with supervisor  
4.2 Apply improvements to work practice  
4.3 Identify possible improvements to animal care procedures and discuss with key personnel |
**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AGFCMN201A Contribute to animal care through work activities.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCMN201 Contribute to animal care through work activities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply basic principles of animal ethics and welfare
- adapt and modify activities depending on differing workplace contexts and environment
- apply animal-observation skills
- apply relevant industrial or legislative requirements
- identify and use equipment, tools and other technology required to complete workplace tasks
- follow relevant work health and safety and environmental protection procedures and requirements
- identify species using common names
- interpret and follow a designated work plan or set of instructions for a job
- keep required records of workplace activities
- plan a daily routine to complete required workplace tasks
- applying technical skills in animal care including:
  - preparing and providing food and water
  - grooming
  - counting stock
  - recognising common animal behaviours and determining required response
  - recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interaction with staff and others
  - recognise limitations, ask for help and seek clarification or information about work requirements and procedures
  - demonstrate appropriate initiative to deal with problems or refer them where appropriate to relevant person, and complete tasks
  - apply time-management skills
- use basic interpersonal and communication skills, including listening, questioning and receiving feedback
- use routine capture and restraint procedures
- work cooperatively and collaboratively with others to complete tasks

Knowledge Evidence
The candidate must demonstrate knowledge of:
- basic principles of animal ethics and welfare
- codes of practice relating to work requirements
- diseases and pests, disease prevention and routine health care
- feeding and watering procedures
- hazards in the workplace
- health and safety requirements relating to care of animals
- capture and restraint procedures
- techniques for grooming animals
- common animal behaviours and appropriate responses
- quarantine requirements
- terminology relevant to animal care

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCMN202 Contribute to work activities to produce food

Modification History

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Application

This unit covers the skills and knowledge needed to contribute to work activities that help to produce food. Food in this context refers to product from animal, seafood and plant sources. Producing food may involve hands-on activities, such as seeding, weeding, hoeing and feeding stock (fish or animals), as well as post-harvest activities. It includes being part of a whole system that supports and contributes to producing food.

This unit is designed for use in a Pathway qualification or skills set. It should not be used in a qualification that has a direct job outcome.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common (CMN)

Elements and Performance Criteria

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<tr>
<td>1. Identify and plan appropriate activities</td>
<td>1.1 Identify workplace approach to producing food and describe in relation to work activity</td>
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<td>1.2 Identify individual responsibilities in contributing to producing</td>
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</table>
| food | 1.3 Identify workplace products, services, operations and customers  
| | 1.4 Identify safe work practices relevant to work activity  
| | 1.5 Plan and implement activities to meet workplace requirements |
| 2. Use an appropriate mix of technical skills | 2.1 Prepare machinery, equipment and tools required to conduct work, and use safely and in accordance with work procedures  
| | 2.2 Apply technical skills to support food production and supply  
| | 2.3 Handle produce in a way that minimises damage  
| | 2.4 Maintain temperature of produce at appropriate levels  
| | 2.5 Clean, maintain and sort machine and equipment according to manufacturer or workplace specifications  
| | 2.6 Apply safe work practices to food production activities  
| | 2.7 Conduct housekeeping in work area  
| | 2.8 Complete workplace documentation |
| 3. Contribute to postharvest treatment of produce where required | 3.1 Apply post-harvest treatments where relevant  
| | 3.2 Grade and label produce where relevant  
| | 3.3 Deal with waste material produced during post-harvest handling process, according to supervisor instructions |
| 4. Handle unexpected contingencies | 4.1 Respond to requests that effect work activity courteously, clearly, professionally and efficiently  
| | 4.2 Seek assistance with issues relating to work from other staff when required and in a timely manner  
| | 4.3 Keep key personnel informed of work progress and provide clear explanations regarding issues  
| | 4.4 Identify and report on physical and behavioural hazards |
| 5. Reflect on procedures used to produce food or plants | 5.1 Reflect on personal performance and discuss possible improvements with supervisor  
| | 5.2 Apply improvements to work practice  
| | 5.3 Identify possible improvements to food production procedures and discuss with key personnel |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AGFCMN202A Contribute to work activities to produce food.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCMN202 Contribute to work activities to produce food

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- adapt and modify activities depending on differing workplace contexts and environments
- apply relevant industrial or legislative requirements
- apply technical skills to support food production, including one or more of:
  - seeding
  - weeding
  - hoeing
  - feeding stock (fish or animals)
  - packing produce
- handle produce safely and according to workplace requirements
- follow enterprise requirements for market specification of products
- follow relevant food safety, work health and safety and environmental protection procedures and requirements
- grade, label and treat produce according to enterprise and customer specifications
- identify and use equipment, tools and other technology required to complete workplace tasks
- interpret and follow a designated work plan or set of instructions for a job
- maintain required records of workplace activities
- maintain work area housekeeping standards
- monitor environment of storage facility
- plan a daily routine to complete required workplace tasks
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interaction with staff and others
• recognise limitations, ask for help and seek clarification or information about work requirements and procedures
• demonstrate appropriate initiative to deal with problems or refer them where appropriate to relevant person
• use appropriate techniques to solve or report problems identified when completing work tasks
• use basic interpersonal and communication skills, such as listening, questioning and receiving feedback
• use required machinery and equipment appropriately
• work cooperatively and collaboratively with others to complete tasks

Knowledge Evidence
The candidate must demonstrate knowledge of:
• handling requirements for produce
• enterprise storage facilities and their maintenance
• enterprise quality procedures
• food safety regulations
• humidity levels and their effect on quality of produce
• hygiene issues in handling and storing horticultural, agricultural and seafood products intended for human consumption
• industry standards for grading and labelling
• post-harvest treatments for various horticultural, agricultural and seafood products
• temperature settings within storage facilities
• relevant storage methods
• correct storage temperatures for a range of produce
• safe work practices relevant to work activities
• housekeeping standards and practices
• procedures for one or more of:
  • seeding
  • weeding
  • hoeing
  • feeding stock (fish or animals)
  • packing produce
• operating and cleaning procedures for required machinery, equipment and tools

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCOM201 Assess and receive raw materials for composting

Modification History

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Application

This unit of competency describes the skills and knowledge required to receive green waste for processing at a compost facility, including measuring quantity for billing and assessing material quality for acceptability against specified enterprise requirements.

It applies to an employee of an enterprise engaged in commercial-scale composting operations.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. Organise for work | 1.1 Confirm specifications for raw materials  
1.2 Select hand tools and check for serviceability  
1.3 Identify, assess and report existing and potential hazards to health and safety  
1.4 Use, maintain and store suitable personal protective equipment |
| 2. Receive raw materials | 2.1 Recognise and assess raw materials against acceptance criteria  
2.2 Reject non-conforming materials  
2.3 Note and report non-conformances  
2.4 Estimate and record raw materials quantity  
2.5 Calculate fee and charge to customer based on raw material type and quantity  
2.6 Record fee payment and provide receipt |
| 3. Unload raw materials | 3.1 Give drivers directions for unloading at a specific location  
3.2 Provide unloading assistance as required  
3.3 Inspect and assess raw materials against specified acceptance criteria  
3.4 Reject unacceptable materials  
3.5 Note and report unacceptable materials  
3.6 Identify and monitor designated unloading areas to ensure compliance with unloading instructions, containment and segregation of materials and availability of storage capacity |
| 4. Remove contaminants and stockpile acceptable raw material | 4.1 Remove physical unacceptable materials from raw materials  
4.2 Segregate, stockpile and contain or otherwise manage raw materials in appropriate areas  
4.3 Monitor raw material stockpiles to ensure adequate available storage capacity and containment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCOM201A Assess and receive raw materials for composting.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM201 Assess and receive raw materials for composting

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- inspect raw materials for contamination and acceptability against established criteria
- measure quantity for billing
- operate a weighbridge
- provide clear directions to drivers entering site
- receive raw material for processing at a compost facility
- record raw material quantity and calculate fee

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of composting raw material assessment
- characteristics of a range of raw green waste
- enterprise policies and procedures including workplace health and safety procedures
- safety risks to self and product posed by contaminants in raw materials and products
- standard risk control measures used in the industry to minimise risk associated with handling raw materials and products

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCCOM201 Assess and receive raw materials for composting

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCOM202 Recognise and respond to fire emergencies on a composting site

Modification History

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Application

This unit of competency describes the skills and knowledge required to prevent, recognise and provide first response to fire in material or compost piles.

This unit applies to a yard or general hand under supervision of an operations team leader or site foreman and fire brigade personnel.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

<table>
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</tbody>
</table>
| 1. Recognise a fire risk and undertake preventative actions | 1.1 Obtain and clarify procedures for first response to fire  
1.2 Identify location of firefighting equipment and check to ensure all equipment is available and ready for use  
1.3 Recognise and report conditions that lead to fire and signs of fire  
1.4 Observe enterprise procedures for emergencies  
1.5 Implement temperature and moisture management procedures |
| 2. Recognise and initiate response to fire | 2.1 Identify nature and extent of fire  
2.2 Report fire details and raise alarm  
2.3 Implement preparations for water availability for fire brigade attendance  
2.4 Identify hazards associated with fire emergency and take action to minimise risks to self, others and property  
2.5 Secure immediate area of the emergency  
2.6 Remove machinery and equipment from area where safe to do so  
2.7 Select and set up firefighting equipment as directed by fire brigade personnel |
| 3. Attack fire under direction of fire brigade | 3.1 Apply appropriate firefighting and containment media in a safe and coordinated manner  
3.2 Use firefighting methods and tactics as directed  
3.3 Report and act upon potential for change in fire behaviour to fire brigade and supervisor  
3.4 Identify and maintain clear line of retreat at all times  
3.5 Observe conditions at fire and report their effects on fire development  
3.6 Report significant changes to status of fire to supervisor and fire brigade |
| 4. Carry out post-fire activities | 4.1 Identify and control smouldering fire residuals according to fire brigade directions  
4.2 Undertake break-up of windrows, buildings or structures  
4.3 Remove spent fuel or burnt compost and debris  
4.4 Undertake activities to complement post-fire operations and prevent further damage  
4.5 Clear and clean site and equipment  
4.6 Provide assistance to fire brigade to complete and record appropriate incident information  
4.7 Report effectiveness of tactics employed  
4.8 Seek feedback on performance and note improvements for future action |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCCOM202A Recognise and respond to fire emergencies on a composting site.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM202 Recognise and respond to fire emergencies on a composting site

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow emergency procedures
- operate pumps and set up water delivery system
- read and interpret site operation plans or maps
- recognise and report fire risks and incidents

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for recognising fire emergencies
- characteristics and operation of joints, hoses, valves and sprinkler components
- work health and safety and emergency management plans as part of enterprise operating procedures
- fire behaviour, extinguishing media and operating firefighting equipment
- fire control tactics and techniques, fire hazards and safety techniques
- operation of pumps
- pile size, moisture and porosity as causes of combustion
- procedures for safely using power and hand tools
- standard risk control measures used in the industry to minimise risk associated with fire response

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCCOM202 Recognise and respond to fire emergencies on a composting site

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCOM203 Recognise raw materials, production processes and products on a composting site

Modification History

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Application

This unit of competency describes the skills and knowledge required to recognise raw materials and products. It applies to the employee of an enterprise engaged in commercial-scale composting operations.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Recognise, handle and locate raw materials on site</td>
<td>1.1 Recognise composting potential of raw materials 1.2 Compare characteristics of raw materials with site operating guidelines</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. | 1.3 Recognise potential hazards handling raw materials  
1.4 Confirm initial handling requirements, stockpiling location and arrangement from site operating guidelines  
1.5 Identify and record contaminants in raw materials  
1.6 Confirm physical contaminant handling, stockpiling location and arrangement from site operating guidelines |
| 2. | 2.1 Confirm composting technologies and methods, key process control steps and locations from site map  
2.2 Identify windrows or vessels by batch or code numbers  
2.3 Confirm machinery, plant and equipment from site operating guidelines |
| 3. | 3.1 Describe intended use of compost and or products  
3.2 Compare site operating guidelines with the handling risks and potential or common contaminants that characterise different products  
3.3 Recognise potential hazards in handling products  
3.4 Confirm handling requirements, stockpiling location and arrangement from site operating guidelines  
3.5 Recognise and avoid potential for contamination of products  
3.6 Match batching sheets or other product formulas to end product  
3.7 Identify and report contaminants present in products  
3.8 Identify physical contaminant handling, stockpiling location and arrangement on site |
| 4. | 4.1 Identify and undertake site maintenance requirements  
4.2 Identify traffic access routes and traffic and pedestrian safety rules from site operating plan  
4.3 Maintain vehicle access routes  
4.4 Identify and maintain machinery and site security requirements |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
AHCCOM203 Recognise raw materials, production processes and products on a composting site

Date this document was generated: 18 March 2019

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCCOM203A Recognise raw materials, production processes and products on a composting site.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM203 Recognise raw materials, production processes and products on a composting site

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify, confirm, locate, handle and maintain raw materials, products and physical contaminants on site
- implement site machinery and traffic management plans
- maintain site machinery security requirements
- maintain site arrangement and segregation of materials and products to avoid contamination
- read and follow batch numbers and codes, and site operating plan
- recognise and locate key process control stages of production cycle and associated machinery on site

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for raw material recognition
- characteristics of a range of raw materials
- company policies and procedures, including workplace health and safety requirements
- key process control stages critical to consistent quality in compost production
- overview of systems and technologies used in compost production, particularly as relevant to workplace
- range and characteristics of products
- safety risks associated with vehicles and machinery movement on site
- safety risks to self and product posed by contaminants in raw materials and products
- standard operating procedures to minimise risk associated with handling raw materials and products
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCOM301 Operate compost processing plant, machinery and equipment

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate compost processing plant, machinery and equipment to prepare raw materials to produce compost products.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Organise plant, machinery and equipment operations</td>
<td>1.1 Review job sheet or work order to identify operating requirements 1.2 Organise equipment, materials and personnel requirements 1.3 Select, use, maintain and store personal protective equipment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 2. Prepare plant, machinery and equipment for use | 2.1 Check service log to ensure service requirements have been maintained  
2.2 Check communication equipment, safety devices, lighting and alarm systems for correct operation  
2.3 Carry out routine pre-operational checks  
2.4 Check and calibrate operational systems for correct operation  
2.5 Identify and safety tag faulty plant, machinery or equipment safety  
2.6 Identify and risk assess hazards associated with plant, machinery and equipment operation |
| 3. Start and operate plant, machinery and equipment | 3.1 Check operational area and inform personnel of start of operation  
3.2 Operate plant, machinery and equipment in a safe and controlled manner  
3.3 Monitor input materials and identify non-conformances  
3.4 Monitor processing outputs and adjust plant operation to meet job specifications  
3.5 Identify, rectify and report out-of-specification product or process outcomes to maintain the process within specification |
| 4. Shut down plant, machinery and equipment | 4.1 Shut down plant, machinery and equipment  
4.2 Remove debris and contaminants from plant, machinery and equipment to ensure safe and efficient operation  
4.3 Clean, secure and store plant, machinery and equipment  
4.4 Tag or lock unsafe plant, machinery or equipment |
| 5. Maintain records | 5.1 Maintain plant, machinery and equipment operational records  
5.2 Record maintenance, damage, malfunctions or irregular performance, and unsafe plant, machinery or equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCCOM301A Operate compost processing plant, machinery and equipment.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM301 Operate compost processing plant, machinery and equipment

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine appropriate operating methods
- implement work and equipment maintenance plans
- monitor input materials and report non-conformances
- monitor outputs and report out-of-specification product
- perform shutdown procedures and maintain records
- select and use a range of compost processing plant, machinery and equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for operating compost processing plant
- enterprise guidelines associated with operation of plant, machinery and equipment
- environmental licenses, impacts and procedures identification of contaminants
- legislation, regulations and codes of practice with regard to operator licensing, roads and traffic requirements
- legislation, regulations and codes of practice with regard to workplace health and safety and the use and control of hazardous substances, such as fuel and recipe inputs
- lock-out and tag-out procedures for plant, machinery and equipment
- manufacturer specifications for servicing of plant, machinery and equipment
- operating principles and operating methods for plant, machinery and equipment
- potential risks and hazards associated with operation of plant, machinery and equipment
- principles of weight distribution with regard to load-shifting and machinery movement
- procedures for cleaning, securing and storing machinery, equipment and materials
• product types and characteristics
• raw material types and characteristics
• workplace health and safety legislation, codes of practice and specific hazards such as hazardous substances and exposure to organic micro particles

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCOM302 Dispatch materials and composted product

Modification History

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Application

This unit of competency describes the skills and knowledge required to organise and dispatch bagged and bulk compost products from a site.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in selecting, allocating and using available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

<table>
<thead>
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</tbody>
</table>
| 1. Organise for loading and dispatch of product | 1.1 Obtain and review dispatch order  
1.2 Check product dispatch requirements against product and transport availability  
1.3 Confirm product dispatch with contractor or driver  
1.4 Organise machinery and labour for dispatch |
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>1.5 Identify and control hazards</td>
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<td>1.6 Fit personal protective equipment (PPE)</td>
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<tr>
<td>2. Coordinate loading of product</td>
<td>2.1 Provide instructions to ensure safe and efficient loading</td>
</tr>
<tr>
<td></td>
<td>2.2 Monitor loading site to ensure compliance with loading instructions, containment of product within designated loading area and availability of space for loading</td>
</tr>
<tr>
<td></td>
<td>2.3 Measure and load product into dispatch vehicle</td>
</tr>
<tr>
<td></td>
<td>2.4 Check load to ensure that it is covered, contained or secured</td>
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<tr>
<td></td>
<td>2.5 Weigh load to ensure dispatch order is met</td>
</tr>
<tr>
<td>3. Clean up loading area</td>
<td>3.1 Clean loader and vehicle between loads</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor area and equipment for cleaning and clearing</td>
</tr>
<tr>
<td>4. Document product dispatch</td>
<td>4.1 Record dispatch information and provide information to sales office</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCOM302A Dispatch materials and composted product.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM302 Dispatch materials and composted product

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- load product for dispatch
- measure product quantity for dispatch
- organise a loading site
- organise and coordinate loading
- clean up loading area
- document product dispatch

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of product dispatch
- bulk density and moisture effects on weight and volume
- customer service
- measurements, including weights, volumes and bucket volumes
- provisions of the Trade Practices Act in regard to weights and measurements of bulk product
- types and performance characteristics of vehicles and loading equipment used in a composting enterprise
- workplace health and safety requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCCOM303 Operate a compost bagging process

Modification History

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Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down a compost bagging process.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

This unit must be read in conjunction with the National Guidelines for Occupational Health and Safety Competency Standards for Operation of Load-Shifting Equipment and Other Types of Specified Equipment [NOHSC: 7019 (1992)]. Where work requires the use of load-shifting equipment, appropriate training/certification must be provided according to state and territory safety and licensing requirements.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Organise for bagging operations | 1.1 Identify product bagging requirements from job sheet  
1.2 Confirm product is available to meet job requirements |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Identify and organise equipment, materials and personnel requirements for bagging operations</td>
</tr>
<tr>
<td>1.4</td>
<td>Select, use, maintain and store personal protective clothing (PPE) and equipment</td>
</tr>
<tr>
<td>2. Prepare bagging plant for use</td>
<td>2.1 Fit and adjust machine components and related attachments</td>
</tr>
<tr>
<td></td>
<td>2.2 Fit and adjust materials for bag</td>
</tr>
<tr>
<td></td>
<td>2.3 Check safety devices and alarm systems for correct operation</td>
</tr>
<tr>
<td></td>
<td>2.4 Carry out routine pre-operational checks</td>
</tr>
<tr>
<td></td>
<td>2.5 Check, clean and calibrate operational systems and enter batch number and operating parameters</td>
</tr>
<tr>
<td></td>
<td>2.6 Identify, report and safety tag faulty plant or machinery</td>
</tr>
<tr>
<td></td>
<td>2.7 Obtain and position product to be bagged</td>
</tr>
<tr>
<td>3. Start and operate bagging plant</td>
<td>3.1 Load product into the bagging plant hopper in required quantities</td>
</tr>
<tr>
<td></td>
<td>3.2 Start bagging plant using correct sequence</td>
</tr>
<tr>
<td></td>
<td>3.3 Operate bagging plant and monitor for performance and efficiency</td>
</tr>
<tr>
<td></td>
<td>3.4 Monitor materials and identify and handle non-conformances</td>
</tr>
<tr>
<td></td>
<td>3.5 Monitor outputs and adjust plant to meet job specifications</td>
</tr>
<tr>
<td></td>
<td>3.6 Report out-of-specification product or process outcomes and take action as directed</td>
</tr>
<tr>
<td></td>
<td>3.7 Label, palletise or stack and wrap product</td>
</tr>
<tr>
<td>4. Shut down bagging plant</td>
<td>4.1 Undertake bagging plant and machinery shut-down procedures</td>
</tr>
<tr>
<td></td>
<td>4.2 Carry out routine maintenance of bagging plant and machinery</td>
</tr>
<tr>
<td></td>
<td>4.3 Clean bagging plant and equipment</td>
</tr>
<tr>
<td></td>
<td>4.4 Report and tag or lock out unsafe plant or equipment</td>
</tr>
<tr>
<td></td>
<td>4.5 Maintain bagging plant operational records</td>
</tr>
<tr>
<td>5. Check product to confirm readiness for distribution</td>
<td>5.1 Transport product to holding area with labels and bar codes clearly visible</td>
</tr>
<tr>
<td></td>
<td>5.2 Inform supervisor of product readiness for dispatch</td>
</tr>
<tr>
<td></td>
<td>5.3 Check product temperature during storage and report out-of-range readings</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCCOM303A Operate a compost bagging process.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM303 Operate a compost bagging process

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out routine maintenance on plant and equipment
- organise bagging operations
- prepare, start, operate and shut down a bagging plant
- monitor compost inputs
- monitor compost production against compost specifications
- monitor the temperature of bagged compost
- select and use various features and controls of a range of bagging plant
- ensure product readiness for distribution

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for operating a bagging process
- characteristics of product that is fit for bagging
- effect of variation in inputs which may include ingredient quality and condition, packaging components and consumables, and/or services on process performance
- emergency and routine shutdowns and procedures to follow in the event of a power outage
- environmental legislative and enterprise requirements
- equipment cleaning requirements
- flow of this process and effect on downstream processes
- hazards and controls
- inspection or test points in the process and related procedures and recording requirements
- lock-out and tag-out procedures and responsibilities
• methods used to monitor the process
• operating principles of the equipment which may include:
  • operational understanding of main equipment components, status and purpose of guards,
    equipment operating capacities and applications
• packaging quality and seal integrity
• principles of the bagging process
• product and batch changeover procedures
• product quality and hygiene
• purpose and location of sensors and related feedback instrumentation
• purpose of packaging, coding requirements and related legal requirements, including
  product weight

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCCOM401 Develop a composting recipe

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare and mix raw materials of known characteristics in specified proportions for composting.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify and characterise raw materials | 1.1 Identify raw materials against established enterprise criteria  
1.2 Enter raw material characteristics into compost recipe calculator to achieve a balanced recipe  
1.3 Take samples of material for analysis where raw material identity |
<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
</table>
| 2. Establish production objectives           | 2.1 Develop product specifications for identified markets using product performance data and enterprise records  
2.2 Identify raw material combinations that meet market requirements                                                                                                                                                            |
| 3. Calculate compost recipe                  | 3.1 Record raw material characteristics in compost recipe  
3.2 Specify raw material ratios by weight in resulting compost recipe  
3.3 Determine raw material pre-processing requirements, volumes of compost upon formation and compost production plan  
3.4 Review composting batch management procedures and document variations to management procedures as a new procedure  
3.5 Estimate and document compost production schedule  
3.6 Confirm compatibility of compost recipe and production schedule against documented customer requirements  
3.7 Quantify density of pre-processed raw materials and translate weight-based recipe into volume-based recipe for production  
3.8 Record volumetric compost recipe and production procedures as operational batch or bucket recipe and procedures                                                                                                                                 |
| 4. Validate compost recipe                   | 4.1 Prepare and mix raw materials to form feedstock for composting  
4.2 Manage composting batch according to enterprise procedure  
4.3 Monitor composting process for efficiency in relation to estimated production schedule and enterprise requirements  
4.4 Monitor environmental and health and safety aspects and impacts  
4.5 Identify faults, variations or problems carry out remedial action  
4.6 Sample and test material to determine completion of process  
4.7 Evaluate end product quality against product specifications  
4.8 Revise compost recipe, production schedule and procedures                                                                                                                                                           |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCOM401A Develop a composting recipe.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM401 Develop a composting recipe

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- calculate a compost recipe that is consistent with the technology and method available from combinations of raw materials
- document compost production plan consistent with plant capabilities and site constraints
- produce a compost recipe that will achieve defined product specifications

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of compost recipes
- control of hazards in handling raw materials and composting materials
- processing duration required for various raw materials
- range of commercial compost-based products
- raw materials and their characteristics
- relationship between key compost recipe variables and compost production
- systems, technologies and methods in compost production

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCCOM402 Plan and schedule compost production

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and schedule compost production. This unit applies to product managers at a commercial-scale composting facility.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

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<tr>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish production requirements</td>
<td>1.1 Quantify production requirements from raw material supply contracts and receival data, sales and market trend information, and corporate marketing plan and strategy</td>
</tr>
</tbody>
</table>
Element | Performance criteria
---|---
1.2 | Identify conditions that affect production requirements with management, sales and marketing personnel
1.3 | Estimate production requirements to meet customer requirements and site and equipment capacity in consultation with management, sales and marketing personnel
1.4 | Monitor environmental and work health and safety impacts for compliance with enterprise plan and licence conditions
1.5 | Document and submit production plan for management approval
1.6 | Confirm availability of personnel, machinery and equipment for compost production
1.7 | Develop contingency plan for oversupply or undersupply of raw material or product
2.1 | Calculate batch types and volumes of compost-based products
2.2 | Obtain laboratory and field test data of compost materials during and after production
2.3 | Monitor and adjust production schedule according to field and laboratory test results
2.4 | Make product available to customer in required quantities, to required quality and at required time

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCOM402A Plan and schedule compost production.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM402 Plan and schedule compost production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- develop and document contingency plans for compost production
- document a compost production plan consistent with enterprise capabilities and constraints
- identify and interpret relevant information and conditions that could influence compost production
- make product available to customers as required
- produce and document a compost production schedule

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of compost production scheduling
- control of hazards in handling raw materials and product
- processing duration for various raw materials
- raw materials and their characteristics
- relationship between key compost recipe variables and compost production
- systems, technologies and methods in compost production

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCCOM501 Identify and secure raw materials supply for compost production

Modification History

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Application

This unit of competency describes the skills and knowledge required to identify and secure raw materials supply for compost production. This unit applies to commercial composting facility managers.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Composting (COM)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine characteristics of raw materials</td>
<td>1.1 Identify commercial objectives, product range and specifications, compliance requirements and enterprise constraints</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| materials required | 1.2 Review raw material supplies for suitability for compost products  
1.3 Identify complementary raw material characteristics and quantities to manufacture defined products  
1.4 Specify and document characteristics and quantities of additional complementary raw materials  
1.5 Identify complementary or substitute raw material types consistent with requirements |
| 2. Identify and prioritise raw materials required for production | 2.1 Identify and assess raw material options to determine priority according to product range and specifications  
2.2 Obtain samples of raw materials from sources of supply and evaluate and confirm risks  
2.3 Submit changes to raw materials and product specifications for incorporation into business and marketing plan and strategy |
| 3. Secure and maintain access to raw materials | 3.1 Gain management approval for securing preferred raw materials  
3.2 Document specifications for raw material characteristics and acceptability criteria for receipt for inclusion in supply contract  
3.3 Determine preferred suppliers of raw materials  
3.4 Negotiate and secure supply contracts  
3.5 Maintain communication with suppliers to support reliable and secure supply of consistent quality raw materials |
| 4. Prepare for receipt and processing of raw materials | 4.1 Document and include receipt, containment, handling and management requirements into procedures and training  
4.2 Confirm availability of site infrastructure, plant and equipment requirements |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCCCOM501A Identify and secure raw materials supply for compost production.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCCOM501 Identify and secure raw materials supply for compost production

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess characteristics of different raw materials as relevant to manufacture of particular products according to compliance requirements
- define raw material specifications and acceptance criteria
- identify raw materials and product specifications to incorporate into business and marketing plans and strategies
- develop criteria and identify raw material requirements from corporate documents
- draft a supply contract with inclusions as negotiated
- support reliable and secure supply of consistent quality raw materials
- review processes, plant and site capabilities against requirements for receiving and processing raw materials

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for securing raw materials
- capabilities and limitations of site and plant
- environmental and site licenses and associated risks and restrictions
- potential risks and hazards related to various raw materials
- raw material assessment and characterisation
- raw materials used in compost production
- regulations and standards governing raw materials
- standard forms of supply contracts
- technical and industry literacy to source and interpret test data
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCDER401 Handle, store and grade deer velvet

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to handle, store and grade velvet. All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to activities performed by velvet producers or their staff in accordance with the requirements of the National Velvet Accreditation Scheme (NVAS).

Pre-requisite Unit

Nil.

Unit Sector

Deer (DER)

Elements and Performance Criteria

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<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Handle and store velvet | 1.1 Check equipment required for handling, storing and grading velvet is serviceable and functioning correctly  
1.2 Handle harvested velvet according to food safety and NVAS requirements  
1.3 Clean, weigh and store individual pieces of velvet according to industry quality assurance procedures and NVAS criteria |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Identify velvet by using NVAS tags or NVAS Statutory Declaration Forms</td>
</tr>
<tr>
<td>1.5</td>
<td>Implement enterprise work health and safety and biosecurity policies</td>
</tr>
<tr>
<td>2. Grade and sell velvet</td>
<td>2.1 Identify and apply factors affecting the grade of velvet in grading process</td>
</tr>
<tr>
<td></td>
<td>2.2 Use industry-accepted grading specifications</td>
</tr>
<tr>
<td></td>
<td>2.3 Transport frozen velvet according to industry quality assurance procedures</td>
</tr>
<tr>
<td></td>
<td>2.4 Sell velvet through national pool or to private clients</td>
</tr>
<tr>
<td></td>
<td>2.5 Review sales and personal grading assessments and compare with grades and feedback provided by professional graders</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDER401A Handle, store and grade deer velvet.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDER401 Handle, store and grade deer velvet

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- handle and store velvet carefully according to food safety legislation
- accurately and consistently grade velvet using industry grading specifications and record grading results
- sell velvet and review the grading and marketing of the product
- implement enterprise work health and safety and biosecurity policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- National Velvet Accreditation Scheme (NVAS)
- food safety requirements for velvet
- grading specifications
- requirements for handling and storing velvet to maximise quality
- enterprise work health and safety and biosecurity policies

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDER501 Comply with deer industry national velvet accreditation requirements

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement the National Velvet Accreditation Scheme (NVAS) to an enterprise.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes.

This unit applies to activities performed by velvet producers or their staff in accordance with the requirements of the National Velvet Accreditation Scheme.

Pre-requisite Unit

Nil.

Unit Sector

Deer (DER)

Elements and Performance Criteria

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</tbody>
</table>
| 1 Demonstrate knowledge of deer velvet industry requirements | 1.1 Identify and apply relevant legislation and codes of practice to deer farm activities and in particular to deer velveting  
1.2 Identify and implement industry accreditation and quality assurance schemes |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Establish and maintain relationships with external parties</td>
</tr>
<tr>
<td>1.4</td>
<td>Establish and maintain a bona fide legal relationship with a registered veterinarian</td>
</tr>
<tr>
<td>1.5</td>
<td>Establish and maintain record keeping system</td>
</tr>
<tr>
<td>2</td>
<td>Apply knowledge of industry-accredited deer velveting process</td>
</tr>
<tr>
<td>2.1</td>
<td>Handle animals according to work health and safety, biosecurity and animal welfare requirements</td>
</tr>
<tr>
<td>2.2</td>
<td>Select and use restraint facilities and equipment suitable for handling animals for velvet harvesting</td>
</tr>
<tr>
<td>2.3</td>
<td>Establish and follow stag and buck management process before and after velveting</td>
</tr>
<tr>
<td>2.4</td>
<td>Determine deer antler growth rates and optimum time for cutting</td>
</tr>
<tr>
<td>2.5</td>
<td>Identify drugs and equipment used in velveting and calculate dosage rates</td>
</tr>
<tr>
<td>2.6</td>
<td>Ensure velvet for sale or export are identified using NVAS tags or NVAS Statutory Declaration Forms</td>
</tr>
<tr>
<td>2.7</td>
<td>Establish human emergency response procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency. Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDER501A Comply with deer industry national velvet accreditation requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDER501 Comply with deer industry national velvet accreditation requirements

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- apply the NVAS to own enterprise
- establish and maintain a bona fide client-veterinarian relationship
- apply relevant state and territory legislation and industry codes of practice as they relate to own enterprise
- demonstrate knowledge of legal aspects of possession and use of approved drugs
- establish systems to satisfy the Deer Industry Association of Australia’s (DIAA’s) quality assurance program
- implement enterprise work health and safety, biosecurity and animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- animal welfare issues and legislation relating to velvet antler harvesting
- basic and applied principles of anatomy, physiology, pain control and pharmacology relevant to velvet harvesting
- DIAA’s NVAS and quality assurance program
- definitions and requirements with respect to veterinary supervision and legal responsibilities of deer producers and veterinarians
- drug withholding periods and tissue residues
- management of deer before and after velveting
- nature of a bona fide legal relationship
- principles and process of velveting, including potential complications
- relevant action of drugs used for velveting on body function, and detrimental results of drug administration
• relevant legislation relating to restricted drugs
• work health and safety legislation, codes of practice and enterprise requirements

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDER502 Harvest deer velvet

Modification History

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Application

This unit of competency describes the skills and knowledge required to harvest deer velvet.

This unit applies to people who harvest deer velvet. All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

All work is carried out under the supervision of an attending veterinarian following National Velvet Accreditation Scheme (NVAS) procedures for harvesting deer antler.

Pre-requisite Unit

Nil.

Unit Sector

Deer (DER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for velveting | 1.1 Check facilities, materials and equipment are available, serviceable and functioning and contribute to a safe, hygienic and stress free environment for animals and operators  
1.2 Arrange veterinary supervision and drugs, equipment, emergency equipment and personal protective equipment are ready for use  
1.3 Draft and restrain animals selected for velveting according to |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Harvest velvet</td>
<td>2.1 Determine volume of analgesic or anaesthetic drug for each animal and administer under supervision of attending veterinarian</td>
</tr>
<tr>
<td></td>
<td>2.2 Remove antler using hygienic techniques and appropriate standards</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure human and animal emergency procedures are ready for implementation</td>
</tr>
<tr>
<td></td>
<td>2.4 Collect information during harvesting process for annual return/audit</td>
</tr>
<tr>
<td></td>
<td>2.5 Tag velvet for identification using NVAS tags or NVAS Statutory Declaration Forms, and cross-reference to the animal velveted to allow for full trace back</td>
</tr>
<tr>
<td>3. Complete harvesting process</td>
<td>3.1 Release animal into recovery area and monitor for adverse reactions and take appropriate action as required</td>
</tr>
<tr>
<td></td>
<td>3.2 Clean velveting area and equipment and dispose of waste in line with enterprise biosecurity and environmental policies</td>
</tr>
<tr>
<td></td>
<td>3.3 Dispose of hazardous substances and used equipment according to legislative requirements and codes of practice</td>
</tr>
<tr>
<td></td>
<td>3.4 Store equipment, record drug usage and place remaining drugs in a secure facility</td>
</tr>
<tr>
<td></td>
<td>3.5 Follow industry procedures in the event of post-velveting death</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDER502A Harvest deer velvet.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDER502 Harvest deer velvet

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- safely handle and restrain deer including dealing with aggressive or difficult animals
- administer drugs to deer under supervision of a registered veterinarian
- velvet unassisted a minimum of three deer under supervision of a registered veterinarian
- comply with the National Velvet Accreditation Scheme (NVAS) and quality assurance program of the Deer Industry Association of Australia (DIAA)
- manage deer effectively before, during and after velveting
- implement emergency response procedures when required
- develop and maintain effective working relationships with a range of organisations operating in the deer industry
- communicate with work team using industry standard terminology
- implement enterprise work health and safety, biosecurity and animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- animal welfare legislation and issues
- definitions of, and requirements with respect to, veterinary supervision and legal responsibilities of deer producers and veterinarians
- drug legislation relating to deer velvet harvesting
- food safety requirements relating to drug residues and withholding periods, and the hygienic handling of velvet
- management of deer before and after velveting
- surgical velveting procedures
- NVAS and quality assurance program of the Deer Industry Association of Australia (DIAA)
• enterprise work health and safety, biosecurity and animal welfare policies

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

AHCDES501 Design sustainable landscapes

Modification History

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Application

This unit of competency describes the skills and knowledge required to design for improvement of long-term ecological sustainability of landscapes, land under production, land areas in business use, natural resource areas and recreational amenity spaces essential for long-term economic and cultural viability.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Design (DES)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess requirements</td>
<td>1.1 Consult client to establish a brief for the design</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| for sustainable land use | 1.2 Research and identify legislative and regulatory requirements and document in the improvement plan  
1.3 Identify specific requirements for sustainability from the brief, business plan, management plan or policy documentation  
1.4 Assess the land area for its biophysical factors, biodiversity, historical and cultural attributes, services, site modifications and threats to sustainability  
1.5 Identify environmental implications of the planned works and, if necessary, report to relevant personnel for further research and recommendations |
| 2. Prepare an integrated design to improve land use | 2.1 Develop a concept plan for improvement that reflects client preferences and requirements and takes into account heritage issues, site factors and any identified environmental requirements  
2.2 Present concept plan to the client or land owner for discussion and approval  
2.3 Consult other professionals to assist in research and planning of works in areas of specific technical expertise, energy efficiency and use, current and developing technologies and legislative and enterprise requirements  
2.4 Consider design of products, materials and finishes that are efficient, low risk and cyclic and confirm availability from a local source  
2.5 Evaluate resources, materials, equipment and machinery required for the works for their impact on the sustainable use of the site  
2.6 Select plants and soils for their integrated roles for the designed outcomes in the specific site conditions, system of irrigation and environmental parameters  
2.7 Review environmental conditions for a functional analysis of the site and the planned design  
2.8 Prepare a detailed plan or design  
2.9 Present plan or design to the client or land owner for acceptance |
| 3. Plan the implementation into the design | 3.1 Outline staged implementation and development with appropriate access for future works  
3.2 Incorporate timelines for development, taking into account the needs of the implementation plan and principles of sustainability  
3.3 Determine schedules for planting and post-planting care in accordance with the requirements of the plant species, site conditions and any other planning requirements  
3.4 Integrate protection of water resources, riparian zones, specified trees and existing vegetation into the design plan  
3.5 Review chemical, non-chemical, ameliorant application and waste disposal procedures and processes to select designs of minimal |
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<thead>
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<tbody>
<tr>
<td></td>
<td>environmental consequence and potential contamination of soils and ground water</td>
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<tr>
<td></td>
<td>3.6 Review implementation outline for integration of approach to land and water management</td>
</tr>
<tr>
<td>4. Audit the implementation for sustainability of use</td>
<td>4.1 Ensure that all work materials, waste and debris from site works have low risk and energy sustainable methods</td>
</tr>
<tr>
<td></td>
<td>4.2 Sample and test soil and ground water quality and implement recommendations</td>
</tr>
<tr>
<td></td>
<td>4.3 Confirm soil conservation measures and erosion sediment controls</td>
</tr>
<tr>
<td></td>
<td>4.4 Verify protection measures for specified trees, protected flora and fauna and areas and objects of cultural significance</td>
</tr>
<tr>
<td></td>
<td>4.5 Maintain or improve biodiversity, heritage, cultural and historical attributes, soil and water quality</td>
</tr>
<tr>
<td></td>
<td>4.6 Provide client with a report according to the brief or contractual requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDES501A Design sustainable landscapes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDES501 Design sustainable landscapes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess a land area for sustainable use
- conduct soil and water quality tests
- design for the health and sustainability of soils and plants
- implement sustainable practices
- interpret specifications and plans
- outline an integrated approach to land and water management
- prepare a detailed plan or design, specifications and where appropriate a proposal or quotation for sustainable land improvement
- consult with clients
- protect water resources, riparian zones and vegetation in a development area
- research, interpret and apply appropriate legislation and regulations
- select plants and soils for their integrated functional roles
- use a range of graphic techniques for illustrating landscape design components

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of designing sustainable landscapes
  - assessment techniques
  - environmental controls and codes of practice applicable to the business and to the improvement works
  - botany, plant physiology, taxonomy and nomenclature
  - identification and selection of soils, growing media, plants, shrubs and trees
- irrigation practices
- legislation and regulations relating to soil and water degradation issues and construction
- specific legislation and regulations for landscape design and development
- specific requirements for sustainability
- surface hydrology
- sustainable land and water use principles and practices applicable in the region
- types, properties and characteristics of a wide range of soils and growing media
- workplace health and safety legislation and regulations

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCES502 Prepare a landscape design

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Application

This unit of competency describes the skills and knowledge required to prepare a landscape design for a large project on residential, commercial or public open spaces.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Design (DES)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop a design brief</td>
<td>1.1 Consult with client to establish the purpose and requirements of design 1.2 Interpret and incorporate relevant architectural designs, styles and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| **1.** Prepare a landscape design details | 1.3 Develop an agreed client brief  
1.4 Negotiate cost structures and timelines with the client |
| **2.** Assess the project site | 2.1 Inspect the site of the landscape project  
2.2 Record physical elements and features of the site on a base plan  
2.3 Assess soil conditions, topography, aspect, existing vegetation and climatic factors and record on a site analysis  
2.4 Complete functional analysis of the existing site and record on the base plan  
2.5 Assess any other relevant information and record on a base plan  
2.6 Assess opportunities and constraints on development including local council and other potential legal requirements |
| **3.** Prepare a concept design | 3.1 Prepare concept to illustrate location and layout of proposed landscape works according to the design brief  
3.2 Consult with the client to establish agreement on options and approaches for design development  
3.3 Specify hard landscaping requirements, including irrigation, demolition and removal of existing features and installation of new works  
3.4 Compile planting schedules for incorporation into the design plan  
3.5 Apply industry standards and consistent graphic styles to the concept design |
| **4.** Produce a final design | 4.1 Include specifications and notes on the design to assist in interpretation  
4.2 Research and apply appropriate landscape construction principles to landscape design according to industry standards  
4.3 Finalise and document a detailed design plan according to the design brief, concept design and client consultations using industry standard graphic, text and layout styles |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCDES502A Prepare a landscape project design.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDES502 Prepare a landscape design

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess landscape sites
- consult with clients
- design scaled concept drawing and construction plans
- determine survey levels and site grading
- identify and select plants, shrubs and trees
- identify dimensions and qualities of materials
- implement professional practices
- interpret architectural designs and details
- operate Computer-Aided Design (CAD) software and/or draft plans by hand
- specify hard landscaping requirements
- use graphic techniques to industry standards for illustrating landscape design components

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of preparing a landscape project design
  - establishment of site levels
  - landscape construction and engineering principles
  - drafting techniques
  - environmental implications of landscape project works
  - botany, plant physiology, taxonomy and nomenclature
  - how to identify and treat soils
  - plant identification, selection and culture
• work health and safety risk in office and outdoor environments

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDES503 Assess landscape sites

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Application

This unit of competency describes the skills and knowledge required to carry out a landscape site assessment and develop recommendations.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Design (DES)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Collect and collate initial information | 1.1 Consult client and confirm objectives of assessment  
1.2 Source and verify site plans and maps  
1.3 Identify and acquire required resources |
<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>1.4 Prepare base plan of the site and relevant surrounds</td>
<td></td>
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<tr>
<td>1.5 Verify location, ownership and site boundaries</td>
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</tr>
<tr>
<td>1.6 Identify and record current land use and environmental threats and problems</td>
<td></td>
</tr>
<tr>
<td>1.7 Identify and record covenants that could affect the project, design or report</td>
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</tr>
<tr>
<td>1.8 Determine climate and weather conditions from historical data</td>
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2. Undertake initial site visit

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<tr>
<td>2.1 Meet site entry conditions and obtain approval if required</td>
<td></td>
</tr>
<tr>
<td>2.2 Identify site hazards and assess risks for current visit</td>
<td></td>
</tr>
<tr>
<td>2.3 Undertake site orientation</td>
<td></td>
</tr>
<tr>
<td>2.4 Identify and record existing on-site and adjacent site features that may impact upon the project, plan or report objectives</td>
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</tr>
<tr>
<td>2.5 Identify, and measure and record or confirm site dimensions, levels and gradients</td>
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3. Compile a site inventory

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<tbody>
<tr>
<td>3.1 Identify soil and growing media types, properties and relevant physical characteristics and record on-site inventory</td>
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</tr>
<tr>
<td>3.2 Record the species, health, age and location of vegetation</td>
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<tr>
<td>3.3 Locate structural elements and confirm existing services and facilities</td>
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</tr>
<tr>
<td>3.4 Record the presence, location and extent of other relevant site constraints</td>
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</tr>
<tr>
<td>3.5 Sample areas of homogeneous soils and growing media to send for testing and analysis of soil content and contamination as requested by client or as required in the brief provided</td>
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4. Determine the impact of development for trees on site

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<tbody>
<tr>
<td>4.1 Obtain the consulting arborist report to assess trees on site</td>
<td></td>
</tr>
<tr>
<td>4.2 Determine and record tree protection zones</td>
<td></td>
</tr>
<tr>
<td>4.3 Document the impact of proposed development on each tree</td>
<td></td>
</tr>
<tr>
<td>4.4 Identify trees that are exempt from approval requirements</td>
<td></td>
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<tr>
<td>4.5 Identify and locate on the site plan trees impacted by development, according to regulations applying in the local jurisdiction</td>
<td></td>
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<tr>
<td>4.6 Include trees identified by the consulting arborist report as requiring pruning or removal in a development application</td>
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</table>

5. Document a site assessment report

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<tbody>
<tr>
<td>5.1 Interpret soil and growing media tests results and analyse for further testing requirements</td>
<td></td>
</tr>
<tr>
<td>5.2 Record specific recommendations of remedial action for site problems</td>
<td></td>
</tr>
<tr>
<td>5.3 Formulate recommendations for appropriate risk controls of site hazards</td>
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<tr>
<td>5.4 Store and maintain survey and assessment data</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>5.5 Document site information</td>
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<tr>
<td>5.6 Incorporate all relevant data into the assessment report in accordance with client needs and the requirements of relevant legislation and regulations</td>
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<tr>
<td>5.7 Deliver a copy of the report to the client and advise the client of content and implications of the report</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDES503A Assess landscape sites.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDES503 Assess landscape sites

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect and collate information on site features
- consult with and advise clients
- document assessment and recommendations in a site plan and assessment report
- identify vegetation and soils
- interpret and produce plans
- maintain assessment data records
- sample soils and growing media
- verify existing site details

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of assessing landscape sites
  - current land use and environmental threats to and problems with site
  - interpretation of results from assessment and testing
  - local, state and federal regulations
  - measurement and surveying techniques
  - plant nutrition
  - protocols of site access
  - soil and growing media types, structure, texture and soil pH
  - soil chemical and physical properties
  - soil field tests and soil sampling techniques
  - techniques to ameliorate soil properties
• vegetation common within the region, using botanical and regionally accepted common names, age, health and conditions of vegetation

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDES504 Design for construction of landscape features

Modification History

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Application

This unit of competency describes the skills and knowledge required to design for the construction of landscape features and to develop a final project report.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Design (DES)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Interpret detail architectural and landscape design</td>
<td>1.1 Interpret detail architectural and landscape design drawings for construction features 1.2 Define survey levels and record any site gradients</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| drawings | 1.3 Construct a small scale model from detail drawings  
1.4 Draw detail plans from pre-constructed landscape features, including elevations  
1.5 Draw drainage plans for a green site and a developed site to construction standards |
| 2. Design aspects of construction for landscape features in a range of materials | 2.1 Develop a concept design for the construction of the selected landscape feature  
2.2 Illustrate construction details for landscape features  
2.3 Incorporate a range of materials used in the construction of landscape features into the design |
| 3. Specify dimensions, footings and qualities of materials | 3.1 Determine the difference in quality of available materials and specify quality criterion in the design  
3.2 Specify dimensions, footings and qualities of materials selected  
3.3 Determine the consequences and costs involved in using poor quality materials  
3.4 Specify the construction standards in the design |
| 4. Develop a design and project report | 4.1 Develop a site strategy for the design project  
4.2 Identify and document timelines for the project  
4.3 Determine and record project costs  
4.4 Work with contractors on site to resolve any issues arising  
4.5 Develop and document a final design and project report |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDES504A Design for construction of landscape features.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDES504 Design for construction of landscape features

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- calculate project costs
- develop a final design and project report
- draw plans to construction standards
- identify and document project timelines
- interpret detail architectural and landscape design drawings
- liaise with stakeholders, staff and contractors
- select appropriate materials and plants
- specify dimensions, footings and qualities of materials

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of designing for construction of landscape features
  - construction standards
  - drainage issues and the available resources to resolve problems
  - how to select appropriate plants and materials
  - materials available in the marketplace
  - plant specifications for a range of plants appropriate to the design
  - principles of surveying
  - site services, including electrical and water provision
  - stone walling, including gabions
  - the essentials of retaining walls
• the paving process

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ce6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDRG201 Maintain drainage systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out routine cleaning and maintenance of draining systems.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Drainage (DRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Inspect drainage systems | 1.1 Confirm the work to be undertaken  
1.2 Check personal protective equipment for serviceability and correct fit  
1.3 Identify work health and safety hazards associated with the activity and take appropriate steps to minimise risks to self and |
### Element | Performance criteria
---|---
1. | others
1.4 | Inspect drainage system visually for blockages, leaks and operating faults
2. | Maintain system components
2.1 | Inspect components for wear or blockage
2.2 | Service mechanical equipment
2.3 | Replace simple components
3. | Remove silt and weed growth
3.1 | Clean silt from channels, drains, sumps and crossings
3.2 | Remove weed growth
3.3 | Flush drainage system
3.4 | Observe water flow through channels and from outlets to confirm it is unobstructed
4. | Record and report maintenance activities
4.1 | Record blockage or leakage by type and location of the section of the system affected
4.2 | Record and report damaged or faulty equipment
4.3 | Record and report all routine maintenance activities
4.4 | Check drainage system regularly

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCDRG201A Maintain drainage systems.

### Links
Assessment Requirements for AHCDRG201 Maintain drainage systems

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- inspect and maintain simple drainage system components
- inspect components for wear
- monitor and control weeds and silt build up
- record and report damage, blockages and leakages

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of drainage system maintenance:
  - disposal procedures for chemical containers and residues, oils, grease and used parts
  - drainage system cleaning procedures
  - environmental impacts of drainage system maintenance
  - equipment used to clean and maintain drainage systems
  - manual, mechanical and chemical weed control methods
  - types of drainage systems

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDRG301 Install drainage systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to install surface and subsurface drainage systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Drainage (DRG)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for drainage system installation activities | 1.1 Identify the construction site for the drainage system  
1.2 Select materials, tools, equipment and machinery and carry out pre-operational and safety checks  
1.3 Identify work health and safety hazards, assess risks and implement controls |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>1.4 Select, use and maintain suitable personal protective equipment</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Co-ordinate installation work             | 2.1 Coordinate work tasks in a sequential, timely and effective manner  
2.2 Install the drainage system with due consideration of the environmental implications  
2.3 Maintain a clean and safe work area throughout work |
| 3. Prepare the site for installation of drainage system | 3.1 Interpret symbols and terminology to ensure the concept of the drainage system plan is clearly understood  
3.2 Identify layout of services, check depths and report discrepancies  
3.3 Complete survey, measurement and marking out of site and confirm soil characteristics relevant to the system |
| 4. Undertake installation of drainage system | 4.1 Complete excavations without damage to services, facilities, features and established plants  
4.2 Install the drainage system  
4.3 Test the drainage system for configuration, flow rates and capacity  
4.4 Confirm remedial action to be taken when the drainage system operation does not meet the plan specifications |
| 5. Complete installation of drainage system  | 5.1 Finish earthworks  
5.2 Restore the site and remove and dispose of waste material  
5.3 Clean, maintain and store tools, equipment and machinery  
5.4 Record work outcomes and report the works as per the executed drawings, including adjustments |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDRG301A Install drainage systems.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRG301 Install drainage systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- install drainage system works
- interpret drainage system plans and drawings
- interpret site specifications, soil types and drainage system plans
- level and align earthworks
- measure materials required to install drainage systems
- prepare for installation activities
- set out drainage system works
- set out, survey, test and excavate the installation site
- test the drainage system
- use equipment, tools and machinery appropriate to the scope of works

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of drainage installation
- drain types, components and installation techniques
- soil characteristics and their impact on drainage systems
- purposes of drainage systems and the application of drainage system plans to the physical situation
- work health and safety
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDRG302 Measure drainage system performance

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to measure, record and report on soil moisture, salinity and water table depth to determine system performance and efficiency.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Drainage (DRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for work | 1.1 Confirm the location of the drainage system  
|  | 1.2 Select materials, tools, equipment and machinery  
|  | 1.3 Carry out pre-operational and safety checks on tools, equipment and machinery |

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Skills Impact
<table>
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<tbody>
<tr>
<td>1.4 Identify work health and safety hazards, assess risks and implement controls&lt;br&gt;1.5 Select, use and maintain suitable personal protective equipment</td>
<td></td>
</tr>
<tr>
<td>2. Assess drainage and collection systems</td>
<td>2.1 Determine damaged or broken components&lt;br&gt;2.2 Inspect areas for signs of water pooling and problems&lt;br&gt;2.3 Take measurements to determine drainage performance&lt;br&gt;2.4 Identify and record factors external to the system which may cause interference</td>
</tr>
<tr>
<td>3. Record and report system performance status</td>
<td>3.1 Record water quality and quantity&lt;br&gt;3.2 Record water table depth, soil moisture and salinity&lt;br&gt;3.3 Document strategies that minimise the negative environmental impacts and maximise the positive impacts of the drainage system</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDRG302A Measure drainage system performance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRG302 Measure drainage system performance

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify adverse environmental impacts of drainage systems
- identify and apply appropriate remedial action
- identify and correct system problems
- identify hazards and implement safe work procedures
- use technology to record and report drainage system data

Knowledge Evidence

The candidate must demonstrate knowledge of:

- how to measure a water table and salinity
- measuring and monitoring procedures for factors contributing to drainage system performance
- positive and negative environmental impacts of drainage systems
- soil moisture measurement procedures
- the environmental role of drainage systems
- water quality monitoring methods and techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCDRG303 Troubleshoot drainage systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to troubleshoot issues in drainage systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Drainage (DRG)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for work</td>
<td>1.1 Identify drainage system issues and develop plans to rectify them 1.2 Locate the affected section of drainage system 1.3 Determine work requirements and responsibility for repair 1.4 Select materials, tools, equipment and machinery 1.5 Carry out pre-operational and safety checks on tools, equipment</td>
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<tr>
<td>and machinery</td>
<td>1.6 Identify work health and safety hazards, assess risks and implement controls</td>
</tr>
<tr>
<td>and machinery</td>
<td>1.7 Select, use and maintain suitable personal protective equipment</td>
</tr>
<tr>
<td>2. Determine access to drainage system</td>
<td>2.1 Access plan of drainage system and locate access points</td>
</tr>
<tr>
<td>2. Determine access to drainage system</td>
<td>2.2 Carry out digging without unnecessary damage to buildings, site, environment or existing fixtures and fittings</td>
</tr>
<tr>
<td>3. Carry out work</td>
<td>3.1 Use safe manual lifting and handling techniques</td>
</tr>
<tr>
<td>3. Carry out work</td>
<td>3.2 Access drainage system and rectify identified issue</td>
</tr>
<tr>
<td>3. Carry out work</td>
<td>3.3 Test drainage system to confirm issue has been rectified</td>
</tr>
<tr>
<td>3. Carry out work</td>
<td>3.4 Repair or reseal drainage system to permit normal use</td>
</tr>
<tr>
<td>3. Carry out work</td>
<td>3.5 Advise relevant personnel that repairs have been completed and the drainage system has been commissioned for use</td>
</tr>
<tr>
<td>4. Complete work</td>
<td>4.1 Clean work area and dispose of debris and waste</td>
</tr>
<tr>
<td>4. Complete work</td>
<td>4.2 Clean and maintain tools and equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDRG303A Troubleshoot drainage systems.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRG303 Troubleshoot drainage systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- complete a range of rectification works
- identify a range of drainage system issues relevant to their industry, including surface and sub-surface issues
- inspect the site to determine access to drainage system
- plan and prepare for the work
- test the system and clean up after rectifying the identified issues

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of drainage system troubleshooting
  - components used in drainage systems
  - environmental impacts of drainage systems
  - isolation processes and procedures
  - types and operational parameters of drainage systems
  - types of drainage systems common to their industry and their possible issues
  - work plans and processes

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCDRG304 Maintain and repair irrigation drainage systems

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Application

This unit of competency describes the skills and knowledge required to maintain and repair irrigation drainage systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Drainage (DRG)

Elements and Performance Criteria

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<tr>
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</tr>
</tbody>
</table>
| 1. Prepare to carry out irrigation drainage system maintenance | 1.1 Inspect site and assess drainage  
1.2 Confirm the necessity for repair and notify appropriate people of the intention to commence work  
1.3 Determine work requirements from plans, drawings, specifications or instructions and identify hazards, assess risks |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| 1.     | Select required tools and equipment and check for safe operation.  
|        | Select and use suitable personal protective equipment.  
|        | Confirm that excavation methods meet the safety requirements of the task and site.  
|        | Make appropriate drainage and inflow diversion arrangements without damage to environment. |
| 2.     | Access plan of irrigation system and locate access points.  
|        | Gain access to drainage lines to allow blockage to be cleared.  
|        | Carry out digging without unnecessary damage to buildings, site, environment or existing fixtures and fittings. |
| 3.     | Conduct routine inspections of designated work areas.  
|        | Identify system faults and take corrective actions with consideration of structure type, location and specifications.  
|        | Use mechanical equipment to open and close drains.  
|        | Repair or replace components and associated fittings as required.  
|        | Construct cast in situ components. |
|        | Test drainage lines to confirm blockages have been cleared from pipe system.  
|        | Repair and reseal drainage lines to permit normal use.  
|        | Clean and align work area and dispose of debris and waste. |
| 5.     | Confirm that earthworks and embankments meet system requirements.  
|        | Manage and maintain drainage area vegetation.  
|        | Control weeds are controlled.  
|        | Implement and record a maintenance program for drainage equipment. |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCIRG320A Maintain and repair irrigation drainage systems.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRG304 Maintain and repair irrigation drainage systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- isolate appliances, fixtures, fittings and related assemblies
- gain access and carry out repairs
- level and align the site
- repair or remove blockages
- use manual and mechanical drain clearing equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for maintaining drainage systems
  - components used in irrigation drainage systems
  - environmental impacts of drainage systems
  - isolation processes and procedures
  - levelling and alignment processes
  - types and operational parameters of irrigation drains

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDRG401 Coordinate and supervise installation of an irrigation drainage system

Modification History

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<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to coordinate and supervise the installation of an irrigation drainage system.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Drainage (DRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop and implement construction</td>
<td>1.1 Develop employment and contract management procedures 1.2 Develop procedures for controlling and recording site deliveries</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
</tbody>
</table>
| procedures                                   | 1.3 Develop procedures for recording the hire of plant and equipment  
1.4 Determine work health and safety procedures, including risk assessment  
1.5 Notify client, authorities and agencies of the schedule of works  
1.6 Develop procedures for dealing with environmental issues associated with construction work |
| 2. Organise resource requirements             | 2.1 Nominate tasks and timelines, including the required resources for each  
2.2 Organise labour requirements  
2.3 Verify the correct parts and equipment have been delivered to the site and checked  
2.4 Select and maintain equipment and machinery  
2.5 Allocate jobs and tasks to the work team  
2.6 Carry out safety induction for the task and site |
| 3. Interpret the irrigation drainage system design for the site | 3.1 Determine the purpose, scale and required output of the irrigation system  
3.2 Assess the landscape of the site  
3.3 Determine construction requirements and verify with the designer  
3.4 Select components to meet design specifications and site requirements |
| 4. Supervise preparatory work                 | 4.1 Interpret plan and supervise preparatory work  
4.2 Take levels and plan earth works  
4.3 Confirm site is cleaned and marked out  
4.4 Confirm drainage structures are pegged out |
| 5. Supervise construction of the drainage system | 5.1 Interpret plan and supervise construction work  
5.2 Confirm trenches are excavated to specification  
5.3 Confirm earth works are carried out appropriately  
5.4 Confirm construction of drainage structures are to specifications  
5.5 Inspect the lay out and joining of pipes  
5.6 Check the fitting and adjustment of fittings and valves and confirm all joints are secured  
5.7 Supervise the installation and testing of the pumping system |
| 6. Commission the irrigation drainage system  | 6.1 Start the system up  
6.2 Identify operating faults and take corrective actions as required  
6.3 Use testing and monitoring equipment to monitor system efficacy  
6.4 Make adjustments as required |
| 7. Supervise the rehabilitation of the        | 7.1 Monitor the resurfacing and sealing earthworks  
7.2 Confirm the planting and maintenance of vegetation areas have |
<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>works area</td>
<td>been carried out</td>
</tr>
<tr>
<td></td>
<td>7.3 Confirm the disposal of waste and surplus materials has been carried out in an environmentally sound manner</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG424A Construct and install an irrigation drainage system.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRG401 Coordinate and supervise installation of an irrigation drainage system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- conduct a work health and safety risk assessment
- develop operational procedures
- document requirements for structures
- estimate quantities and volumes of soil to be moved
- implement employment procedures
- interpret irrigation designs
- supervise workers in:
  - earth moving and construction procedures
  - power and pumping plant installation
  - pump and gated pipe installation
  - construction of canals, channels, head ditches, beds, check structures, tailwater holding ponds

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of irrigation drainage system installation
  - components used in drainage systems
  - drainage appliances, fixtures and fittings
  - environmental impacts of drainage systems
  - environmental role of drainage systems
  - isolation processes and procedures
  - level and align site
Assessment Requirements for AHCDRG401 Coordinate and supervise installation of an irrigation drainage system

1. level alignment processes
2. measuring and monitoring procedures for factors contributing to drainage system performance
3. positive and negative environmental impacts of drainage systems
4. regulatory requirements, codes of practice and relevant enterprise service standards relating to blockage removal, disconnection and reconnection activities
5. soil moisture measurement procedures
6. types and operational parameters of drains
7. water authority standards and procedures
8. water quality monitoring methods and techniques
9. water table and salinity measures

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDRG402 Monitor and control irrigation drainage systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor and control irrigation drainage systems.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Drainage (DRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess irrigation drainage and collection systems</td>
<td>1.1 Measure drainage performance</td>
</tr>
<tr>
<td></td>
<td>1.2 Measure drainage and tail water quality</td>
</tr>
<tr>
<td></td>
<td>1.3 Measure water table depth where required</td>
</tr>
<tr>
<td></td>
<td>1.4 Measure soil salinity where required</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>1.5</td>
<td>Identify and record factors external to the system which may cause interference</td>
</tr>
<tr>
<td>1.6</td>
<td>Analyse drainage system data and compare to the performance specified in the irrigation drainage plan</td>
</tr>
<tr>
<td>2.</td>
<td>Regulate flows</td>
</tr>
<tr>
<td>2.1</td>
<td>Inspect flow regulating systems and apply adjustments necessary to achieve discharge requirements specified</td>
</tr>
<tr>
<td>2.2</td>
<td>Monitor discharge flows and apply diversions to facilitate repair or emergency</td>
</tr>
<tr>
<td>3.</td>
<td>Control and operate drainage system structures and processes</td>
</tr>
<tr>
<td>3.1</td>
<td>Control processes to maintain specified performance</td>
</tr>
<tr>
<td>3.2</td>
<td>Develop and implement maintenance procedures</td>
</tr>
<tr>
<td>3.3</td>
<td>Identify, address and report operational conditions of the drainage system</td>
</tr>
<tr>
<td>3.4</td>
<td>Integrate processes to improve drainage network performance</td>
</tr>
<tr>
<td>4.</td>
<td>Troubleshoot drainage problems</td>
</tr>
<tr>
<td>4.1</td>
<td>Conduct a visual inspection to determine damaged or broken components and record results</td>
</tr>
<tr>
<td>4.2</td>
<td>Inspect areas being drained for signs of water pooling and record problems</td>
</tr>
<tr>
<td>4.3</td>
<td>Access drainage lines to allow blockage to be cleared</td>
</tr>
<tr>
<td>4.4</td>
<td>Clear blockage or replace blocked section</td>
</tr>
<tr>
<td>4.5</td>
<td>Test drainage line to confirm blockage is cleared from pipe system</td>
</tr>
<tr>
<td>4.6</td>
<td>Repair or reseal drainage line to permit normal use</td>
</tr>
<tr>
<td>4.7</td>
<td>Rehabilitate the drainage site</td>
</tr>
<tr>
<td>5.</td>
<td>Record and report system performance status</td>
</tr>
<tr>
<td>5.1</td>
<td>Record water quality</td>
</tr>
<tr>
<td>5.2</td>
<td>Record water table depth, soil moisture and salinity</td>
</tr>
<tr>
<td>5.3</td>
<td>Document strategies that minimise negative environmental impacts and maximise positive impacts of the drainage system</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG425A Monitor and control irrigation drainage systems.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRG402 Monitor and control irrigation drainage systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply soil moisture testing techniques
- calculate water volumes from rate and depth
- clear and refill drainage lines
- clear blockages from drainage systems
- identify hazards and implement safe work procedures
- isolate drainage lines
- measure water table depth, soil moisture and salinity

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for monitoring irrigation drainage systems
  - components used in drainage systems
  - environmental impacts of drainage systems
  - isolation processes and procedures
  - levelling and alignment processes
  - measuring and monitoring procedures for factors contributing to drainage system performance
  - soil moisture measurement procedures
  - types and operational parameters of drains
  - water quality monitoring methods and techniques
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCDRG501 Design drainage systems

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to identify design requirements, determining the specifications for drainage systems and designing the drainage system.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Drainage (DRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine design requirements</td>
<td>1.1 Determine water transfer, recharge, reuse and harvesting system needs</td>
</tr>
<tr>
<td></td>
<td>1.2 Describe processes of collecting, disposing and storing drainage</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>water to avoid degrading water quality</td>
</tr>
<tr>
<td></td>
<td>1.3 Investigate regional geology and geography to predict drainage parameters</td>
</tr>
<tr>
<td></td>
<td>1.4 Apply hydrological calculations to predict volumes and rates of surface run-off</td>
</tr>
<tr>
<td></td>
<td>1.5 Conduct site investigations to assess depth of clay, depth of ground water, soil and water salinity, and structural or chemical impediments so as to determine the most cost effective drainage system</td>
</tr>
<tr>
<td></td>
<td>1.6 Document predictions of leaching fractions and salt movements, and develop soil amelioration and drainage management plans</td>
</tr>
<tr>
<td></td>
<td>1.7 Determine the need for leachate interception and dewatering system and if required prepare construction specification for interception and collection, disposal, reuse or recycle</td>
</tr>
<tr>
<td></td>
<td>1.8 Confirm drains and structures are capable of carrying the design water volumes and intensities according to enterprise standards</td>
</tr>
<tr>
<td></td>
<td>1.9 Identify construction specifications required to make drainage systems in accordance with environmental and work health and safety requirements</td>
</tr>
<tr>
<td></td>
<td>1.10 Identify and protect environmentally sensitive areas according to local, state and federal legislation and regulations</td>
</tr>
<tr>
<td>2. Design a drainage system</td>
<td>2.1 Select systems, including relevant equipment, to move water efficiently to water storage or treatment and at the flow and pressure required in design specifications</td>
</tr>
<tr>
<td></td>
<td>2.2 Select system combinations that are efficient, reliable, functional, serviceable and flexible for the intended application</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine energy requirements and check layout of electricity lines with local authority if electrical pumps and motors are used in the system</td>
</tr>
<tr>
<td></td>
<td>2.4 Select structures, pipes, valves and accessories and integrate into a functional system that can be monitored and maintained</td>
</tr>
<tr>
<td></td>
<td>2.5 Define the work required to make suitable drainage systems available to the enterprise in the design specifications</td>
</tr>
<tr>
<td></td>
<td>2.6 Confirm power supply design specification with power authorities if electrical pumps and motors are used in the system</td>
</tr>
<tr>
<td></td>
<td>2.7 Minimise damage from drainage system issues</td>
</tr>
<tr>
<td></td>
<td>2.8 Design output is checked by an appropriately experienced and qualified person</td>
</tr>
<tr>
<td>3. Determine capital expense budget</td>
<td>3.1 Estimate materials required from plans and specifications</td>
</tr>
<tr>
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<td>3.2 Estimate labour requirements based on documented work schedule with reasonable allowance for variances in work</td>
</tr>
</tbody>
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| Element                                                                 | Performance criteria                                                                CLUDED
<table>
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<tbody>
<tr>
<td></td>
<td>schedules</td>
</tr>
<tr>
<td></td>
<td>3.3 Base costing for each component on quoted information from suppliers, or sound</td>
</tr>
<tr>
<td></td>
<td>analysis of individual elements</td>
</tr>
<tr>
<td></td>
<td>3.4 Document design calculations, performance indicators and decisions and relevant</td>
</tr>
<tr>
<td></td>
<td>information in plans, specifications and manuals</td>
</tr>
<tr>
<td></td>
<td>3.5 Budget output is checked by an appropriately experienced and qualified person</td>
</tr>
<tr>
<td>4. Determine operating expense budget</td>
<td>4.1 Optimise the relationship between capital and operational costs</td>
</tr>
<tr>
<td></td>
<td>including a comparison of energy sources</td>
</tr>
<tr>
<td></td>
<td>4.2 Collate all operating expense applicable to the completed drainage system and</td>
</tr>
<tr>
<td></td>
<td>calculate an operating expense budget</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDRG501A Design drainage systems.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRG501 Design drainage systems

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess the requirements for pumping capacity in a drainage system and power requirements
- complete hydrological calculations
- develop budgets
- develop specifications for water transfer, recharge, reuse and harvesting systems
- identify adverse environmental impacts of drainage and appropriate remedial action
- identify design requirements
- identify performance indicators for the drainage system
- predict volumes and rates of surface run-off and system leakage

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of drainage design
  - budgeting, contractual development and obligations
  - developments in drainage technology
  - cost/benefit analysis
  - leachate interception and dewatering systems
  - leaching fractions and salt movements prediction
  - monitoring systems
  - the design processes
  - water transfer, recharge, reuse and harvesting systems
  - workplace health and safety and environmental protection legislation
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDRY201 Milk livestock

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Application

This unit of competency describes the skills and knowledge required to milk livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Dairy (DRY)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for milking</td>
<td>1.1 Prepare dairy sheds, yards and equipment for milking operations 1.2 Prepare teat sprays</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| **1.** Move and yard livestock in readiness for milking operations | 1.3 Move and yard livestock in readiness for milking operations  
| | 1.4 Follow appropriate work health and safety practices |
| 2. Carry out milking | 2.1 Move livestock into position and check and prepare for milking  
| | 2.2 Segregate and report livestock producing milk unsuitable for bulk sales where required  
| | 2.3 Conduct milking hygienically and monitor progress to prevent over-milking  
| | 2.4 Identify and isolate unsuitable milk from bulk supplies  
| | 2.5 Identify and report livestock health problems to supervisor for treatment  
| | 2.6 Report livestock on heat where required  
| | 2.7 Handle livestock in line with enterprise animal welfare policies |
| 3. Complete milking operation | 3.1 Return livestock to paddocks without causing stress or injury  
| | 3.2 Select suitable detergents and cleaning supplies  
| | 3.3 Carry out cleaning procedures to maintain hygiene standards of dairy facilities  
| | 3.4 Identify and report machinery and equipment malfunctions for repair or replacement |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDRY201A Milk livestock.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
Assessment Requirements for AHCDRY201 Milk livestock

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare dairy facilities and equipment to industry safety and hygiene standards
- operate milking equipment to carry out milking in an effective and efficient manner
- complete milking operation and return livestock to paddocks
- clean dairy facilities and equipment to industry standards
- recognise and isolate unsuitable milk
- identify sickness or abnormal behaviour in livestock
- communicate with supervisor and staff
- follow enterprise work health and safety policies
- follow enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types, functions, cleaning and maintenance of milking facilities, machinery and equipment such as sheds, yards, milking machines and teat sprays
- anatomy, physiology, reproduction cycle, lactation and behaviour of the animal species applicable to milking operations
- relevant work health and safety requirements
- relevant animal welfare practices and requirements such as handling and moving livestock
- work routines, procedures and impacts of bad practices for milking operations
- criteria and methods for determining milk quality
- types, characteristics, signs of ill health, prevention and treatment of relevant diseases in the livestock species
- types, handling, use and disposal of detergents and cleaning agents, work health and safety and environmental practices for these agents
Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDRY301 Coordinate milking operations

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to coordinate the milking operations of an enterprise.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Dairy (DRY)

Elements and Performance Criteria

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<tr>
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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Determine requirements for</td>
<td>1.1 Identify and clarify production requirements according to</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>milking operations</td>
<td>enterprise objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and comply with requirements for the maintenance of milk quality</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine and maintain resources and equipment requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify work health and safety hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td>2. Determine milking procedures</td>
<td>2.1 Determine milking routines and procedures for milking operations, with consideration to the range of variable conditions</td>
</tr>
<tr>
<td></td>
<td>2.2 Check water supplies for availability and check and adjust milking equipment to ensure good operational condition</td>
</tr>
<tr>
<td></td>
<td>2.3 Implement milking procedures with minimum stress to livestock and maximum yield within reasonable timeframes</td>
</tr>
<tr>
<td></td>
<td>2.4 Rectify minor malfunctions of equipment or milking systems to manufacturer's specifications and report more complex repairs for specialist attention</td>
</tr>
<tr>
<td>3. Implement livestock health treatment program</td>
<td>3.1 Monitor livestock health and condition</td>
</tr>
<tr>
<td></td>
<td>3.2 Carry out livestock testing according to enterprise plan and seek advice from supervisors and experts for potential health issues</td>
</tr>
<tr>
<td></td>
<td>3.3 Carry out livestock health treatments during drying off with minimal stress and weight loss according to veterinary or expert advice</td>
</tr>
<tr>
<td></td>
<td>3.4 Implement hygiene practices to prevent cross-infection during milking operations</td>
</tr>
<tr>
<td></td>
<td>3.5 Take milk samples and label appropriately</td>
</tr>
<tr>
<td></td>
<td>3.6 Complete and maintain livestock health records</td>
</tr>
<tr>
<td></td>
<td>3.7 Carry out all livestock handling and husbandry in line with enterprise animal welfare policies</td>
</tr>
<tr>
<td>4. Coordinate and monitor milking operations</td>
<td>4.1 Monitor milking procedures for efficiency, effectiveness and compliance with relevant requirements</td>
</tr>
<tr>
<td></td>
<td>4.2 Monitor and maintain milk quality</td>
</tr>
<tr>
<td></td>
<td>4.3 Monitor costs to ensure operations are completed and maintained within budget</td>
</tr>
<tr>
<td></td>
<td>4.4 Clean work areas and equipment, and dispose of organic and non-organic waste in an environmentally responsible manner</td>
</tr>
<tr>
<td></td>
<td>4.5 Complete documentation and records accurately and promptly</td>
</tr>
</tbody>
</table>
**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCDRY301A Coordinate milking operations.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRY301 Coordinate milking operations

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe operating procedures
- determine requirements for milking operations
- schedule, coordinate and monitor milking operations
- implement livestock health treatment program
- conduct milk sampling and testing
- implement drying off programs according to livestock health strategy
- recognise and rectify machinery malfunctions
- participate in livestock recording programs
- clean work areas and milking equipment.
- apply enterprise work health and safety policies
- apply enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types, functions, cleaning, monitoring and maintenance of milking facilities, machinery and equipment
- enterprise and industry requirements for milking operations such as production targets, finances, required resources, manpower and equipment
- criteria, methods and industry standards for determining milk quality
- factors affecting milk quality, and their effects and impacts on enterprise production targets and enterprise viability
- work routines, procedures and impacts of bad practices for milking operations
- anatomy, physiology, reproduction cycle, lactation and behaviour of the animal species applicable to milking operations
- relevant hygiene and biosecurity practices and requirements for milking operations
- relevant animal welfare practices and requirements for milking operations
- relevant livestock testing, health treatment and preventive medicine applicable to milking operations
- types, characteristics, signs of ill health, prevention and treatment of relevant diseases in the livestock species
- types and maintenance of required documentation and records
- types, handling, use and disposal of detergents and cleaning agents, Work Health and Safety and environmental practices for these agents
- relevant requirements, methods and methods for waste and debris storage and disposal
- relevant work health and safety legislation, regulations and codes of practice

**Assessment Conditions**

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCDRY302 Operate a dairy recycling system

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate a dairy recycling system.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Dairy (DRY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for dairy waste disposal operations</td>
<td>1.1 Confirm work to be undertaken from the work program 1.2 Hold discussions with other workers who may be affected by the</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
 | maintenance activities
 | 1.3 Identify work health and safety hazards, assess risks and implement suitable controls
 | 1.4 Select, use and maintain personal protective equipment (PPE)
 | 1.5 Select, check and maintain tools and equipment for the work to be undertaken

2. Maintain and operate a dairy waste storage and disposal system

| 2.1 Service and maintain dairy waste removal and disposal equipment
 | 2.2 Use dairy waste disposal systems according to system design and in compliance with approval granted by local government and the State environment protection authority
 | 2.3 Carry out recognised techniques for irrigation from dairy waste storages
 | 2.4 Flush and drain in-shed dairy waste pits

3. Monitor dairy waste disposal system

| 3.1 Check flow rates, pit levels and equipment regularly to maintain effective operation of the system
 | 3.2 Carry out cleaning procedures and hygiene practices
 | 3.3 Identify environmental impacts of dairy waste disposal, assess likely outcomes and if necessary, take responsive action in line with enterprise environmental policies

4. Conduct hygiene and administration activities

| 4.1 Clean equipment according to manufacturer's specifications
 | 4.2 Clean and store attachments and other ancillary equipment appropriately
 | 4.3 Dispose of all containers, leftover fluids, waste and debris from the operations safely and appropriately
 | 4.4 Complete all required records and documentation accurately and promptly

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCDRY302A Operate a dairy recycling system.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRY302 Operate a dairy recycling system

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- make preparations for dairy waste disposal operations
- maintain and operate a dairy waste storage and disposal system in accordance with work health and safety and environmental legislation, regulations and codes of practice
- monitor dairy waste disposal system
- carry out irrigation from dairy waste storages.
- observe, identify and react appropriately to environmental implications and work health and safety hazards associated with the dairy recycling system
- conduct hygiene and administration activities
- apply enterprise work health and safety policies
- apply enterprise environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- enterprise work program and program requirements for dairy waste disposal operations
- relevant work health and safety requirements
- tools, equipment and systems used for dairy waste disposal operations (dairy waste handling, removal and disposal) and their functions, cleaning, maintenance, servicing and storage of such tools, equipment and systems
- relevant local government, State and Commonwealth regulations and industry requirements for dairy waste disposal operations
- environmental impacts of dairy waste disposal operations and dairy waste irrigation, and strategies to mitigate such impacts
- irrigation techniques for dairy waste
- functions, maintenance and service of effluent pits
• methods for safe and appropriate disposal of containers, leftover fluids, waste and debris from effluent operations
• documentation and type of records that need to be completed for effluent operations
• relevant biosecurity requirements and environmental sustainability practices

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCDRY401 Manage milking shed routines

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage milking shed routines.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Dairy (DRY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Manage routine maintenance</td>
<td>1.1 Plan maintenance schedules in accordance with manufacturer's recommendations and industry standards</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>1.2 Implement programmed replacement of consumables in line with recorded usage and replacement schedule</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and replace worn or unsafe components</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify and rectify milking equipment maintenance problems</td>
</tr>
<tr>
<td></td>
<td>1.5 Engage specialist services for non-routine service and repairs</td>
</tr>
<tr>
<td>2. Manage shed milking routines</td>
<td>2.1 Determine milking shed routines and schedules with available labour and resources</td>
</tr>
<tr>
<td></td>
<td>2.2 Allocate and communicate staff responsibilities</td>
</tr>
<tr>
<td></td>
<td>2.3 Establish and implement milk production recording procedures</td>
</tr>
<tr>
<td></td>
<td>2.4 Implement industry or supplier quality assurance practices and procedures in programmed shed routines</td>
</tr>
<tr>
<td></td>
<td>2.5 Implement enterprise work health and safety policies</td>
</tr>
<tr>
<td></td>
<td>2.6 Implement enterprise animal welfare policies</td>
</tr>
<tr>
<td>3. Manage unsuitable milk from at risk cows</td>
<td>3.1 Establish shed procedures for the identification of cow herd health problems</td>
</tr>
<tr>
<td></td>
<td>3.2 Isolate milk from at risk cows to maintain overall milk quality</td>
</tr>
<tr>
<td></td>
<td>3.3 Select and administer appropriate treatments according to veterinary or expert advice</td>
</tr>
<tr>
<td></td>
<td>3.4 Determine strategies for the isolation or drying off of at risk or mastitis affected cows in accordance with appropriate advice</td>
</tr>
<tr>
<td>4. Maintain enterprise practices for milk quality</td>
<td>4.1 Develop in shed hygiene routines according to industry best practice and standards</td>
</tr>
<tr>
<td></td>
<td>4.2 Implement hygiene procedures to prevent cross infection and teat or udder damage</td>
</tr>
<tr>
<td></td>
<td>4.3 Monitor milk quality to comply with specified supplier standards</td>
</tr>
<tr>
<td></td>
<td>4.4 Monitor milk cooling equipment and storage to maximise milk quality</td>
</tr>
<tr>
<td></td>
<td>4.5 Identify environmental impacts of milking operations, assess likely outcomes and take action to minimise adverse effects in line with enterprise environmental policies</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCDRY401A Manage milking shed routines.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCDRY401 Manage milking shed routines

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- oversee the routine maintenance and service of milking equipment and replacement of consumables
- oversee the conduct of milking operations
- identify possible causes of decline in milk quality including animal infection and teat damage and faults in milking equipment and rectify
- oversee cleaning and disinfection of milk area and equipment after milking
- maintain records of the milking operation
- manage unsuitable milk from at risk cows
- maintain enterprise practices for milk quality in co-operation with dairy factory personnel
- implement enterprise work health and safety policies
- implement enterprise animal welfare and environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types, functions, cleaning, monitoring and maintenance of milking facilities, machinery, equipment and consumables
- enterprise and industry requirements for milking operations such as production targets, finances, required resources, manpower and equipment
- work routines, procedures and impacts of bad practices for milking operations
- relevant industry standards, guidelines, codes of practice and programmes for milking operations, milk quality assurance and milking shed routines
- types, characteristics, signs of ill health, prevention and treatment of relevant diseases in the livestock species and their impact on milking operations and milk quality
• criteria, methods and industry standards for determining milk quality
• factors affecting milk quality, and their effects and impacts on enterprise production
targets and enterprise viability
• anatomy, physiology, reproduction cycle, lactation and behaviour of the animal species
applicable to milking operations
• relevant hygiene and biosecurity practices and requirements for milking operations
• relevant livestock testing, health treatment and preventive medicine applicable to milking
operations
• types, handling, use and disposal of detergents and cleaning agents, work health and
safety and environmental practices for these agents
• environmental impacts of milking operations and strategies to mitigate such impacts
• relevant work health and safety requirements
• relevant animal welfare practices and requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately
reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCEXP301 Handle and store explosives

Modification History

<table>
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<tr>
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<td>Release 2</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to safely handle, store, load and transport explosives according to industry standards.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources.

State or Territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Explosives (EXP)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes.</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for the handling of explosives</td>
<td>1.1 Identify health and safety hazards, assess risks and implement controls for the handling, storage and transport of explosives</td>
</tr>
<tr>
<td></td>
<td>1.2 Check for damaged or defective explosives and take action according to workplace procedures</td>
</tr>
</tbody>
</table>
AHCEXP301 Handle and store explosives

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare and display signage and placarding on vehicles or storage facilities for explosives as directed by legislative and regulatory requirements

1.4 Identify and implement emergency procedures for the transportation, handling and storage of explosives

1.5 Establish monitoring and recording systems for authorisation to handle, store and transport explosives that comply with the codes of practice and legislative and regulatory requirements

2. Transport explosives

2.1 Establish arrangements to maintain the integrity and security of transported explosives according to workplace procedures

2.2 Institute security procedures to ensure explosives arrive at the destination intact and within specified times

2.3 Implement workplace strategies to carry out emergency procedures according to legislative and regulatory requirements

2.4 Load and transport explosives safely according to workplace procedures and legislative and regulatory requirements

3. Store explosives

3.1 Define and action the requirements for the safe and secure storage of explosives according to legislative and regulatory requirements

3.2 Define requirements for personnel authorised to gain access to explosives

3.3 Assess storage conditions to ensure they meet requirements for safe storage of explosives

3.4 Monitor and maintain security according to legislative and regulatory requirements

3.5 Accurately implement and maintain recording systems for the handling and storage of explosives according to legislative and regulatory requirements

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Skill | Description
--- | ---

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Accurately completes workplace documents, statutory records and authorisation documents and hazard warning signs using clear correct language and terminology</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes responsibility for following explicit and implicit policies, procedures and legislative and regulatory requirements</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Selects and uses appropriate conventions and protocols when communicating with co-workers</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Takes responsibility for planning, sequencing and prioritising tasks and workload</td>
</tr>
<tr>
<td></td>
<td>• Makes routine decisions and implements procedures for tasks, using formal decision-making processes for more complex and non-routine situations</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
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<tr>
<td>AHCEXP301 Handle and store explosives Release 2</td>
<td>AHCEXP301 Handle and store explosives Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
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### Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCEXP301 Handle and store explosives

Modification History

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have handled and stored explosives, including:

- checked explosives for damage or defects and implemented corrective action
- conducted risk assessment and implemented safe work procedures
- prepared and displayed placards on vehicles transporting explosives
- loaded and transported components of explosives safely in accordance with legislative and regulatory requirements and workplace procedures
- established and implemented monitoring and recording systems for handling, storing and transporting explosives according to legislative and regulatory requirements
- defined requirements and authorisations for the safe handling and storage of explosives
- implemented security procedures for explosives
- identified and implemented emergency procedures for transporting and storing explosives.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- local conditions and factors in the handling, transporting and storage of explosives
- care and preventive measures required to eliminate risk of fire and deterioration of stored explosive materials
- procedures for buying commercial explosives and blasting agents
- explosive materials and their identification
- defective or damaged explosives and emergency procedures
- explosives code of practice, regulations and legislation
- environmental conditions required for safe storage of explosive materials
• loading and storing practices for explosives
• security procedures and best practice
• materials handling procedures
• mandatory and workplace records when handling, storing and transporting explosives.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • explosives or realistic representations of explosives
  • tools and equipment required to handle and transport explosives
  • personal protective equipment
• specifications:
  • workplace instructions, procedures and processes for handling explosives
  • explosive safety data sheets
  • explosives related legislation and codes of practice
• relationships:
  • team member(s) or supervisor to gain approvals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-bf1a-524b2322cf72
AHCEXP302 Identify and select explosive products

Modification History

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Application

This unit of competency describes the skills and knowledge required to identify and select explosive products and suitable mixtures that can be used for blasting for agricultural or land management purposes.

This unit applies to individuals who work under broad direction and take responsibility for their own work. This includes using discretion and judgement in the selection and use of available resources.

Licensing conditions apply to this unit. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Explosives (EXP)

Elements and Performance Criteria

<table>
<thead>
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</thead>
<tbody>
<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify explosives applications | 1.1 Identify the job application requiring the use of explosives in consultation with the field manager or supervisor  
1.2 Identify the site for blasting and check the surrounding area to confirm that all aspects of safety have been considered and |
### Element | Performance criteria
---|---
| 1.3 | Identify risks and potential side effects of the blast after consideration of all site characteristics and use information in the planning of blasting operations. 
| 1.4 | Consider environmental implications of the intended explosives usage when planning blasting activities. 
| 1.5 | Consider and utilise alternatives to the use of explosives when planning the application, as appropriate. 
| 1.6 | Follow work health and safety policies and procedures when handling or using explosives to maintain own, fellow workers’ and public safety. 

### 2. Select explosives components

| 2.1 | Select explosive products to match the application, site and identified hazards at the blasting site. 
| 2.2 | Make sure explosives or components are not damaged or defective before use. 
| 2.3 | Establish the quantity of explosive energy required in line with the site characteristics and the designated application. 
| 2.4 | Ensure initiator device selection reflects industry best practice and matches explosives selection. 
| 2.5 | Utilise safety fuses as required to suit the application. 
| 2.6 | Make sure the use of explosives complies with relevant legislative requirements and Australian Standards. 

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCEXP302A Identify and select explosive products.

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524bf2322cf72
Assessment Requirements for AHCEXP302 Identify and select explosive products

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must demonstrate that they can identify and select appropriate explosive products for the task.

The candidate must provide evidence that they can that they can:

- establish the need to use explosives
- identify the risks and environmental implications of using explosives
- select explosives and initiator devices to match the application, site and identified hazards at the blasting site
- utilise safety fuses as required
- identify various components of explosive products
- estimate the likely effect of explosives on structures, personnel and livestock in the site vicinity
- apply work health and safety policies and procedures when working with explosives
- apply policies and procedures to ensure the safety of the public

Knowledge Evidence

The candidate must demonstrate knowledge of:

- uses of various explosive products
- performance of each explosive product used by the enterprise
- the behaviour of the substrate material when subject to blasting
- jobs that require the use of explosives in the context of own conservation and land management work
• particular properties of explosives/blasting agents and their suitability for particular purposes
• features that identify defective or damaged explosives
• key concepts of the Australian standards relating to the storage, transportation and use of explosives as they apply to own work role
• relevant State and Territory legislation

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCFAU201 Recognise fauna

Modification History

<table>
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<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to recognise and record fauna that are commonly encountered when undertaking agricultural, horticultural and land management activities.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well-known parameters, providing solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Fauna (FAU)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for fauna recognition | 1.1 Identify and select processes for fauna recognition  
1.2 Identify fauna according to workplace requirements |
Elements describe the essential outcomes.  

Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Identify and select resources and equipment required for identification activity</td>
<td>1.4 Determine location for observations of fauna</td>
</tr>
<tr>
<td>1.5 Organise and arrange resources for fauna recognition process</td>
<td>1.6 Use surveillance techniques suitable for approaching fauna and reduce environmental impact</td>
</tr>
<tr>
<td>1.7 Follow workplace health and safety procedures for fieldwork</td>
<td></td>
</tr>
</tbody>
</table>

2. Recognise specified fauna

2.1 Recognise and name fauna according to their characteristics

2.2 Record descriptions of fauna habits, characteristics and significant features according to workplace procedures

2.3 Seek advice in the identification process according to workplace procedures

2.4 Ensure observation activities comply with animal welfare codes of practice

3. Complete identification of fauna

3.1 Record fauna sightings in reference collection

3.2 Update field notes for new fauna sightings

3.3 Report notifiable fauna to supervisor according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interprets textual information from sources to identify relevant and key information for fauna recognition</td>
</tr>
<tr>
<td>Writing</td>
<td>• Documents outcomes of observations using correct and industry specific terminology</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Complies with explicit workplace procedures and animal welfare codes of practice</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Get the work done | • Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title</th>
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<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCFAU201</td>
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<td>Equivalent unit</td>
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<td>Recognise fauna</td>
<td>Updated Performance Evidence and Knowledge Evidence</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=96399549-4c624a5e-bf1a524b2322cf72
Assessment Requirements for AHCFAU201 Recognise fauna

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have recognised fauna in the field, including:

- accessed a natural area in a manner suitable to observe fauna causing minimal disruption and damage to the environment
- identified and selected processes, situations, equipment and resources for observation of fauna
- observed and record the details of observations according to enterprise requirements
- recognise fauna according to characteristics
- followed workplace procedures and supervisor instructions for identifying, recognising and recording fauna
- applied work health and safety policies and procedures to fauna observation activities
- applied animal welfare practices when observing fauna
- prepared documentation relevant to fauna observations and identification.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices for identifying fauna, including:
  - identification techniques and resources
  - fauna behaviour
  - fauna habitats
  - tracks, scats and traces
  - typical characteristics of fauna
  - nomenclature and naming conventions
  - techniques for observing, identifying and reporting fauna
Assessment Requirements for AHCFAU201 Recognise fauna

- purposes for observing and monitoring fauna
- workplace health and safety procedures when conducting observations
- procedures for reporting rare, uncommon or notifiable fauna
- animal welfare and environmental codes of practice relevant to the observation of fauna.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated where target fauna species inhabit or an environment that accurately represents these conditions
- resources, equipment and materials:
  - target fauna
  - tools and equipment required for fauna observations
  - personal protective equipment required while conducting observations
- specifications:
  - workplace policies, procedures, processes and instructions
  - specifications for fauna recognition activity
  - legislation/codes of practice relevant to fauna and environment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCFAU301 Respond to wildlife emergencies

Modification History

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<tr>
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Application

This unit of competency describes the skills and knowledge required to evaluate and coordinate a response to natural resource emergencies involving fauna.

This unit applies to working within own area of responsibility in a response to a wildlife emergency. These individuals are required to take responsibility for their own work and take limited responsibility for other workers and possibly volunteers.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Fauna (FAU)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Evaluate wildlife</td>
<td>1.1 Investigate nature of emergency from eyewitness reports or own...</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>emergency</td>
<td>1.2 Make assessment of key factors that may impact on an appropriate response, including public and personal health and safety, animal care, biosecurity and environmental factors</td>
</tr>
<tr>
<td></td>
<td>1.3 Notify authorities of incident according to enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>1.4 Implement interim care of animals pending instructions from authorities</td>
</tr>
<tr>
<td></td>
<td>1.5 Delegate appropriate staff to provide interim care for animals</td>
</tr>
<tr>
<td></td>
<td>1.6 Ensure personnel assisting in interim care are equipped and briefed</td>
</tr>
<tr>
<td></td>
<td>1.7 Implement care instructions provided by authorities or veterinarians</td>
</tr>
<tr>
<td></td>
<td>1.8 Collect information to determine further action</td>
</tr>
<tr>
<td></td>
<td>1.9 Interview informants to obtain details of the situation</td>
</tr>
<tr>
<td>2. Implement response to emergency</td>
<td>2.1 Establish communications necessary to manage situation</td>
</tr>
<tr>
<td></td>
<td>2.2 Transport resources and personnel to site</td>
</tr>
<tr>
<td></td>
<td>2.3 Establish site procedures and implement emergency plans according to legislative requirements and enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>2.4 Move live fauna</td>
</tr>
<tr>
<td></td>
<td>2.5 Remove dead fauna from site and dispose of biological matter in accordance with enterprise procedures and health and safety requirements</td>
</tr>
<tr>
<td></td>
<td>2.6 Clean site in accordance with enterprise procedures to maintain public and environmental health and safety</td>
</tr>
<tr>
<td></td>
<td>2.7 Implement measures that minimise risk to significant places, area, habitats, species and communities</td>
</tr>
<tr>
<td>3. Coordinate response</td>
<td>3.1 Inform general public and media of the nature of the incident and agency decisions</td>
</tr>
<tr>
<td></td>
<td>3.2 Brief volunteers and staff on workplace health and safety hazards, preventive measures and reporting requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Coordinate and deploy volunteers according to their skills and available personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>3.4 Establish physical barriers to keep public away from animals to minimise their distress and to protect the public</td>
</tr>
<tr>
<td></td>
<td>3.5 Manage media until authorities provide instructions</td>
</tr>
<tr>
<td></td>
<td>3.6 Use media according to enterprise procedures</td>
</tr>
<tr>
<td>4. Care for affected animals</td>
<td>4.1 Assign teams to animals according to incident assessment, care instructions and skills within teams</td>
</tr>
<tr>
<td></td>
<td>4.2 Apply animal first aid</td>
</tr>
</tbody>
</table>
|                         | 4.3 Perform role in wildlife operations team according to the
Element | Performance criteria
--- | ---
command structure and procedures of the management plan
4.4 Care for animals using a range of skills and according to veterinary instructions and enterprise procedures

5. Determine management options
5.1 Seek veterinary advice where appropriate
5.2 Collect biological and incident data on animals
5.3 Evaluate management options according to advice, condition of animal and risk assessment
5.4 Band or tag released animals where required for scientific purposes
5.5 Source equipment and staff for returning animal to wild or temporary captive management

6. Remove carcass
6.1 Develop inter-agency agreement with local authority for removal of carcases
6.2 Dispose of carcases according to authority instructions
6.3 Source equipment and staff for disposal

7. Complete debrief and report
7.1 Follow incident management processes for debrief and wash-up
7.2 Provide report to management to determine what procedures should be implemented

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCFAU301A Respond to wildlife emergencies.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCFAU301 Respond to wildlife emergencies

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- evaluate natural resource emergency
- implement and coordinate response to emergency in accordance with enterprise procedures and health and safety requirements
- follow enterprise procedures to ensure the safety of self, other personnel, the general public and the wildlife
- determine management options including returning animal to wild or temporary captive management, according to authority and enterprise policies and procedures
- follow instructions from veterinarians or authorities to care for animal
- remove and dispose of animal carcasses in accordance with authority instructions
- complete debrief and prepare reports to enterprise standards
- apply workplace health and safety policies and procedures when implementing emergency plans
- apply appropriate animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
- health risks associated with animals
- public relations and media management
- incident management systems
- State/Territory and local wildlife emergency authorities and organisations
- local authorities for wildlife emergencies
- potential biosecurity risks associated with wildlife rescue operations
- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCFAU501 Manage fauna populations

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare a fauna management plan including controlling or maintaining fauna populations.

This unit applies to managers of natural areas and technical specialists who manage and provide advice on fauna populations.

Firearms licensing conditions may apply to this unit. Specific determination should be sought through the relevant State or Territory.

Scientific licenses may be required if the management plan involves endangered or threatened species or critical habitats. Specific determination should be sought through the relevant State or Territory.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Fauna (FAU)
## Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Assess fauna populations** | 1.1 Conduct surveys for distribution, ecology, viability, genetic diversity and threats  
1.2 Determine increase or decrease in species population size and range  
1.3 Assess desirability of the population change in terms of impact on immediate environment  
1.4 Assess condition of the environment and habitats for ongoing support of the species  
1.5 Research species numbers in other locations to determine significance of local population  
1.6 Assess attitudes of stakeholders to the species to determine acceptable range of population management options  
1.7 Complete a cost/benefit analysis of population management options |
| **2. Prepare management plan** | 2.1 Develop plan of management from assessment  
2.2 Prepare submissions for funding to implement the management plan  
2.3 Assess plan of management in terms of costs and available funds, according to enterprise procedures |
| **3. Control or maintain fauna population** | 3.1 Develop plan to control or maintain species into a series of intervention measures in accordance with resource constraints and legislative requirements  
3.2 Implement measures to manage population according to legislative requirements  
3.3 Obtain permits for population management according to legislative requirements  
3.4 Inform stakeholders and staff about population management measures, according to enterprise procedures  
3.5 Ensure management measures comply with work health and safety, animal welfare, biosecurity and environmental sustainability policies and procedures  
3.6 Ensure staff are trained and, where required, licensed to manage population  
3.7 Manage incidents with species according to legislative, enterprise, work health and safety and public safety requirements  
3.8 Monitor and adjust management plan and record results in accordance with legislative and enterprise requirements |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCFAU501A Manage fauna populations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCFAU501 Manage fauna populations

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess fauna populations and their habitat
- assess the impact of fauna population on the environment
- determine the stability and importance of fauna populations for their species
- plan intervention measures to improve species distribution, habitat and survivability
- prepare a fauna management plan in accordance with legislative requirements and enterprise procedures, including informing staff and stakeholders
- implement plan to control or maintain fauna populations
- develop workplace health and safety procedures within the management plan
- incorporate biosecurity procedures in the management plan
- apply animal welfare practices when managing fauna populations
- apply appropriate sustainability practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- legislative and enterprise requirements
- ecology of species, habitats, predators, competitors
- survey and assessment techniques
- key anatomical and behavioural characteristics and reproduction patterns of species
- signs and symptoms of health issues in the species
- management planning
- requirements of licences for scientific, educational and conservation activities
• requirements for ensuring the welfare of animals described in the relevant Codes of Practice

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCFIR201 Assist with prescribed burning

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to assist with prescribed burning for agricultural or natural resource management purposes.

This unit applies to personnel participating in lighting and conducting prescribed burns under direct supervision.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil

Unit Sector

Fire (FIR)

Elements and Performance Criteria

<table>
<thead>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Assist with preparations for the burn | 1.1 Prepare machinery and equipment for use in the burn  
1.2 Check and prepare safety equipment and personal protective equipment  
1.3 Read or listen to information about contingency plans and seek clarification where required  
1.4 Recognise and note assets requiring protection during the burn  
1.5 Check personal role and activities during the burn  
1.6 Discuss and clarify location and extent of the burn |
| 2. Support conduct of burn | 2.1 Provide assistance with pre-burn checks  
2.2 Wear personal protective equipment throughout the burn  
2.3 Follow work health and safety policies and procedures and enterprise operating procedures throughout the burn  
2.4 Identify and maintain a safe escape route at all times  
2.5 Raise problems or concerns during the burn with the supervisor  
2.6 Maintain communication at all times  
2.7 Observe conditions at the fire and note and report their effect on fire behaviour and development  
2.8 Observe and report weather conditions and changes to fire behaviour  
2.9 Use a fire extinguisher to extinguish fires according to enterprise requirements |
| 3. Participate in clean-up activities | 3.1 Carry out cleaning-up activities  
3.2 Clean and store personal protective equipment, machinery and equipment |

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Unit Mapping Information

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCFIR201 Assist with prescribed burning

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated on at least one occasion.

The candidate must provide evidence that they can:

- prepare machinery and equipment to enterprise requirements before burning
- continually monitor weather conditions throughout the burn
- use personal protective equipment as required and check, clean and store on completion of the burn
- identify appropriate safe escape routes throughout the burn
- maintain communication with supervisor and other staff at all times throughout the burn
- carry out clean up operations according to supervisor instructions to enterprise standards
- apply work health and safety procedures throughout the burn.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- fire behaviour
- extinguishing media and equipment
- communication equipment and procedures
- burning tactics and techniques
- assets that need protecting throughout the burn
- fire hazards, safety techniques
- organisation’s operating procedures for prescribed burn
- contingency plans and emergency procedures for the burn
• purpose and use of personal protective equipment
• work health and safety policies and procedures relevant to prescribed burning
• key concepts of work health and safety and environmental legislative and enterprise requirements.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCFIR501 Manage wildfire hazard reduction programs

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage wildfire hazard reduction programs.

This unit applies to those whose job role includes managing wildfire hazard reduction programs through planning, advising and monitoring the performance of operational personnel undertaking fire prevention activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Fire (FIR)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop wildfire prevention strategies</td>
<td>1.1 Rate potential wildfire hazards according to fuel loads, climate, location, accessibility, ecology and organisational priorities</td>
</tr>
<tr>
<td></td>
<td>1.2 Rate risks to buildings, structures and cultural sites from wildfires</td>
</tr>
</tbody>
</table>
### Element: Manage wildfire hazard reduction programs

#### Performance criteria

- According to adjacent fuel loads, climate, location, accessibility and organisational priorities

1.3 Ensure wildfire hazard reduction strategies take into account the local fire history, fuel loads, climate, location, accessibility, geophysical systems, ecology, environmental sustainability practices, biosecurity, organisational procedures and priorities, work health and safety, local fire agencies and legislative requirements.

1.4 Gain local community support for proposed wildfire hazard reduction strategy.

1.5 Develop strategies for proposed wildfire hazard reduction in accordance with organisational priorities, local fire agencies and legislative requirements.

1.6 Ensure strategies comply with work health and safety, public health and safety and animal welfare regulatory requirements and enterprise guidelines.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>2. Implement and monitor wildfire hazard reduction</td>
<td>2.1 Determine equipment, chemicals and bioagents required for hazard reduction activities.</td>
</tr>
<tr>
<td></td>
<td>2.2 Implement hazard reduction strategies that are appropriate to the enterprise’s objectives, the nature of the site, location, available resources and equipment, and environmental conditions.</td>
</tr>
<tr>
<td></td>
<td>2.3 Undertake hazard reduction in accordance with organisational plans and procedures, work health and safety policies and local fire agency and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Incorporate biosecurity and environmentally sustainable practices in hazard reduction plans.</td>
</tr>
<tr>
<td></td>
<td>2.5 Coordinate hazard reduction activities with relevant agencies and other land users.</td>
</tr>
<tr>
<td></td>
<td>2.6 Monitor progress of hazard reduction activities.</td>
</tr>
<tr>
<td></td>
<td>2.7 Review hazard reduction plans, strategies and operational procedures and process recommendations for change.</td>
</tr>
<tr>
<td>3. Process records</td>
<td>3.1 Report suggested or required changes to plans and strategies.</td>
</tr>
<tr>
<td></td>
<td>3.2 Ensure records document quantities and type of chemicals or biological agents used and where they were applied.</td>
</tr>
<tr>
<td></td>
<td>3.3 Ensure records document how, when and where hazard reduction actions taken.</td>
</tr>
<tr>
<td></td>
<td>3.4 Process incident report.</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCFIR501A Manage wildfire hazard reduction programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCFIR501 Manage wildfire hazard reduction programs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop and manage wildfire hazard reduction programs in accordance with enterprise procedures, local fire agencies, work health and safety policies and legislative requirements
- rate wildfire risks to the environment, buildings, structures and cultural sites according to fuel loads, climate, location, accessibility and ecology
- develop effective strategies for wildfire hazard reduction that comply with local fire agency and regulatory requirements
- plan wildfire hazard reduction programs that take into account local fire history, climate fuel loads, location and accessibility
- review hazard reduction plans, strategies and operational procedures with other agencies to enterprise and regulatory requirements
- maintain records of pesticides and chemical agents used, hazard reduction and fire incidents according to enterprise procedures
- manage consultation with local community to ensure their support for program
- use industry standard terminology
- apply work health and safety policies and procedures in the planning and implementation of wildfire hazard reduction strategies
- apply biosecurity measures to wildfire hazard reduction planning
- incorporate appropriate sustainability practices in wildfire hazard reduction planning

Knowledge Evidence

The candidate must demonstrate knowledge of:

- wildfire prevention strategies
- contact details for local fire agencies in the case of an emergency
- local authorities, agencies and other land users
- hazards associated with wildfire prevention strategies
- fire behaviour in a rural/bush environment in known climatic conditions of the specified area
- range of equipment applicable to wildfire hazard reduction
- approved, safe use of equipment
- environmental, public health and safety issues
- types of chemical and biological hazards and how they should be handled
- the local fire history, fuel loads, climate, location, accessibility
- geophysical systems and ecology of the area
- organisational procedures and priorities for wildfire hazard reduction programs
- work health and safety, local fire agencies and legislative requirements that apply to prescribed burns

**Assessment Conditions**

Assessment must take place in a simulated environment.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCFIR502 Plan prescribed burning for fuel, ecological and cultural resource management

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and monitor plans for prescribed burning in areas associated with fuel management and for the conservation of ecological and cultural assets.

The unit includes the identification of advantages and risks in burning for fuel management, identification of ecological and cultural assets and values and the conducting, monitoring and evaluation of a prescribed burn.

This unit applies to individuals whose job roles include preparing and monitoring plans for prescribed burning for fuel management taking into consideration the ecological and cultural assets and values of the target area. Work is undertaken without supervision. They may also have responsibility for the work of others involved in the program.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Unit Sector

Fire (FIR)
### Elements and Performance Criteria

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<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Assess a designated site/area for prescribed burning** | **1.1** Locate, assess and record accumulated fuel, cultural heritage and environmental assets  
**1.2** Locate, assess and record reference areas, experimental plots, populations of flora and fauna that may be affected by fire  
**1.3** Assess and record potential impacts on natural and cultural heritage assets from prescribed burn preparation and burning activities  
**1.4** Assess potential risks and hazards  
**1.5** Identify the history of previous burns on the site, including frequency, season, intensity and extent  
**1.6** Take into account legislation, regulations and codes of practice relating to prescribed burn preparation and burning activities  
**1.7** Assess the suitability of a site or area for fuel reduction using prescribed burning and identify alternative strategies where necessary  
**1.8** Determine resources and equipment required to implement the plan |
| **2. Plan for prescribed burning** | **2.1** Conduct site assessment to confirm targeted selection of sites or areas for prescribed burning  
**2.2** Establish objectives for fuel reduction, ecological and cultural heritage protection  
**2.3** Select strategies and tactics suitable for the area and consistent with the burn objectives  
**2.4** Assess wildfire hazards and risks of selected strategies and tactics  
**2.5** Conduct consultation and ongoing liaison with stakeholders  
**2.6** Ensure plan addresses work health and safety, protection of life, property, assets and the environment and is in accordance with legislative requirements  
**2.7** Ensure required resources and the optimum timing to reduce risk are included in the plan |
| **3. Conduct post burn monitoring and evaluation** | **3.1** Develop and record post burn monitoring and evaluation activities  
**3.2** Assess outcomes of the prescribed burn against established objectives for fuel management and protection of ecological and cultural heritage assets  
**3.3** Develop recommendations based on information from monitoring and evaluation activities that are consistent with relevant legislation, regulations and codes of practice and organisational |
### Element

<table>
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<tr>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>obligations</td>
</tr>
<tr>
<td>3.4 Document and report monitoring and evaluation findings</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

Maps to AHCILM509A Plan burning activities for natural and cultural resource management. NOT equivalent - Code and Title changed to reflect outcomes. Significant changes to unit content and outcomes.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCFIR502 Plan prescribed burning for fuel, ecological and cultural resource management

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan, monitor, evaluate and report prescribed burning according to organisational procedures and legislative requirements
- identify wildfire hazards and risks of wildfire impacts
- identify ecological and cultural assets that may be affected by burning and preparation for burning activities
- develop and meet objectives for prescribed burn strategies, tactics and outcomes
- minimise environmental impact
- minimise impact on cultural assets
- recognise and consult with stakeholders
- research and apply lessons of history of burns in the area or site
- apply work health and safety legislative requirements to prescribed burn plans

Knowledge Evidence

The candidate must demonstrate knowledge of:

- wildfire hazards and risk management strategies
- prescribed burning strategies
- basic wildfire behaviour
- legislation relevant to wildfire hazard reduction, cultural heritage and protection of flora and fauna
- effects of fire on vegetation, fauna and fuel accumulation
- effects of fire on areas and places of cultural significance
- resource requirements to conduct burning activities
• risks in burning for fuel management

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCHYD301 Implement a maintenance program for hydroponic systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement a maintenance program for hydroponic growing systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Hydroponics (HYD)

Elements and Performance Criteria

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor plant health</td>
<td>1.1 Interpret and clarify workplace information about the existing hydroponic system</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess growth rate of plants against targets set in the production plan</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>---------</td>
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</tr>
<tr>
<td>1.3</td>
<td>Assess plants for overall health</td>
</tr>
<tr>
<td>1.4</td>
<td>Assess plant for onset of fruit according to production plan</td>
</tr>
<tr>
<td>2. Monitor the hydroponic environment</td>
<td>2.1 Monitor environmental parameters according to the production plan and make adjustments as required</td>
</tr>
<tr>
<td></td>
<td>2.2 Collect samples and send off for analysis to identify potential sources of contamination</td>
</tr>
<tr>
<td></td>
<td>2.3 Monitor and adjust hygiene procedures</td>
</tr>
<tr>
<td></td>
<td>2.4 Monitor disposal of materials to ensure it follows enterprise guidelines</td>
</tr>
<tr>
<td>3. Monitor nutrient solution</td>
<td>3.1 Identify ingredients of the hydroponic nutrient solution</td>
</tr>
<tr>
<td></td>
<td>3.2 Take samples for testing and analysis</td>
</tr>
<tr>
<td></td>
<td>3.3 Interpret and discuss results</td>
</tr>
<tr>
<td></td>
<td>3.4 Modify nutrient solution to ensure correct balance of ingredients</td>
</tr>
<tr>
<td>4. Perform routine maintenance checks</td>
<td>4.1 Inspect all buildings and structures for wear and tear</td>
</tr>
<tr>
<td></td>
<td>4.2 Check equipment for delivering the nutrient solution</td>
</tr>
<tr>
<td></td>
<td>4.3 Check equipment controlling the atmospheric and root zone environments</td>
</tr>
<tr>
<td>5. Complete monitoring activities</td>
<td>5.1 Report problems to the manager</td>
</tr>
<tr>
<td></td>
<td>5.2 Record all checks</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCHYD301A Implement a maintenance program for hydroponic systems.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCHYD301 Implement a maintenance program for hydroponic systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- monitor and assess plant health
- administer nutrients to a hydroponic system as instructed
- assist in performing nutrient measurement tests
- read nutrient analysis information
- undertake hydroponic system maintenance and repairs
- monitor hydroponic maintenance programs

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for implementing a hydroponic maintenance program
- characteristics of healthy and unhealthy plants
- environmental implications of the disposal of chemicals or chemical containers and the drainage of high nutrient effluent
- equipment used in hydroponic systems
- plant growing media choices and their properties
- potential problems associated with a range of crops grown in a hydroponic environment
- properties of a nutrient solution
- recirculated and non-recirculated systems
- testing methods for a hydroponic nutrient solution
- testing methods for the gauging of environmental parameters
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCHYD302 Install hydroponic systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to install recirculating or non-recirculating hydroponic systems.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Hydroponics (HYD)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for installation | 1.1 Interpret and clarify site plans and design specifications  
1.2 Locate underground services according to site plans  
1.3 Identify any potential site problems  
1.4 Identify environmental implications of installing the system |
<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
</table>
| 1.5 Clear the site for installation  
1.6 Determine and arrange equipment and materials according to design and layout plans |
| 2. Install a hydroponic system | 2.1 Prepare site for and install drainage channels and water collection and storage facilities according to design specifications  
2.2 Assemble system infrastructure according to design specifications  
2.3 Install system components according to design and layout plans and manufacturers specifications  
2.4 Communicate problems associated with installation to the client or manager |
| 3. Test and calibrate the system | 3.1 Check infrastructure and systems are in working order and meet specifications  
3.2 Calibrate hydroponic equipment  
3.3 Install growing media  
3.4 Test the system  
3.5 Complete check list of all testing results |
| 4. Complete installation operations | 4.1 Clean and store all tools and equipment  
4.2 Tidy site and remove and dispose of waste |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCHYD302A Install hydroponic systems.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCHYD302 Install hydroponic systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- commission a hydroponic system according to instructions and directions
- prepare a site for installation of a hydroponics system
- prepare materials and equipment for installation
- install components and structures associated with a hydroponic system
- test and calibrate a hydroponic system
- store and maintain associated installation equipment and materials

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of hydroponic system installation
- environmental implications of the drainage of high nutrient effluents
- head pressure and flow rates
- legislation regarding the installation of hydroponic systems
- plant growing media choices and their properties
- recirculated and non-recirculated systems

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCHYD501 Develop a plan for a hydroponic system

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Application

This unit of competency describes the skills and knowledge required to design a hydroponic system. It applies to those who design systems for hydroponic production of horticultural crops.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Hydroponics (HYD)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Carry out preliminary research</td>
<td>1.1 Research type of crop to be grown based on sound marketing principles</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1.      | 1.2 Research the growing requirements of the crop based on sound horticultural practices  
|         | 1.3 Establish the associated risks of growing a particular crop based on sound horticultural practices  
|         | 1.4 Calculate estimated yield and crop turnover time from historical data and research statistics  
|         | 1.5 Determine quantity of the plants to be grown based on a cost benefit analysis  
| 2.      | 2.1 Assess the physical characteristics of the site  
|         | 2.2 Ascertain and assess the proximity of the site to markets  
|         | 2.3 Identify legal requirements in relation to the site and the development of a hydroponic farm  
|         | 2.4 Identify and consider the environmental implications of developing a hydroponic farm on the site  
| 3.      | 3.1 Research main types of hydroponic systems  
|         | 3.2 Carry out analysis on each type of system for the chosen crops  
|         | 3.3 Carry out a cost/benefit analysis on each system for each type of crop  
|         | 3.4 Determine the type of hydroponic system to be installed  
| 4.      | 4.1 Select and document the water collection and storage system on the plan  
|         | 4.2 Select the irrigation system and its components according to the required volume of water and flow rate  
|         | 4.3 Select and document the fertigation system  
|         | 4.4 Determine the dimensions of the controlled environment structure following full consideration of the relevant factors  
|         | 4.5 Determine the environmental control system and document specifications on the plan  
| 5.      | 5.1 Develop a design plan  
|         | 5.2 Determine specifications and detailed costings with the help of experts, if required  
|         | 5.3 Develop and document detailed production procedures and schedules  
|         | 5.4 Present documentation to the client for final approval  

Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCHYD501A Develop a plan for a hydroponic system.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCHYD501 Develop a plan for a hydroponic system

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- research the growing requirements, risks and returns of the proposed crop
- select, design or customise a system for the site and purpose
- survey the site for suitability and environmental impacts, and gain approvals
- develop a design plan
- present a design plan to clients

Knowledge Evidence
The candidate must demonstrate knowledge of:
- principles and practices for developing a hydroponic system plan
- advantages and disadvantages of the different equipment used in hydroponic systems
- environmental implications of the disposal of chemicals or chemical containers and the drainage of high nutrient effluent
- legislation and regulations relating to the establishment of a hydroponic system
- plant growing media choices, their properties and enterprise specifications
- technical requirements and operating parameters of recirculated and non-recirculated systems

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCILM201 Maintain cultural places

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain Indigenous cultural places according to Community guidelines and cultural protocols.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. This includes undertaking defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess maintenance work required</td>
<td>1.1 Identify works required under the management plan and enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify machine, equipment and materials necessary to carry out maintenance works</td>
</tr>
<tr>
<td></td>
<td>1.3 Estimate materials required for maintenance work</td>
</tr>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>2. Prepare for maintenance</td>
<td>2.1 Organise machine, equipment and materials to carry out maintenance works</td>
</tr>
<tr>
<td></td>
<td>2.2 Prepare and assemble safety equipment and materials</td>
</tr>
<tr>
<td>3. Maintain condition of</td>
<td>3.1 Undertake maintenance work according to work programs and work health and safety</td>
</tr>
<tr>
<td>place</td>
<td>policies and procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Report presence of threats</td>
</tr>
<tr>
<td></td>
<td>3.3 Report evidence of deterioration and wear</td>
</tr>
<tr>
<td></td>
<td>3.4 Clean up site on completion of maintenance works</td>
</tr>
<tr>
<td>4. Protect cultural place</td>
<td>4.1 Report any evidence of damage to place to supervisor</td>
</tr>
<tr>
<td></td>
<td>4.2 Report any breach of legislation or enterprise regulations to supervisor</td>
</tr>
<tr>
<td></td>
<td>4.3 Maintain protective barriers and signs</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM201A Maintain cultural places.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM201 Maintain cultural places

Modification History

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assess the level of work required to maintain the cultural place
- prepare for and carry out maintenance activities in accordance with organisational, cultural and environmental requirements
- report deterioration or damage to place to supervisor
- report incidents of breaches of legislation including vandalism
- apply work health and safety practices in the context of own work

Knowledge Evidence
The candidate must demonstrate knowledge of:
- potential threats to area
- techniques of site maintenance and protection
- range of maintenance works undertaken on cultural sites
- enterprise procedures relating to the reporting of deterioration or damage to place or reporting of incidents

Assessment Conditions
Assessment must comply with Community protocols and guidelines and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM202 Observe and report plants or animals

Modification History

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Application

This unit of competency describes the skills and knowledge required to observe, record and report on the presence of plants or animals against criteria provided by a supervisor or as required under legislation or regulations.

All work is performed according to Community guidelines and cultural protocols.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. This includes undertaking defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan and organise observations | 1.1 Prepare a defined process for observation and seek agreement from supervisor  
1.2 Obtain equipment for observation  
1.3 Note requirements of legislation, protection agreements and enterprise procedures for species |
| 2. Collect and record information | 2.1 Identify and record presence of plants or animals, according to enterprise requirements  
2.2 Collect plants or animal samples according to enterprise requirements and animal welfare codes of practice, where applicable  
2.3 Follow protection and quarantine requirements under legislation, protection agreements and enterprise procedures for biosecurity  
2.4 Make sure observation activities minimise degradation and disturbance to the environment, plants and animals  
2.5 Carry out observation activities in accordance with work health and safety policies and procedures |
| 3. Report data | 3.1 Record and organise information on observed plants or animals according to enterprise recording and database arrangements  
3.2 Communicate information to supervisors  
3.3 Plot and describe locations of an organism using maps, Global Positioning System (GPS) and grid references |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCILM202A Observe and report plants and/or animals.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM202 Observe and report plants or animals

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- observe and accurately identify species of animals or plants in a natural area
- record and report observations in required format
- carry out a survey of plants and animals in a natural area in a manner that minimises disruption or degradation to the environment
- apply work health and safety practices in the context of own work
- use maps or GPS to accurately plot or describe locations

Knowledge Evidence

The candidate must demonstrate knowledge of:

- criteria used to group species
- common, Indigenous and scientific names of plants or animals
- biological species occurring in the study area
- undesirable plants (weeds) and animals
- the basic requirements for ensuring the welfare of animals included in the observation activity described in the relevant Codes of Practice, if animals are being observed

Assessment Conditions

Assessment must comply with community protocols and guidelines and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for assessment.
Links

Companion Volume implementation guides are found in VETNet -
AHCILM203 Record information about Country

Modification History

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Application

This unit of competency describes the skills and knowledge required to record information and knowledge on Country from both an Indigenous and non-Indigenous perspective according to Community guidelines and cultural protocols.

This unit applies to working individually and also within a hierarchy of management and with others in a culturally appropriate way.

Individuals undertake defined activities and work in a structured context exercising limited autonomy with some accountability for own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Collect information | 1.1 Determine boundaries and extent of Country  
<p>| | 1.2 Identify and record plant and animal species by Indigenous or |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td></td>
<td>common name</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify and record special features and sites of Country</td>
</tr>
<tr>
<td>1.4</td>
<td>Determine relationships of plants and animals from Indigenous land and sea management and cultural perspectives</td>
</tr>
<tr>
<td>1.5</td>
<td>Collect information on relevant management practices for Country</td>
</tr>
<tr>
<td>1.6</td>
<td>Determine history of dispossession from Community sources and available literature</td>
</tr>
<tr>
<td>1.7</td>
<td>Determine simple food chains relevant to Country</td>
</tr>
<tr>
<td>1.8</td>
<td>Follow work health and safety policies and procedures when collecting information on Country</td>
</tr>
</tbody>
</table>

| 2. Review changes | 2.1 Identify environmental changes since dispossession and the impacts of these changes on plant and animal communities |
|                   | 2.2 Document environmental trends and the impacts to Country                           |
|                   | 2.3 Record land and sea management practices that address environmental change          |

| 3. Document information | 3.1 Record historical and cultural information about Country                             |
|                         | 3.2 Provide access to information to those who are authorised according to Community guidelines and protocols |
|                         | 3.3 Recognise and record ownership of information                                        |
|                         | 3.4 Document conditions and parameters for using information                              |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM203A Record information about country.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM203 Record information about Country

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- record details of plant and animal species according to enterprise procedures
- record information on Indigenous culture and history for Country
- document environmental changes and trends according to enterprise procedures
- collect and use information according to Community guidelines and protocols
- complete all documentation to enterprise standards, using Indigenous names or standard industry terminology, where appropriate
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- designated areas and features of Country
- local Indigenous or common names for plants and animals
- relationships between plants and animals and Indigenous culture
- protocols and customs relating to disclosure of knowledge about Country

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM302 Provide appropriate information on cultural knowledge

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Application

This unit of competency describes the skills and knowledge required to investigate the maintenance of cultural knowledge by Indigenous people and provide this knowledge to others, if permitted by cultural authorities. All work is performed according to Community guidelines and cultural protocols.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
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<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Investigate cultural knowledge | 1.1 Obtain cultural knowledge from an appropriate person within the Community  
1.2 Determine and record key principles, values and practices of cultural knowledge  
1.3 Define the relationship between cultural knowledge and management of Country  
1.4 Establish ownership of and parameters for transferring cultural knowledge |
| 2. Identify locations and patterns of plants and animals in a specific area | 2.1 Identify and document relationships between land, rivers, lakes and sea management practices and seasonal cycles in an accessible record  
2.2 Use common and Indigenous names to describe plants and animals  
2.3 Note relationships between spirituality and people to complement the accessible record |
| 3. Identify plants, animals and resources used for medicine and food | 3.1 Identify and record bush foods and medicines for a specific area  
3.2 Use common and Indigenous names to describe plants and animals  
3.3 Collect plant and animal samples for future identification in accordance with legislative requirements, enterprise procedures and environmentally sustainable practices and animal welfare codes of practice, where applicable  
3.4 Follow work health and safety policies and procedures when working on Country  
3.5 Define and document issues in relation to Indigenous access and use |
| 4. Relate information on cultural knowledge to others | 4.1 Provide information on cultural knowledge to those who are authorised to possess that knowledge  
4.2 Relate information on cultural knowledge in an appropriate format and medium  
4.3 Refer requests for disclosure of information on cultural heritage that infringes intellectual property rights of a group or Community to appropriate persons  
4.4 Decline requests for disclosure of information on aspects of cultural knowledge by unauthorised individuals |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCILM302A Provide appropriate information on cultural knowledge.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM302 Provide appropriate information on cultural knowledge

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- access and provide appropriate information on cultural knowledge
- investigate cultural knowledge in accordance with cultural protocols
- determine relationships between land features, seasons and spirituality
- identify plants, animals and resources used for medicine and food in a given area
- provide information on cultural knowledge in accordance with cultural protocols
- follow cultural protocols when carrying out work
- collect plant and animal samples in accordance with legislative requirements and animal welfare codes of practice, where appropriate
- apply environmentally sustainable work practices when working on Country
- identify individuals who are authorised to possess cultural knowledge
- use common and Indigenous names for plants and animals
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- plant and animal uses and significance relating to a particular Community, group or region
- common and Indigenous names for plants and animals significant to the Community
- cultural protocols relevant to region, Community and scope and type of cultural knowledge
- role and rights of Indigenous peoples in maintaining and controlling cultural knowledge
• Indigenous protocols for identifying individuals who are authorised to possess cultural knowledge
• intellectual and cultural property rights
• the basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice

**Assessment Conditions**

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM305 Work with an Aboriginal Community or organisation

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to work with an Aboriginal Community or organisation while demonstrating an awareness of Aboriginal identity, history and spirituality.

All work is performed according to Community guidelines and cultural protocols.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Define Australian</td>
<td>1.1 Determine major characteristics of the social structures of a</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>history from an Aboriginal cultural and Community perspective</td>
<td>specific Aboriginal Community 1.2 Identify impacts on Aboriginal social structures following European colonisation 1.3 Record examples of resistance to European colonisation 1.4 Document positive and negative effects of European colonisation 1.5 Determine various approaches and resources which can be employed in order to identify cultural authorities for specific Country and Community 1.6 Research contemporary Aboriginal social, economic and political trends in the context of Community life</td>
</tr>
<tr>
<td>2. Outline strategies for working with Aboriginal organisations and people</td>
<td>2.1 Acknowledge and consider differences in working within Aboriginal and non-Aboriginal Communities and organisations 2.2 Identify Aboriginal ways of working 2.3 Recognise potential conflicts 2.4 Identify and implement strategies for minimisation of conflicts</td>
</tr>
<tr>
<td>3. Operate effectively in a job role working with an Aboriginal Community or organisation</td>
<td>3.1 Observe Aboriginal cultural protocols according to Community and organisational guidelines and procedures 3.2 Respect Community traditions and customs 3.3 Build and maintain productive relationships within the Aboriginal Community and organisation 3.4 Create and give mutual respect as evidenced by effective engagement and shared outcomes with the Community and organisation over time 3.5 Obtain and value feedback on personal work performance, interpersonal ways of relating, and adherence to Aboriginal cultural protocols</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM305A Work with an Aboriginal Community or organisation.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM305 Work with an Aboriginal Community or organisation

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- work within and between Aboriginal and non-Aboriginal social structures
- demonstrate empathy and respect in working with Aboriginal Communities and organisations
- build effective and productive working relationships with Aboriginal people and Communities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Aboriginal history, cultural values and interpersonal and Community protocols
- social structures of the Aboriginal Community
- Aboriginal cultural customs and heritage of local Communities
- key aspects of Aboriginal history and impact of European colonisation on Community and individuals

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCILM306 Follow Aboriginal cultural protocols

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Application

This unit of competency describes the skills and knowledge required to develop awareness of, and apply the protocols of Aboriginal culture, including the need to identify the appropriate persons when approaching a Community and the cultural and social protocols associated with that task.

This unit applies to following cultural protocols and details the specific cultural, gender and kinship sensitivities of working in Aboriginal Communities and on Country with diverse cultural requirements.

The unit applies to individuals working with lore/law men and women either autonomously or under the supervision and cultural authority of Traditional Owners or Elders for specific Country. They work under broad direction and use discretion and judgement in the selection and use of available resources.

This unit is also applicable to the work of repatriation workers and anthropologists. However, cultural beliefs and practices vary across locations and communities however and in some situations non-Aboriginal learners may not be able to access the cultural knowledge and materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.
Unit Sector
Indigenous Land Management (ILM)

Elements and Performance Criteria

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</table>
| 1. Identify Aboriginal beliefs and associated cultural protocols for different Country | 1.1 Identify and document the importance of Aboriginal beliefs and the relationship of these beliefs with cultural landscapes  
1.2 Recognise and respect gender roles  
1.3 Respect language groups and kinship networks within specific Country that inform the basis of social relationships and Community roles  
1.4 Recognise and respect cultural taboos, factions and avoidance relationships  
1.5 Acknowledge the rights of individuals within Communities and on Country to hold specific knowledge and ceremony  
1.6 Acknowledge the rights of individuals within Communities and on Country to hold responsibility for Aboriginal sites and the cultural rules associated with sharing that knowledge  
1.7 Respect and affirm the inherent diversity that exists within cultures and Communities |
| 2. Identify Aboriginal cultural authorities for specific Country in culturally appropriate ways | 2.1 Apply various approaches and resources to identify cultural authorities for specific Country  
2.2 Research difficulties in identifying cultural authorities in various states and territories  
2.3 Identify and consult appropriate cultural authorities  
2.4 Apply the identification by cultural authorities of appropriate persons within Communities who hold cultural knowledge relevant to determining the cultural significance of Aboriginal objects and places  
2.5 Respect and implement the provision of advice by cultural authorities  
2.6 Respect and implement rights and responsibilities associated with cultural knowledge, story, song, site and ceremony  
2.7 Support cultural knowledge holders to inform the decision-making process to determine the cultural significance of objects and places  
2.8 Acknowledge and respect traditional knowledge and practices in managing Country and environment |
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</table>
| 3. Relate Aboriginal cultural protocols to Community consultation | 3.1 Identify and record key protocols required for Aboriginal Community consultation  
3.2 Acknowledge determination of Aboriginal people as the primary source of cultural information  
3.3 Select participants for and methods of consultation in accordance with decisions made by Aboriginal cultural authorities  
3.4 Use communication approaches that place Aboriginal cultural protocols and values as a principal concern  
3.5 Undertake participation in Community consultation following appropriate cultural protocols for that Country and Community |
| 4. Recognise and administer Aboriginal ownership and intellectual property rights | 4.1 Establish ownership rights and intellectual property rights of Aboriginal cultural information and material  
4.2 Recognise rights to control cultural heritage by Aboriginal people as custodians of Aboriginal culture  
4.3 Apply access restrictions to cultural knowledge, information and material  
4.4 Follow confidentiality measures for recording secret, sacred materials  
4.5 Determine and administer the ownership of cultural knowledge, information and material  
4.6 Report any identified infringement of copyright |
| 5. Access, transfer and use cultural information and material | 5.1 Seek permissions from cultural authorities, relevant individuals and organisations for access and use of Aboriginal cultural information and material  
5.2 Abide by decisions from cultural authorities, relevant individuals and organisations to deny permission for access and use of Aboriginal cultural information and material  
5.3 Establish and implement parameters for processes of transfer of cultural knowledge  
5.4 Observe cultural restrictions on Aboriginal cultural information and Aboriginal material  
5.5 Acknowledge and observe copyright and licensing issues related to access and use of Aboriginal cultural material and cultural information  
5.6 Follow Aboriginal cultural requirements for communications about, and display, access and handling of Aboriginal cultural information and material  
5.7 Acknowledge and agree to the implications of consent for accessing, transferring and using cultural information and materials |
<p>| 6. Use appropriate                                           | 6.1 Observe appropriate use of personal protocols for addressing and |</p>
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<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>personal and social</td>
<td>greeting persons, personal contact, and gestures</td>
</tr>
<tr>
<td>protocols</td>
<td>6.2 Allow respect for local and Community traditions to guide</td>
</tr>
<tr>
<td></td>
<td>personal presentation and conduct</td>
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<tr>
<td></td>
<td>6.3 Use personal communication styles such as language, non-verbal</td>
</tr>
<tr>
<td></td>
<td>communication, discussion, meaning, questioning, eye contact</td>
</tr>
<tr>
<td></td>
<td>and silence that reflect the customs and idioms of the local Community</td>
</tr>
<tr>
<td></td>
<td>6.4 Maintain a flexible attitude to address situations of cultural</td>
</tr>
<tr>
<td></td>
<td>diversity and cross-cultural differences</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM306A Follow Aboriginal cultural protocols.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM306 Follow Aboriginal cultural protocols

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify and consult with appropriate cultural authorities for a Community, place or site
- identify cultural information, material and cultural expression that is appropriate to be shared
- identify groups to be consulted in relation to owners or custodians of cultural and Community knowledge, information and/or material
- follow cultural protocols for consultation, research and recording information about particular Communities
- show respect and cultural sensitivity towards Aboriginal people, their beliefs, customs, values, lore/law, ceremonies and history

Knowledge Evidence

The candidate must demonstrate knowledge of:

- cultural diversity within Aboriginal Communities
- the cultural rights and responsibilities when using Community knowledge, information and material
- Aboriginal cultural values and interpersonal and Community protocols
- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- customs, history, protocols of the Community with which they are working
Assessment Conditions

Assessment of this unit must be conducted by recognised and appropriate Community Elders and/or Custodians with appropriate assessor qualifications or co-assessed by a qualified assessor in cooperation and discussion with an appropriate with Community Elders and/or Custodians.

Assessors must satisfy the current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM307 Implement Aboriginal cultural burning practices

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to use traditional Aboriginal controlled burning practices on Country to manage natural and cultural resources.

This unit applies to Aboriginal sites workers and Land Managers who carry out burns on Country as part of their job role. They work under broad direction and use discretion and judgement in the selection and use of available resources.

The unit involves and requires a high level of awareness and experience with Aboriginal culture and communities and the need to observe Aboriginal cultural protocols. It is expected that this work will be undertaken as part of a team working under supervision in most cases.

Cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge and/or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Indigenous Land Management (ILM)
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan burn activities | 1.1 Develop working relationships that will assist in the planning and implementation of traditional Aboriginal cultural burning on Country with stakeholders  
1.2 Identify and consult appropriate cultural authorities and obtain approval to be on Country  
1.3 Obtain cultural knowledge through the appropriate knowledge holder or Cultural Manager  
1.4 Identify ceremonial requirements for fire practices necessary for inclusion in burn plan  
1.5 Develop a burning plan and schedule for the target area based on traditional cultural knowledge of seasonal conditions, historical information on burns, Aboriginal ceremonial requirements, legislative requirements, environmental sustainability, biosecurity and work health and safety considerations and safety concerns  
1.6 Advise local fire services and agencies of proposed burn plan |
| 2. Protect life, property and conserve fauna and flora species in burn area | 2.1 Implement burn according to Aboriginal cultural burning techniques and consistent with the burn plan and schedule  
2.2 Exclude visitors from target areas, entertainment areas and areas possibly affected by smoke or risk from escaping fire  
2.3 Advise neighbours and agencies of the intention to burn to ensure safety and maintain client relations  
2.4 Protect Aboriginal sites, assets and entertainment areas according to Aboriginal cultural protocols and fire industry practices  
2.5 Apply fire breaks to the area to maintain control of the fire and burn intensity  
2.6 Remove animals in danger in the burn area before starting the controlled cultural burn, where possible  
2.7 Assess flora for impact on fire-sensitive communities and species |
| 3. Burn defined areas | 3.1 Maintain radio communication with other workers in the area throughout the burn  
3.2 Use appropriate personal protective equipment and follow work health and safety policies and procedures during the burn  
3.3 Assess weather forecasts and current weather conditions to determine appropriate conditions and timing for burn  
3.4 Use appropriate ignition techniques, patterns, fire control and safety procedures to conduct the burn |
Element | Performance criteria
--- | ---
3.5 | Apply fire to targeted areas according to Aboriginal cultural burning techniques, traditional frequency and organisation requirements
3.6 | Identify targeted areas defined by burn specification or limiting factors
3.7 | Check area to ensure all sections have received required burn in accordance with the burning plan
3.8 | Complete and record assessment of burn
3.9 | Complete and record assessment of burn
3.10 | Monitor burning area to avoid wildfire outbreaks
3.10 | Assess seasonal conditions and life cycles of flora and fauna for the end of fire practices

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM307A Implement Aboriginal cultural burning practices.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM307 Implement Aboriginal cultural burning practices

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated on at least one occasion.

The candidate must provide evidence that they can:

- identify appropriate cultural authorities for a Community, place or for a site
- develop working relationships with Aboriginal and non-Aboriginal stakeholders
- apply traditional Aboriginal cultural burning techniques
- follow burn plans and control burning operations according to enterprise procedures to:
  - protect Aboriginal sites, assets and entertainment areas to Community protocols and requirements
  - protect life, property and conserve fauna and flora species during burning
  - achieve the correct intensity of burn
  - maintain biosecurity
  - meet environmental sustainability requirements
  - adhere to organisational safety and environmental protection policies and procedures
  - select existing, and construct additional fire breaks according to enterprise requirements to maintain control of fire
  - ignite fires according to burn plan and enterprise procedures
  - use radio communication according to enterprise procedures
  - apply appropriate animal welfare practices when handling and moving animals in preparation for the burn
  - follow work health and safety policies and procedures throughout the burn process to protect self and others
Knowledge Evidence

The candidate must demonstrate knowledge of:

- cultural Authorities within the Community
- traditional Aboriginal rationale and techniques for cultural burning
- the life cycles of flora and fauna of forests/plantations and effect of burning operations
- required intensity and appropriate frequency of fire
- sequence, location and pattern of recent and historical fire burns
- Aboriginal ceremonial requirements for fire practices
- seasonal cycle of weather patterns
- work health and safety policies and procedures
- emergency procedures
- ignition techniques and patterns
- fire control techniques
- emergency fire services
- organisational and enterprise policies and procedures for conservation of places of cultural significance
- key concepts of Cultural and Heritage Legislation or National Parks and Wildlife Service (NPWS) legislation relevant to own prescribed burns
- sustainable environmental practices
- safety procedures for conducting fire operations
- enterprise work health and safety policies and procedures for carrying out controlled burning
- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM308 Identify traditional customs and land rights for an Indigenous Community

Modification History

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Application

This unit of competency describes the skills and knowledge required to identify and propose the use of traditional customs by Indigenous people in caring for Country. All work is performed according to Community guidelines and cultural protocols.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify the role of traditional customs in Indigenous Communities | 1.1 Identify traditional customs of the Community related to own work  
1.2 Identify traditional gender-specific roles that relate to Indigenous land management practices |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>1.3 Identify changes that have occurred in traditional customs related to management of Country since European settlement</td>
<td></td>
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</tbody>
</table>
| 2. Outline impact of native title rights and interests recognised under non-Indigenous law         | 2.1 Outline briefly the process to be followed in applying for native title  
2.2 Provide an overview to Community members of the difference between native title rights and land rights  
2.3 Identify the type of rights the Community has, or wants for a particular land or site  
2.4 Identify organisations or groups who can provide advice relating to native title land claims   |
| 3. Propose appropriate applications of traditional customs                                      | 3.1 Identify examples of successful native title applications  
3.2 Identify the traditional customs used for decision making processes in the Community  
3.3 Determine traditional activities or sacred sites relevant to native title land                  |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM308 Identify traditional customs and land rights for an Indigenous Community

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify the role of traditional customs in Indigenous Communities
- outline impact of native title rights and interests recognised under non-indigenous law
- propose appropriate applications of traditional customs

Knowledge Evidence

The candidate must demonstrate knowledge of:

- cultural customs and heritage for the Community
- sources for legal advice on native title rights and interests
- outline of process required to apply for native title rights
- traditional customs for decision making
- gender roles of Community for land management practices

The candidate must demonstrate a basic understanding of relevant state land and resources acts/legislation.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCILM308 Identify traditional customs and land rights for an Indigenous Community

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM401 Protect places of cultural significance

Modification History

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Application

This unit of competency describes the skills and knowledge required to protect places of cultural significance.

This unit applies to those whose work includes protecting Indigenous peoples' places of culture in co-operation with stakeholders and protecting places of cultural significance with reference to Indigenous Communities or line management. A high level of cultural awareness and the need to observe cultural protocols are important in parts of the process.

This unit applies to individuals who demonstrate autonomy, judgement and limited responsibility for others in known or changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Communicate with</td>
<td>1.1 Develop working relationships with stakeholders that assist in the</td>
</tr>
</tbody>
</table>
### Element: Protection of Cultural Significance

#### Performance criteria:

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| stakeholders | 1. Develop communication approaches that accommodate cultural views and observe cultural protocols.  
| | 1.3 Obtain views on the way in which the cultural significance and resources can be conserved and used.  
| | 1.4 Convey views obtained into enterprise and park or reserve planning process.  
| | 2. Use enterprise conservation policies and plans with stakeholder views to plan ongoing conservation actions.  
| | 2.2 Develop and implement operational activities to implement the conservation strategies and plans in a culturally sensitive manner.  
| | 2.3 Organise staff to implement conservation actions that minimise deterioration and damage.  
| | 2.4 Supervise staff during restoration projects.  
| | 2.5 Obtain resources for conservation and restoration activities.  
| | 2.6 Make submissions to the enterprise budget process for funds to implement the conservation and restoration activities.  
| | 3. Develop operational plans to manage incidents consistent with plan of management and risk management analysis.  
| | 3.2 Assign staff responsibilities to manage types of incidents.  
| | 3.3 Obtain and maintain equipment and supplies to enable effective response to incidents.  
| | 3.4 Train staff in the management of the types of incidents for which they have an involvement, including related work health and safety and environmental sustainability policies and procedures.  
| | 3.5 Make submissions to the enterprise budget process for funds to support the incident management activities.  

#### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

#### Range of Conditions

#### Unit Mapping Information

This unit is equivalent to AHCILM401A Protect places of cultural significance.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM401 Protect places of cultural significance

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop working relationships with stakeholders in cultural sites
- canvass views in a culturally sensitive way to determine the heritage value and preservation issues of a cultural site
- observe cultural protocols in dealing with stakeholders and land managers
- develop action and emergency plans to mitigate and manage the risk of damaging incidents or loss of heritage value
- document the submissions to implement conservation and restoration activities and support the incident management activities
- supervise staff in performing restoration and conservation activities
- include work health and safety procedures in operational plans and training to manage incidents
- ensure plans include environmentally sustainability practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- enterprise policies and procedures for conservation of places of cultural significance
- operational activities engaged for conservation, restoration and risk management
- Indigenous protocols, consultation processes and networks
- budgetary and financial approval processes
Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM402 Report on place of potential cultural significance

Modification History

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Application

This unit of competency describes the skills and knowledge required to report on place of potential cultural significance.

This unit applies to those whose job role includes investigating and reporting on places of potential cultural significance in consultation with stakeholders and Traditional Owners. A high level of cultural awareness and the need to observe cultural protocols are important parts of the process.

This unit applies to individuals who demonstrate autonomy, judgement and limited responsibility for others in known or changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Investigate evidence of</td>
<td>1.1 Manage movement through park or reserve to minimise</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>past activities</td>
<td>disturbance and degradation to the park or reserve and surrounding environments, especially in relation to known and potential places of significance, and to comply with Community protocols, legislative requirements, Codes of Practice and the park or reserve management strategy and plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Survey an area for land forms including caves and potential sites for rock art, flora, fauna and settings to identify potential places of previous human activity which could have cultural or natural significance</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess and document signs of previous human activity</td>
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<tr>
<td></td>
<td>1.4 Review park or reserve activities in light of potential significance and maintain, modify or halt activities to maintain significance</td>
</tr>
<tr>
<td></td>
<td>1.5 Where activities have affected or may affect the potential significance, record the original state of the non-Indigenous activities at the place, or for Indigenous activities, seek directions from Indigenous stakeholders or cultural reference group</td>
</tr>
<tr>
<td></td>
<td>1.6 Where potential places of significance are identified, take field notes of location in terms of other park or reserve features, survey markers or global positioning</td>
</tr>
<tr>
<td></td>
<td>1.7 Record reasons for identifying potential significance</td>
</tr>
<tr>
<td></td>
<td>1.8 Refer location to Indigenous stakeholders or cultural reference group for further directions</td>
</tr>
<tr>
<td></td>
<td>1.9 Follow work health and safety policies and procedures when working on site</td>
</tr>
<tr>
<td>2. Implement interim protection measures</td>
<td>2.1 Identify immediate and longer-term threats or risks associated with the conservation of the place according to enterprise guidelines, relevant charters and Codes of Practice</td>
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<tr>
<td></td>
<td>2.2 Take interim protective measures to avoid degradation, disturbance, and deterioration and any action which may break cultural protocols</td>
</tr>
<tr>
<td></td>
<td>2.3 Modify existing activities of personnel and visitors to reduce or eliminate risks to the significance of the place</td>
</tr>
<tr>
<td>3. Report observation</td>
<td>3.1 Collate and record field notes on location</td>
</tr>
<tr>
<td></td>
<td>3.2 Review enterprise records to reveal any existing information about the non-Indigenous significance of the place</td>
</tr>
<tr>
<td></td>
<td>3.3 Report finding and interim protective measures to colleagues</td>
</tr>
<tr>
<td></td>
<td>3.4 Seek advice on the potential cultural and natural significance of the place and any additional required protective measures from Indigenous stakeholders or cultural reference group, from specialists in or external to the enterprise</td>
</tr>
</tbody>
</table>
|                                 | 3.5 Document and report interim assessment of place according to legislative requirements, best practice guidelines and Codes of Practice
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM402A Report on place of potential cultural significance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM402 Report on place of potential cultural significance

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- survey an area for landforms and sites that may hold cultural significance
- assess any physical signs, and source local information on human activity in the area, to indicate culturally significant sites
- ensure cultural protocols are followed
- maintain field notes on the location and details of sites in accordance with enterprise procedures or guidelines
- implement protection measures pending further investigation
- develop and document an assessment report for places of cultural significance according to enterprise and legislative standards
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of cultural places in land based, coastal zones and marine parks or reserves
- threats to cultural places from both natural causes and human activity
- application of State or Territory and Commonwealth legislation relevant to Indigenous land management
- enterprise procedures for reporting places of potential significance
- relevant protection measures for significant sites
- methods of locating position of site
Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM403 Contribute to the proposal for a negotiated outcome for a given area of Country

Modification History

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Application

This unit of competency describes the skills and knowledge required to contribute to the proposal for a negotiated outcome for a given area of Country.

This unit applies to those whose job role includes supporting and contributing to development proposals that relate to a given area of Country. It applies to individuals who demonstrate autonomy, judgement and limited responsibility for others in known or changing contexts.

All work is undertaken according to Community protocols.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Gather information to</td>
<td>1.1 Identify, gather, record and store information required to support</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| support the proposal for a negotiated outcome for a given area of land | the proposal development  
1.2 Review legislation and government policies and plans of management relevant to the proposal  
1.3 Undertake consultation about the proposal with stakeholders, including Traditional Owners or custodians, community groups and other organisations involved in land and sea management in the specified area  
1.4 Identify areas of conflict between the different legislation and traditional customs and notify the proposal developer  
1.5 Define the scope of available alternatives for management and/or resolution of land, rivers, lakes and sea use issues  
1.6 Outline a description of the types of circumstances under which different alternatives can be applied  
1.7 Define processes that can be used to implement alternatives and relate to both mainstream ideas and culturally appropriate approaches for the area |
| 2. Contribute to the development of the proposal | 2.1 Identify, gather, record, store and analyse information relating to the expected outcomes of the proposal  
2.2 Identify, gather, record, store and analyse information relating to the proposal development  
2.3 Relate information about the expected outcomes of the proposal to stakeholders during proposal development process  
2.4 Identify main characteristics of any relevant State or Territory and Commonwealth Native Title Legislation and Lands Acts that apply to given area of Country  
2.5 Detail the implications of Native Title on given area of Country using appropriate formats |
| 3. Provide feedback on the development of proposal | 3.1 Provide oral or written feedback on the proposal to the proposal developer according to enterprise requirements  
3.2 Explain the proposal to key stakeholders using appropriate formats according to Community protocols |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCILM403A Contribute to the proposal for a negotiated outcome for a given area of country.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM 403 Contribute to the proposal for a negotiated outcome for a given area of Country

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- gather information to support the proposal for a negotiated outcome for a given area of land
- conduct culturally appropriate consultation with stakeholders
- determine the relevance and implications of applicable acts and legislation
- contribute to the development of the proposal
- provide feedback on the development of proposal

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant State land and sea resources acts and legislation
- relevant Local Government land and sea resources acts and legislation
- relevant Commonwealth land and sea resources acts and legislation
- roles of different organisations in land and sea management
- the existence of alternative forms of input and control in land and sea management

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCILM403 Contribute to the proposal for a negotiated outcome for a given area of Country

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM404 Record and document Community history

Modification History

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Application

This unit of competency describes the skills and knowledge required to record and document Community history.

All work is done according to enterprise procedures and cultural protocols.

This unit applies to individuals who demonstrate autonomy, judgement and limited responsibility for others in known or changing contexts.

Cultural beliefs and practices vary across locations and communities and in some situations non-Aboriginal learners may not be able to access the cultural knowledge or materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for interviews with Community members | 1.1 Determine purpose and objectives of interviews  
1.2 Research background to topic and events  
1.3 Identify people (narrators) who may be able to provide information on topic and events  
1.4 Develop process for individual or group sessions with narrators according to topic and events to be covered  
1.5 Develop and check basic questions for interviews with narrators  
1.6 Obtain and check equipment, locations and other resources  
1.7 Obtain permissions from Cultural Authority to conduct interviews about Community history and culture  
1.8 Invite selected narrators |
| 2. Conduct interviews with Community members | 2.1 Explain oral history process to narrators to obtain their consent to record and use information provided  
2.2 Set up and test recording equipment for operation  
2.3 Identify recording media for later reference  
2.4 Follow cultural protocols and use appropriate language  
2.5 Use basic questions to initiate the interview  
2.6 Take notes to identify supplementary questions and to support recording media  
2.7 Manage interview process to obtain expected and unexpected information, including memories of incidents  
2.8 Support narrator to express memories and opinions in an uncritical and positive setting  
2.9 Provide positive feedback on the narrator’s assistance  
2.10 Manage the environment and distractions to maintain a positive response from the narrator  
2.11 Manage session lengths to avoid tiring narrators and interviewer |
| 3. Transcribe and edit information | 3.1 Handle recorded media and transcripts to maintain recording quality and accuracy and security and privacy requirements  
3.2 Transcribe interviews according to agreements with narrators  
3.3 Provide draft written or oral transcripts to narrators for editing according to agreement with narrators  
3.4 Complete editing according to narrator’s wishes  
3.5 Record and manage information on narrator’s doubts or hesitancy on certain facts, and conflicting information between interviews |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 4. Store records | 4.1 Store recorded media and transcripts to maintain recording quality, accuracy, security and privacy requirements  
4.2 Control access to records according to the narrator’s wishes |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM404A Record and document community history.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM404 Record and document Community history

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- record and document Community history in accordance with Community protocols and permissions
- prepare for interviews by identifying topics, people to be interviewed, questions and interview processes and checking equipment
- identify appropriate individuals or groups for interviews and obtain necessary permissions
- use communication skills and language appropriate to the interviewee
- set up all recording equipment according to enterprise procedures and needs of interview processes
- conduct either individual or group interviews to elicit a wide range of information
- take detailed notes of conversations for further reference and to help source supporting information
- transcribe and edit information, using supporting documentation where possible
- store recorded media and transcripts to maintain recording quality and accuracy and security and privacy requirements according to enterprise procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- background and context of subject areas covered in the interviews/sessions
- objectives of the natural and/or cultural resource research
- range of communication approaches
- relevant cultural protocols
- enterprise procedures relating to the recording, management and storage of oral and community information
• recording techniques and media
• set-up and use of microphones and video cameras
• use of still cameras
• Community protocols, customs and Cultural Authorities for recording cultural knowledge and history

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current Standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM405 Develop work practices to accommodate cultural identity

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Application

This unit of competency describes the skills and knowledge required to develop work practices to accommodate cultural identity.

This unit applies to individuals who demonstrate autonomy, judgement and limited responsibility in known or changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Investigate government policies and practices relating to Indigenous peoples since European settlement</td>
<td>1.1 Outline the intentions of government policies and practices since European settlement 1.2 Summarise the effects of these policies and practices on Aboriginal and Torres Strait Islander Communities 1.3 Outline how these policies and practices affected Community or</td>
</tr>
<tr>
<td>Element</td>
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</table>
| 2. Identify changes that have occurred in Indigenous societies         | 2.1 Summarise and document government policies operating since European settlement  
2.2 Outline the changes that have occurred to Aboriginal and Torres Strait Islander societies as a result of policies and practices, the responses and the views of Indigenous groups  
2.3 Describe the impacts of these changes on the Indigenous Community or family |
| 3. Outline effects of current work related issues on Indigenous societies | 3.1 Define key work related issues that impact on Aboriginal and Torres Strait Islander societies today  
3.2 Describe and record the people involved in key issues  
3.3 Summarise and record Community views on issues  
3.4 Identify methods of addressing the keys issues  
3.5 Predict the future outcomes or resolutions for these issues |
| 4. Determine the impacts of competing factors on self-esteem and identity | 4.1 Describe events and occurrences in everyday life that give rise to feelings of both positive and negative self-esteem for Indigenous personnel  
4.2 Identify elements which affect self-esteem  
4.3 Describe and record how these elements impact on self-esteem  
4.4 Develop positive strategies for dealing with impacts on self-esteem and identity |
| 5. Design work practices to accommodate cultural identity               | 5.1 Define and implement work practices which enhance individual’s morale  
5.2 Incorporate elements which affect self-esteem in work environments into the work practices  
5.3 Consult staff in the preparation and design of these work practices according to Community and organisational protocols and guidelines  
5.4 Develop positive strategies for dealing with work practices that impact on self-esteem and identity |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCILM405A Develop work practices to accommodate cultural identity.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM405 Develop work practices to accommodate cultural identity

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- outline effects of current work related issues for Indigenous Communities and individuals
- determine the impacts of competing factors on self-esteem and identity
- design work practices to accommodate cultural identity
- incorporate elements to boost self-esteem of Indigenous workers
- respond to workplace issues where work practices are poorly aligned to cultural identity

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Indigenous Communities with whom the organisation works, and their protocols
- cultural customs and heritage
- connections between self-esteem, identity, Community and work
- Indigenous history of particular Communities
- legislation and policies impacting on Indigenous Communities and organisations
- strategies to support development of workers’ self-esteem and identity

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM501 Conduct field research into natural and cultural resources

Modification History

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Application

This unit of competency describes the skills and knowledge required to conduct field research into natural resource and cultural areas for resource management and related purposes.

This unit applies to individuals who work autonomously and apply judgement and defined responsibility in known or changing contexts and within broad but established parameters.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

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<tbody>
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<td>Element</td>
<td>Performance criteria</td>
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</table>
| 1. Review existing knowledge                | 1.1 Examine existing information gathered through investigation and enterprise recording processes to determine key features  
|                                             | 1.2 Review oral evidence, where it exists                                                               |
|                                             | 1.3 Inspect sites to assess condition and availability of further information                            |
|                                             | 1.4 Identify information, records and places previously destroyed or damaged or under threat as factors to be incorporated in the assessment process, strategies and plans |
|                                             | 1.5 Assess scope of information for adequacy against the requirements of legislation, Codes of Practice, Burra Charter guidelines and protocols |
|                                             | 1.6 Identify appropriate database, geographic information system and other electronic and manual recording systems for data collection |
|                                             | 1.7 Identify and access sources of expertise in research environments, identification of pollution, degradation and disturbance, and national and international issues and agreements within and external to the enterprise |
|                                             | 1.8 Identify and record areas of inadequate information                                                  |
| 2. Identify stakeholders                    | 2.1 Identify stakeholders in conjunction with local Communities and groups, and government documentation and interviews under the direction of a relevant cultural reference group  
<p>|                                             | 2.2 Investigate and record the current and relevant past land tenure for the place/area                  |
|                                             | 2.3 Determine Indigenous interests through culturally appropriate approaches to regional and Community organisations and individuals |
|                                             | 2.4 Apply proper protocols and conduct key consultations approaches to regional and Community organisations and individuals |
|                                             | 2.5 Comply with privacy requirements according to the directions of stakeholders and legislative and enterprise requirements |
| 3. Develop research approach                | 3.1 Determine objectives of the field research in conjunction with those commissioning the research          |
|                                             | 3.2 Use objectives to identify specific types of investigation, techniques to be used, and physical areas of investigation |
|                                             | 3.3 Assess the types of investigation and techniques selected for hazards and risks in designated environment, including the work health and safety requirements, access issues, and management of the research in a range of weather and area conditions |
|                                             | 3.4 Review existing information and data records to determine the starting points for the fieldwork        |
|                                             | 3.5 Ensure research methodology is consistent with the research objectives and in accordance with established natural resource |</p>
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<tbody>
<tr>
<td></td>
<td>management practice</td>
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<tr>
<td>3.6</td>
<td>Identify required resources to establish and maintain the research program within the required time schedules and ensure they are appropriate to the environments that will be encountered</td>
</tr>
<tr>
<td>3.7</td>
<td>Select personnel for their competency in research techniques and safe operation in the expected environmental and cultural conditions</td>
</tr>
<tr>
<td>3.8</td>
<td>Identify stakeholders to be included in the consultation process</td>
</tr>
<tr>
<td>3.9</td>
<td>Estimate and submit costs of field research for approval</td>
</tr>
<tr>
<td>3.10</td>
<td>Establish sampling and recording processes for research information according to best practice and scientific standards</td>
</tr>
<tr>
<td>3.11</td>
<td>Ensure investigations comply with Burra Charter guidelines and other legislative requirements.</td>
</tr>
<tr>
<td>4.</td>
<td>Conduct field investigations</td>
</tr>
<tr>
<td>4.1</td>
<td>Undertake consultation and fieldwork to obtain information required to meet investigation objectives</td>
</tr>
<tr>
<td>4.2</td>
<td>Follow work health and safety, environmental sustainability and biosecurity policies and procedures when working in field</td>
</tr>
<tr>
<td>4.3</td>
<td>Adjust previously determined methodology in light of progressive results and stakeholder feedback</td>
</tr>
<tr>
<td>4.4</td>
<td>Coordinate observations, records and monitoring in accordance with scientific practice and to meet research objectives</td>
</tr>
<tr>
<td>4.5</td>
<td>Determine ecological, biological and geological, microbiological and entomological diversity within specified area</td>
</tr>
<tr>
<td>4.6</td>
<td>Identify and record evidence of cultural resources in area</td>
</tr>
<tr>
<td>4.7</td>
<td>Identify impacts from areas external to natural and cultural resources in area under investigation</td>
</tr>
<tr>
<td>4.8</td>
<td>Deploy equipment, techniques and people to carry out investigations</td>
</tr>
<tr>
<td>4.9</td>
<td>Document and approve each field operation according to legislative and enterprise requirements for work in the research environment</td>
</tr>
<tr>
<td>4.10</td>
<td>Source appropriate equipment and skills for the capture, management and sampling of animal species</td>
</tr>
<tr>
<td>4.11</td>
<td>Analyse information for impact on previously held hypothesis and other resources</td>
</tr>
<tr>
<td>5.</td>
<td>Develop process for involving decision-makers</td>
</tr>
<tr>
<td>5.1</td>
<td>Use information on stakeholders to determine interests held by organisations, groups and individuals and cultural dimensions</td>
</tr>
<tr>
<td>5.2</td>
<td>Define issues to be addressed with interest groups</td>
</tr>
<tr>
<td>5.3</td>
<td>Develop consultation and decision-making process to address the issues with individuals, groups and organisations in a culturally appropriate manner</td>
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<tr>
<td>5.4</td>
<td>Provide appropriate time for consultative processes within groups and between individuals to occur and to obtain feedback on issues</td>
</tr>
<tr>
<td>5.5</td>
<td>Form a decision-making group, such as cultural reference groups and other groups, where assistance is required to direct investigation, access information to address issues or review the significance of place or area</td>
</tr>
<tr>
<td>6. Report on the field investigation</td>
<td>6.1 Consult stakeholders on draft findings</td>
</tr>
<tr>
<td></td>
<td>6.2 Document the basis for the determination of outcomes to legislative requirements, the organisation's policies and practices, and international and national processes</td>
</tr>
<tr>
<td></td>
<td>6.3 Submit the determination of significance report to the organisation and its external review processes as required by legislation and Codes of Practice</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM501A Conduct field research into natural and cultural resources.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM501 Conduct field research into natural and cultural resources

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- use a range of electronic and manual recording systems to support research
- identify stakeholders including current tenure, Indigenous history and community interest
- review existing knowledge of national and cultural resources and sites using literature reviews, site inspections, consultation and expert advice
- develop research objectives and research design
- coordinate staff and resources for research project
- conduct field investigations to investigate impacts on fauna, flora and natural resources of the site
- facilitate a consultation and decision-making process
- report on the field investigation to enterprise and legislative requirements
- apply work health and safety practices in field investigations
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- application of conservation legislation, charters, Codes of Practice relating to natural and cultural resource areas
- systems and processes for assessing significance
- ecology and biological diversity of the area under assessment, including aspects of living organisms, habitats and communities, and interactions between species
- geological diversity including aspects of stratigraphy, palaeontology, paedology, and soil classification of the area under assessment
Assessment Requirements for AHC1LM501 Conduct field research into natural and cultural resources

- microbiology including entomology for the area under assessment
- accepted scientific processes, including conservation processes and charters
- major impacts on natural resources, such as geological settings, ecological processes, and interaction between natural and cultural processes
- monitoring requirements including fabric deterioration, damage and likely causes of deterioration and damage
- relevant legislation and agreements that apply to area, including a good understanding of the concepts and potential operation of the Burra Charter
- legislation under which enterprise operates and research is commissioned

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=cej399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM502 Develop conservation strategies for cultural resources

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Application

This unit of competency describes the skills and knowledge required to develop conservation strategies for cultural resources.

This unit applies to those who develop conservation strategies and management policies for cultural resources as part of the overall park management and planning process. These individuals take responsibility for their own work and who provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Define components of cultural heritage significance | 1.1 Define geographic and operational boundaries for conservation policy  
  1.2 Review and collate results of studies of cultural significance for |
<table>
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<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>places and areas within the boundaries to develop park, reserve or</td>
<td>1.3 Develop limits of acceptable change in the forms of deterioration and damage to the places of cultural significance to legislative and enterprise requirements</td>
</tr>
<tr>
<td>region significance</td>
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</tr>
<tr>
<td>1.3 Develop limits of acceptable change in the forms of deterioration</td>
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<tr>
<td>and damage to the places of cultural significance to legislative and</td>
<td></td>
</tr>
<tr>
<td>enterprise requirements</td>
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</tr>
<tr>
<td>2. Review past strategies, plans and activities</td>
<td>2.1 Compare previous strategies and plans with collated assessment of significance to determine compatibility</td>
</tr>
<tr>
<td>2.1 Compare previous strategies and plans with collated assessment</td>
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<td>of significance to determine compatibility</td>
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<tr>
<td>2.2 Review current activities in the area to assess their compatibility</td>
<td>2.2 Review current activities in the area to assess their compatibility with the collated assessment of significance</td>
</tr>
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<td>with the collated assessment of significance</td>
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<tr>
<td>2.3 Document areas of incompatibility</td>
<td>2.3 Document areas of incompatibility</td>
</tr>
<tr>
<td>3. Review current and potential resource uses</td>
<td>3.1 Assess impact of current uses of the cultural resources against the set limits of acceptable change to determine success of conservation approach</td>
</tr>
<tr>
<td>3.1 Assess impact of current uses of the cultural resources against</td>
<td>3.2 Assess feasible uses of resources against client requirements</td>
</tr>
<tr>
<td>the set limits of acceptable change to determine success of</td>
<td>3.3 Develop possible changes to resource use to ensure sustainability of cultural values and environment</td>
</tr>
<tr>
<td>conservation approach</td>
<td></td>
</tr>
<tr>
<td>3.2 Assess feasible uses of resources against client requirements</td>
<td></td>
</tr>
<tr>
<td>3.3 Develop possible changes to resource use to ensure sustainability</td>
<td></td>
</tr>
<tr>
<td>and environment</td>
<td></td>
</tr>
<tr>
<td>4. Identify threats to cultural places</td>
<td>4.1 Identify threats to cultural significance and the environment both external and internal to the area under consideration</td>
</tr>
<tr>
<td>4.1 Identify threats to cultural significance and the environment both</td>
<td>4.2 Make a risk assessment of all threats to determine potential impact on strategies</td>
</tr>
<tr>
<td>external and internal to the area under consideration</td>
<td>4.3 Document policy changes required to address the threats</td>
</tr>
<tr>
<td>4.2 Make a risk assessment of all threats to determine potential</td>
<td></td>
</tr>
<tr>
<td>impact on strategies</td>
<td></td>
</tr>
<tr>
<td>4.3 Document policy changes required to address the threats</td>
<td></td>
</tr>
<tr>
<td>5. Develop strategies for management of cultural resource</td>
<td>5.1 Develop draft policy to address the cultural significance that meets any shortfalls in previous strategies, allows for compatible resource uses and addresses risks associated with any threats to the cultural values of the area</td>
</tr>
<tr>
<td>5.1 Develop draft policy to address the cultural significance that</td>
<td>5.2 Review policy to ensure compliance with Burra Charter guidelines</td>
</tr>
<tr>
<td>meets any shortfalls in previous strategies, allows for compatible</td>
<td>5.3 Conduct consultations with stakeholders on draft policy in accordance with legislative, enterprise and good practice requirements</td>
</tr>
<tr>
<td>resource uses and addresses risks associated with any threats to the</td>
<td>5.4 Ensure consultations comply with cultural protocols and enterprise approaches to stakeholders</td>
</tr>
<tr>
<td>cultural values of the area</td>
<td>5.5 Finalise management strategies to reflect stakeholder views as required in legislation, government policies, enterprise strategies and procedures, and environmental sustainability requirements</td>
</tr>
<tr>
<td>5.2 Review policy to ensure compliance with Burra Charter guidelines</td>
<td>5.6 Submit strategies for approval to legislative and enterprise requirements</td>
</tr>
<tr>
<td>5.3 Conduct consultations with stakeholders on draft policy in</td>
<td></td>
</tr>
<tr>
<td>accordance with legislative, enterprise and good practice requirements</td>
<td></td>
</tr>
<tr>
<td>5.4 Ensure consultations comply with cultural protocols and enterprise</td>
<td></td>
</tr>
<tr>
<td>approaches to stakeholders</td>
<td></td>
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<tr>
<td>5.5 Finalise management strategies to reflect stakeholder views as</td>
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<td>required in legislation, government policies, enterprise strategies and</td>
<td></td>
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<tr>
<td>procedures, and environmental sustainability requirements</td>
<td></td>
</tr>
<tr>
<td>5.6 Submit strategies for approval to legislative and enterprise</td>
<td></td>
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<tr>
<td>requirements</td>
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</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCILM502A Develop conservation strategies for cultural resources.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM502 Develop conservation strategies for cultural resources

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- review the cultural resources in the area and level of deterioration
- assess the compatibility of current utilisation with cultural and heritage values
- investigate feasible land uses that maintain the cultural integrity of the site
- carry out a risk assessment for damage/deterioration to cultural sites
- consult with stakeholders according to cultural protocols
- develop strategies for management of cultural resources that take into account cultural and environmental requirements
- apply cultural protocols to investigation and development of policies
- apply enterprise policies and procedures to undertake assessment of resources, consultation with stakeholders and development of new policies
- apply appropriate sustainability practices to management strategies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the range of conservation strategies for cultural areas
- policies from all levels of government and within the specific region, including those under catchment plans that apply to land management practices
- the application and interpretation of Australian Natural Heritage Charter and the Burra Charter and the interpretation of the charters as they apply to use of cultural resources
- enterprise policies and procedures for carrying out investigations, consultations and development of policies
- design and implementation of consultation processes
- policy analysis and impact statements
Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM503 Manage restoration of cultural places

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage the restoration of cultural places.

This unit applies to individuals who work autonomously and apply judgement and defined responsibility in known or changing contexts and within broad but established parameters. Individuals are required to manage large teams and projects.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan required restoration measures</td>
<td>1.1 Access prior assessment of cultural significance of place to determine range of actions</td>
</tr>
<tr>
<td></td>
<td>1.2 Develop short term plan of management and conservation from area strategies and plans according to legislative requirements, enterprise procedures and national and international charters</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3</td>
<td>Research traditional building techniques, materials and material availability to plan maintenance of fabric in traditional styles</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify any prior works not in keeping with significance to determine appropriate maintenance actions</td>
</tr>
<tr>
<td>1.5</td>
<td>Determine any necessary structural engineering maintenance with experts to incorporate actions into maintenance schedule</td>
</tr>
<tr>
<td>1.6</td>
<td>Develop maintenance schedule to meet plan of management and conservation</td>
</tr>
<tr>
<td>1.7</td>
<td>Make submissions to obtain appropriate funds to complete works</td>
</tr>
<tr>
<td>1.8</td>
<td>Plan restoration work</td>
</tr>
<tr>
<td>1.9</td>
<td>Review plans to ensure compliance with Burra Charter guidelines and other legislative requirements</td>
</tr>
<tr>
<td>2. Manage restoration works</td>
<td>2.1 Obtain expert advice on specific maintenance works and contracts to meet requirements of management and conservation plans</td>
</tr>
<tr>
<td>2.2</td>
<td>Specify special building and conservation requirements in maintenance documentation to maintain significance, and use traditional building techniques, where appropriate</td>
</tr>
<tr>
<td>2.3</td>
<td>Supervise workers and contractors to ensure risk assessment is undertaken and work health and safety policies and procedures are followed</td>
</tr>
<tr>
<td>2.4</td>
<td>Inform and supervise workers to ensure significance of place is maintained and no damage or degradation is caused to environment</td>
</tr>
<tr>
<td>3. Clean-up after work</td>
<td>3.1 Supervise workers to ensure no damage is caused to surrounds, environment, fabric or building</td>
</tr>
<tr>
<td>3.2</td>
<td>Supervise workers to ensure work health and safety policies and procedures are followed</td>
</tr>
<tr>
<td>3.3</td>
<td>Supervise workers to remove materials, equipment and tools from place on completion of work</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCILM503A Manage restoration of cultural places.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM503 Manage restoration of cultural places

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- incorporate the prior assessment of significance into an operational plan
- research traditional building techniques to carry out repairs and maintenance
- seek expert advice to meet special building and conservation requirements from the plan of management
- maintain the cultural and environmental integrity of the site and surrounds during and on completion of building
- supervise the work of others to ensure compliance with restoration plan and requirements
- apply work health and safety practices in the context of own work and the work of others
- apply environmentally sustainable practices in maintenance and restoration works

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant concepts of the Burra Charter, heritage and building acts, and other relevant legislation
- conservation architecture techniques applicable to the restoration of cultural places
- interpretation of archaeological reports or assessments of Aboriginal cultural sites and artefacts
- traditional and current building practices
- project management processes
- building or maintenance requirements and specifications
- work health and safety requirements and risk management practices
Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM504 Develop strategies for Indigenous land or sea management

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop strategies for contemporary land or sea management from an Indigenous perspective.

All work is undertaken according to Community guidelines and cultural protocols.

This unit applies to individuals who work autonomously and apply judgement and defined responsibility in known or changing contexts and within broad but established parameters.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Research contemporary</td>
<td>1.1 Outline relevant contemporary Indigenous land and sea management practices</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| Indigenous land and sea management practices | 1.2 Define relevant issues connected with this practice  
1.3 Consult relevant and appropriate people  
1.4 Identify associated issues related to contemporary Indigenous land and sea management practices  
1.5 Document details of consultation and research |
| 2. Develop management strategies for a specified area | 2.1 Base strategies on contemporary Indigenous land and sea management practices, incorporating biosecurity measures, and environmentally sustainable practices  
2.2 Identify priorities for management according to level of importance or threats to area  
2.3 Develop new approaches to management to address priorities within the context of legislation, cultural protocols and Community needs  
2.4 Develop timelines and steps for implementation of strategies  
2.5 Define costs of resources, labour and materials required to action management strategies  
2.6 Complete preliminary project design to identify project steps and funding requirements  
2.7 Make arrangements for project implementation to enterprise requirements and legislation |
| 3. Source and apply for funds | 3.1 Identify appropriate funding sources  
3.2 Make applications for funds according to legislative, Community and enterprise requirements  
3.3 Ensure applications are endorsed by appropriate persons before submission |
| 4. Consult with others on strategies, priorities and project work | 4.1 Brief authorised persons on the strategies, priorities and actions planned  
4.2 Train staff in new procedures developed to address strategies  
4.3 Implement work health and safety policies and procedures to ensure the safety of self and staff  
4.4 Develop project implementation plan in consultation with staff, appropriate persons and communities  
4.5 Obtain endorsement from appropriate persons, groups and communities, and relevant government stakeholders before works start |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCILM504A Develop strategies for Indigenous land or sea management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM504 Develop strategies for Indigenous land or sea management

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research contemporary Indigenous land and sea management practices
- develop management strategies for a specified area based on contemporary Indigenous land and sea management practices
- identify appropriate source of funds and apply for funds according to organisational requirements
- consult with others on strategies, priorities and project works
- develop plans to enterprise standards
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the management strategies
- apply appropriate sustainability practices in the management strategies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Indigenous land/sea management practices
- cultural customs and heritage
- components of State land acts/legislation relevant to Indigenous land or sea management
- relationship between natural and cultural management processes

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.
Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM505 Map relationship of business enterprise to culture and Country

Modification History

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Application

This unit of competency describes the skills and knowledge required to map the relationship of business enterprises to culture and Country.

This unit applies to individuals who work autonomously and apply judgement and defined responsibility in known or changing contexts and within broad but established parameters.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
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<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Establish reasons for entering or establishing business | 1.1 Describe the reasons and goals for entering or establishing business  
1.2 Map the relationship between culture and the reasons for entering or establishing business  
1.3 Explain the business activity as it relates to the structure of |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| 2. Interpret the legal parameters of the business enterprise | 2.1 Define the organisational structure  
2.2 Identify the legal basis and appropriate documentation for the structure  
2.3 Review the documentation  
2.4 Analyse the powers and authorities of the business  
2.5 Describe the legal limitations and requirements |
| 3. Investigate the roles of key positions in the enterprise and Community | 3.1 Identify and list titles of key positions in the enterprise and Community  
3.2 Summarise the duties of these positions  
3.3 Outline the source of power or responsibility for these positions  
3.4 Describe the limitations of the duties and decisions that may be made by these positions  
3.5 Analyse the role of these positions in terms of the structure of the Community or family grouping  
3.6 Analyse the role of these positions in the relationship to Country |
| 4. Evaluate the decision making process as it relates to the enterprise and Community | 4.1 Describe the decision making process required to be followed in the enterprise and Community  
4.2 Identify the responsibilities of each position in this decision-making process  
4.3 Describe decisions that have been made using this process  
4.4 Evaluate the effectiveness of the decision making process  
4.5 Explain the dynamics of the processes in making these decisions  
4.6 Make recommendations as to how this process can be improved |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM505A Map relationship of business enterprise to culture and country.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM505 Map relationship of business enterprise to culture and Country

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- describe the goals and activities of the enterprise
- define the legal parameters of the business organisation
- analyse the positions and power relationships for decision making within an Indigenous Community
- relate Indigenous Community and business roles to the concept of Country
- make recommendations to support the concept and implementation of Indigenous management principles

Knowledge Evidence

The candidate must demonstrate knowledge of:

- national, state and local legislation that relates to business operations
- legal aspects of business structures
- constitutions and other corporate documentation
- organisational structures theories
- decision-making processes
- Community structure and protocols that impact on business operations and decision making

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM506 Operate within Community cultures and goals

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Application

This unit of competency describes the skills and knowledge required to explore and understand the culture and goals of a Community or group and operate appropriately within those parameters.

This unit applies to individuals who work autonomously and apply judgement and defined responsibility in known or changing contexts and within broad but established parameters.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify Community values</td>
<td>1.1 Identify Community values relevant to program activities for planning of promotional and group activities</td>
</tr>
<tr>
<td></td>
<td>1.2 Seek permissions and advice from Cultural Authority in accordance with Community protocols</td>
</tr>
<tr>
<td></td>
<td>1.3 Work with Cultural Authority to identify Community Elders or</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
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|  | Custodians and their roles within the Community relevant to Community consultation

2. Research Community history and plans

- 2.1 Research history of Community relevant to program and seek permission from Community Elders and Custodians to use research in promotional, educational and group activities
- 2.2 Identify relevant documents, symbols, places of value and oral traditions to place program and group in local context
- 2.3 Identify Community plans and seek permission from Community Elders and Custodians to use plans in promotional, educational and group activities

3. Establish role of program in Community

- 3.1 Identify current Community social and environmental issues and plans through consultation with Community Elders and Custodians
- 3.2 Identify potential roles of program to Community
- 3.3 Manage interaction with Community to build rapport with individuals and groups
- 3.4 Establish and maintain consultation processes with Community members and groups in accordance with permissions and Community protocols
- 3.5 Maintain image of program in Community by following Community protocols, acknowledging Community concerns and promoting positive image of program

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCILM506A Operate within Community cultures and goals.

### Links

Assessment Requirements for AHCILM506 Operate within Community cultures and goals

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- investigate a Community’s culture
- identify the roles of Cultural Authorities, Elders, Custodians and other members of the Community
- follow Community protocols for consultation, promotion and use of information
- research the background and goals of Community, and their perspectives on natural resource management issues
- promote Community programs, plans and history according to permissions given by Cultural Authority, Elders or Custodians
- plan for consultation within the Community by working with their culture and goals and applying Community protocols

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Community structure or hierarchy
- research methods for investigating Community history
- current social and environment affairs for Community and wider region

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM508 Propose a negotiated outcome for a given area of Country

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop a proposal for a negotiated outcome for a given area of Country. It includes conducting required research, consultation and all work according to Community and agency guidelines and best practice procedures.

This unit applies to individuals who apply autonomy, judgement and defined responsibility for others in known or changing contexts and within broad but established parameters.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify, select and define relevant issues related to the given</td>
<td>1.1 Identify Community, government and agency perspectives and issues likely to impact on proposals 1.2 Identify the implications and impact of issues and perspectives on</td>
</tr>
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<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>area of Country</td>
<td>the given area of Country</td>
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<tr>
<td></td>
<td>1.3 Recommend priority areas for further research, assessment and clarification of issues</td>
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<tr>
<td></td>
<td>1.4 Define proposals for given area of Country in terms of context, issues to be addressed, expected outcomes, possible complications, precedents and key stakeholders</td>
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<tr>
<td></td>
<td>1.5 Detail with the support of Elders and other key stakeholders, an outline of the scope and appropriate processes for conducting negotiated outcomes for that area of Country in accordance with Community customs and protocols</td>
</tr>
<tr>
<td>2. Gather and analyse information on given area of Country</td>
<td>2.1 Identify information required to support proposals, including cultural significance and current and historical land use and management</td>
</tr>
<tr>
<td></td>
<td>2.2 Gather, analyse and interpret information required to support proposals</td>
</tr>
<tr>
<td></td>
<td>2.3 Develop an analytical framework for the development of an appropriate approach to the proposal</td>
</tr>
<tr>
<td></td>
<td>2.4 Investigate and implement legislation, national and international protocols and conventions relevant to the given area of Country</td>
</tr>
<tr>
<td></td>
<td>2.5 Describe the implications for own people from these examples in ways that stakeholders can understand</td>
</tr>
<tr>
<td>3. Formulate and communicate proposals for given area of Country</td>
<td>3.1 Develop a range of options for the proposal, mechanisms for implementation, monitoring and evaluation</td>
</tr>
<tr>
<td></td>
<td>3.2 Communicate the range of options in a timely manner and a way which is understandable to those who are party to negotiations</td>
</tr>
<tr>
<td></td>
<td>3.3 Consult with relevant people to be included in the negotiation as appropriate, and keep them informed of progress of work</td>
</tr>
<tr>
<td></td>
<td>3.4 Make recommendations for options based on likely effectiveness, implementation timeframe and costs, interaction with other proposals, and consistency with government legislation and policy</td>
</tr>
<tr>
<td></td>
<td>3.5 Collate examples of instances where other Indigenous peoples have used international legal systems to support environmental issues in their own Countries</td>
</tr>
<tr>
<td>4. Complete a proposal for a negotiated outcome for a given area of Country</td>
<td>4.1 Describe possible alternatives to use ensuring compatibility with legal and administrative circumstances for the area of Country</td>
</tr>
<tr>
<td></td>
<td>4.2 Consult relevant people to be included in the negotiation on final draft proposal and implications for the Community</td>
</tr>
<tr>
<td></td>
<td>4.3 Complete proposal following endorsement from key stakeholders for given area of Country</td>
</tr>
</tbody>
</table>
**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM508A Propose a negotiated outcome for a given area of country.

**Links**

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCILM508: Propose a negotiated outcome for a given area of Country

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- propose a negotiated outcome for a given area of Country according to Community guidelines
- identify implications for an area of Country for government, agency and Community perspectives and issues
- gather and analyse information on a given area to develop an analytical framework for land use
- formulate and communicate proposals for given area of Country according to Community and government requirements
- document and seek endorsement for a proposal that seeks to negotiate an outcome for a given area of Country
- prepare documentation to Community, government and organisational requirements
- follow Community customs, protocols, heritage, Country and culture relevant to proposal

Knowledge Evidence

The candidate must demonstrate knowledge of:

- consultation approaches
- cultural customs and heritage of Country
- application of State land and resources acts and legislation relevant to Country
- relevant international and national conventions and agreements
- management and use of the resources of the specific area
- processes and proposals for resolving issues regarding access and use of land according to consultation outcomes and organisational procedures
Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM510 Plan for successful cultural practice at work

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to plan for culturally appropriate work practices that enable Aboriginal and non-Aboriginal practitioners to be successful in their chosen field of work or vocation.

This unit applies to individuals who manage an organisation’s cultural diversity plans and directions.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCILM306 Follow Aboriginal cultural protocols

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Analyse essential features of Aboriginal families and cultures

1.1 Access and review information about Australian Aboriginal history up to the present time
1.2 Research concepts such as Dreaming, connection to Country and other Aboriginal beliefs
1.3 Identify traditional and contemporary social structures of
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal families and societies</td>
<td>1.4 Research elements of Aboriginal societies and use to inform interactions with Aboriginal people</td>
</tr>
</tbody>
</table>
| 2. Review changes to Aboriginal societies since European settlement | 2.1 Research and document colonisation and the impacts on Aboriginal peoples  
2.2 Identify racist behaviours and the impact that these have had on Aboriginal peoples  
2.3 Analyse personal responses to information about the positive and negative effects of colonisation  
2.4 Conduct and analyse research into the impacts of colonisation, settlement and government policies on Aboriginal cultural practices |
| 3. Identify government efforts to address continuing effects of colonisation | 3.1 Investigate and analyse various policies implemented by governments in Aboriginal affairs  
3.2 Identify the processes involved in government consultation with Aboriginal people, Communities and organisations  
3.3 Evaluate effects of government policies in Aboriginal affairs and their implementation processes on Communities  
3.4 Investigate and evaluate effectiveness of a chosen government policy through Community consultation  
3.5 Develop strategies for addressing any public perception of 'special treatment' for Indigenous peoples in relation to the chosen policy in consultation with Community |
| 4. Apply understanding of Aboriginal cultural protocols and identity to daily work routines | 4.1 Identify features of Aboriginal identity and personal cultural maintenance  
4.2 Analyse and use how these features are expressed in daily work life to inform workplace relationships and interactions  
4.3 Identify and analyse the obligations of cultural maintenance in relation to a work issue  
4.4 Apply allowances for absences due to family/seasonal cultural practices and bereavement  
4.5 Work through and deal with workplace conflicts in culturally appropriate ways  
4.6 Develop possible strategies for cultural maintenance in work and the workplace |
| 5. Plan culturally appropriate work practices | 5.1 Develop a vision and workplace goals for own work  
5.2 Identify and discuss common culturally inappropriate work practices  
5.3 Develop strategies to change these practices collaboratively  
5.4 Develop an implementation and evaluation plan for the strategies |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.5 Propose ways in which Aboriginal practitioners can effect change to create greater cultural awareness in the workplace</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM510A Plan for successful cultural practice at work.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM510 Plan for successful cultural practice at work

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan for culturally appropriate work practices to enable Aboriginal and non-Aboriginal practitioners to be successful in their chosen field of work or vocation
- demonstrate comprehensive understanding of the essential features of Aboriginal families and culture applied in workplace relationships
- apply practices in the workplace aimed at sustaining Aboriginal cultural maintenance
- plan culturally appropriate work practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- practices in the workplace aimed at sustaining Aboriginal cultural maintenance
- culturally appropriate work practices
- history and impacts of European invasion and subsequent government policies on Aboriginal and Torres Strait Islander peoples
- the concept of cultural maintenance
- Aboriginal cultural protocols and identify as they apply to the workplace

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCILM601 Manage cultural processes in an Indigenous organisation

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage cultural processes in an Indigenous organisation according to Community and organisational guidelines and best practice procedures.

This unit applies to individuals who plan and manage strategic direction for indigenous organisations with the need to work within cultural protocols and promote cultural diversity and integrity.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Indigenous Land Management (ILM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Define Indigenous management processes as compared with</td>
<td></td>
</tr>
<tr>
<td>1.1 Identify the framework or organisational structure for the organisation or Community</td>
<td></td>
</tr>
<tr>
<td>1.2 Define Indigenous management processes</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>non-indigenous strategies</td>
<td>1.3 Define non-indigenous management processes</td>
</tr>
<tr>
<td></td>
<td>1.4 Record comparisons between Indigenous management process</td>
</tr>
<tr>
<td></td>
<td>and non-Indigenous management processes</td>
</tr>
<tr>
<td></td>
<td>1.5 Record and analyse differences between Indigenous management structures and non-Indigenous management processes</td>
</tr>
<tr>
<td></td>
<td>1.6 Investigate ways of applying Indigenous management processes to legal frameworks in which all businesses operate</td>
</tr>
<tr>
<td>2. Analyse strategies for working with non-Indigenous organisations and people</td>
<td>2.1 Record differences in relation to working as an Indigenous person within a non-Indigenous organisation or person</td>
</tr>
<tr>
<td></td>
<td>2.2 Recognise potential conflicts</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and implement strategies for minimisation of conflicts</td>
</tr>
<tr>
<td>3. Analyse the impact of a non-Indigenous framework on an Indigenous business structure</td>
<td>3.1 Identify and analyse requirements of a non-indigenous framework and legislative requirements for businesses</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify and analyse Indigenous ways of working</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify and record potential conflicts in relation to an Indigenous organisation working within a non-Indigenous structure</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify and implement strategies to negotiate through the conflict</td>
</tr>
<tr>
<td>4. Develop and implement a vision for the business</td>
<td>4.1 Identify and evaluate strategies and planning processes</td>
</tr>
<tr>
<td></td>
<td>4.2 Identify goals and directions for the business</td>
</tr>
<tr>
<td></td>
<td>4.3 Apply goals and directions to operate within a culturally appropriate framework</td>
</tr>
<tr>
<td></td>
<td>4.4 Develop and present a model for planning business activities</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCILM601A Manage cultural processes in an Indigenous organisation.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCILM601 Manage cultural processes in an Indigenous organisation

Modification History

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<tbody>
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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- define and apply cultural processes within an Indigenous organisation according to Community and organisational guidelines and best practice procedures
- recognise differences between Indigenous and non-Indigenous management processes
- identify the accommodation required to meet non-Indigenous business requirements through Indigenous management processes

Knowledge Evidence

The candidate must demonstrate knowledge of:

- contemporary management practices and styles
- Indigenous management practices and styles
- business planning and strategic planning practices
- Candidates must demonstrate an in depth knowledge of legislation and regulations that apply to management of an organisation.

Assessment Conditions

Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCILM601 Manage cultural processes in an Indigenous organisation

Date this document was generated: 18 March 2019

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Skills Impact

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCINF201 Carry out basic electric fencing operations

Modification History

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</tbody>
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Application

This unit of competency describes the skills and knowledge required to install and maintain basic electric fences.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well-known parameters, providing solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
## Elements

*Elements describe the essential outcomes.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare for basic electric fencing operations | 1.1 Confirm work instructions with supervisor  
1.2 Identify health and safety hazards and risks in the workplace and report to supervisor  
1.3 Select tools and equipment appropriate to meet job requirements  
1.4 Carry out routine pre-operational checks of tools  
1.5 Identify faulty or unsafe tools and segregate for repair or replacement  
1.6 Select, check and fit appropriate personal protective equipment |
| 2. Perform basic electric fencing operations | 2.1 Identify and recover re-useable electric fencing materials  
2.2 Identify and carry out repair requirements according to instructions  
2.3 Calculate electric fencing wire requirements  
2.4 Erect electric fences to contour  
2.5 Install electric fence components according to manufacturer instructions |
| 3. Complete basic electric fencing operations | 3.1 Fill post holes to remove potential hazards and minimise environmental impact according to workplace procedures  
3.2 Clear and tidy work site and dispose of all non-reusable materials according to environmental procedures  
3.3 Transport and store tools and re-usable materials  
3.4 Report on further work or repair requirements according to workplace procedures |

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Reads and interprets workplace instructions to formulate an understanding of expected requirements and activity</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Determine fencing resources and measurements to construct</td>
</tr>
</tbody>
</table>
### Skill Description

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>fencing</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Uses concepts and terminology appropriate for clarifying instructions and communicating with supervisor</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Complies with explicit policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>• Seeks clarification or assistance when required</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plans and implements routine tasks and workload making limited decisions on sequencing and timing</td>
</tr>
<tr>
<td></td>
<td>• Responds to predictable routine problems and implements standard or logical solutions</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title current version</th>
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<td>AHCINF201 Carry out basic</td>
<td>Minor changes to Performance Criteria for clarity</td>
<td>Equivalent unit</td>
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<td>electric fencing operations</td>
<td>Updated Performance Evidence and Knowledge Evidence</td>
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### Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCINF201 Carry out basic electric fencing operations

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have carried out basic electric fencing operations, including:

- identified health and safety hazards and risks and reported to supervisor
- interpreted work plans and confirmed with supervisor
- selected electric fencing tools and equipment and carried out pre-operational checks and replaced or repaired identified faulty equipment
- selected, checked and correctly fitted personal protection equipment (PPE)
- calculated and measured electric fencing wire requirements
- identified and recovered useful electric fencing materials
- erected and repaired electric fencing according to instructions
- minimised environmental impact
- cleaned and tidied up work area, stored tools and equipment and disposed of waste according to environmental procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- uses and structures of electric fence types
- uses and types of standard fencing tools, materials and their maintenance and storage
- common electric fencing hazards and safety
- portable and mains power electric fences
assessment requirements for AHC INF201 Carry out basic electric fencing operations

- installation, construction and repair techniques for electric fences
- estimating and calculating electric fencing requirements
- relevant work health and safety and environmental code of practice for electric fencing
- health and safety in the workplace, including:
  - PPE required for working on electric fences
  - environmental considerations when disposing of waste materials.

assessments conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an outdoor environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - electric fencing materials, tools and equipment
  - PPE
- specifications:
  - workplace documents, including procedures, processes, instructions and job specifications
  - manufacturers' operating instructions for fencing equipment
  - legislation/codes of practice for fencing
- relationships:
  - supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

links

Companion volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCINF202 Install, maintain and repair farm fencing

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to install, maintain and repair farm fencing using appropriate tools and techniques.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well-known parameters, providing solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

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<thead>
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### Elements

**Elements describe the essential outcomes.**

### Performance Criteria

**Performance criteria describe the performance needed to demonstrate achievement of the element.**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare for farm fencing work | 1. Confirm work instructions with supervisor  
1.2 Identify health and safety hazards and risks in the workplace and report to supervisor  
1.3 Select tools and equipment according to job requirements  
1.4 Carry out routine pre-operational checks of tools  
1.5 Identify faulty or unsafe tools and segregate for repair or replacement  
1.6 Select, check and fit appropriate personal protective equipment (PPE)  
1.7 Arrange transport of fencing materials, tools and equipment to worksite |
| 2. Undertake farm fence installation | 2.1 Install and secure posts and stays according to work instructions  
2.2 String and tension wire according to job requirements and wire specifications  
2.3 Attach wire netting or other fencing materials according to work instructions  
2.4 Position and attach gates and check their operation according to manufacturers' instructions |
| 3. Maintain and repair farm fencing | 3.1 Identify faults or structural damage and carry out necessary repairs  
3.2 Dismantle fences and recover re-useable materials  
3.3 Identify and report further maintenance or repair works according to workplace procedures  
3.4 Pack for reuse, or dispose of, used fencing material |
| 4. Complete farm fencing work | 4.1 Clear and tidy work area and dispose of all waste according to environmental procedures  
4.2 Clean and store tools, PPE and re-useable materials according to workplace procedures  
4.3 Complete records according to workplace procedures |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
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<tbody>
<tr>
<td>Reading</td>
<td>• Reads and interprets workplace instructions to formulate an understanding of expected requirements and activity</td>
</tr>
<tr>
<td>Writing</td>
<td>• Prepares workplace records accurately using clear language and industry relevant terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Determine fencing resources and measurements to construct fencing</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Uses concepts and terminology appropriate for clarifying instructions and communicating with supervisor</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Complies with explicit policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>• Seeks clarification or assistance when required</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plans and implements routine tasks and workload making limited decisions on sequencing and timing</td>
</tr>
<tr>
<td></td>
<td>• Responds to predictable routine problems and implements standard or logical solutions</td>
</tr>
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</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCINF202 Install, maintain</td>
<td>Minor changes to Performance Criteria for clarity</td>
<td>Equivalent unit</td>
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<td>and repair farm fencing</td>
<td>and repair farm fencing</td>
<td>Updated Performance Evidence and Knowledge Evidence</td>
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<td>Release 2</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCINF202 Install, maintain and repair farm fencing

Modification History

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<tr>
<td>Release 2</td>
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</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have installed and maintained farm fencing, including:

- identified health and safety hazards and risks and reported to supervisor
- selected, checked and correctly fitted personal protective equipment (PPE)
- selected materials, tools and equipment and arranged for availability on site
- conducted pre-operational checks and repaired or replaced tools and equipment identified with faults
- assessed and confirmed farm fencing requirements and confirmed with supervisor
- dismantled and recovered usable materials from existing fence
- installed and repaired fence posts and stays, erected fences, installed and tensioned fencing wire and netting, installed and checked gates and components
- recorded work activities according to work instructions
- cleaned up the fencing site and removed and disposed of, or recycled, waste according to environmental procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- designs and purpose of a range of conventional fencing
- wire types, knots, tensions applications and limitations
- common hazards involved in fencing installation, maintenance and repair
Assessment Requirements for AHCINF202 Install, maintain and repair farm fencing. Date this document was generated: 18 March 2019

- tools and equipment used for fencing and their safe operation, storage and maintenance
- fencing materials manufacturers specifications and guidelines
- health and safety in the workplace, including:
  - PPE required for working on farm fences
- environmental considerations when disposing of waste materials.

Assessment Conditions
Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an outdoor environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - fences, fencing tools, materials and equipment
  - PPE
- specifications:
  - workplace documents including procedures, instructions and wire specifications
  - manufacturers’ operating instructions for fencing equipment
  - legislation/codes of practice for fencing
- relationships:
  - supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCINF203 Maintain properties and structures

Modification History

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<tbody>
<tr>
<td>1</td>
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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to maintain and repair properties and structures in situations that don’t require the specialist skills of another trade.

All work is carried out to comply with workplace procedures, work health and safety legislation and codes, manufacturer’s specifications and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify and confirm maintenance</td>
<td>1.1 Confirm work instructions with supervisor</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tr>
<tr>
<td>1. <strong>Identify hazards and report to supervisor</strong>&lt;br&gt;1.2 Identify hazards and report to supervisor&lt;br&gt;1.3 Select and fit appropriate personal protective equipment&lt;br&gt;1.4 Inspect structures and facilities to locate and evaluate defects, deterioration and impending defects&lt;br&gt;1.5 Check property infrastructure and resources for correct operation, minor maintenance needs and damage&lt;br&gt;1.6 Confirm maintenance plan</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Select and prepare tools, equipment and materials</strong>&lt;br&gt;2.1 Select and check tools, equipment and materials for serviceability&lt;br&gt;2.2 Identify and segregate for repair or replacement faulty or unsafe tools&lt;br&gt;2.3 Identify, assess and report existing and potential hazards to health and safety&lt;br&gt;2.4 Select and fit personal protective equipment</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Carry out routine maintenance</strong>&lt;br&gt;3.1 Carry out routine maintenance to infrastructure, structures and facilities&lt;br&gt;3.2 Carry out minor repairs to building cladding and paint</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Complete maintenance activities</strong>&lt;br&gt;4.1 Clean, maintain and store worksite, tools and materials&lt;br&gt;4.2 Collect, treat and dispose of or recycle unwanted materials and waste from maintenance activities&lt;br&gt;4.3 Complete workplace records</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCINF203A Maintain properties and structures.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCINF203 Maintain properties and structures

Modification History

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Performance Evidence

The candidate must be observed and repairing properties and structures, in a situation that does not require the specialist skills of another trade.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and following safe work practices
- interpret and apply task instructions
- communicate with work team and supervisor
- select, prepare and safely use of a broad range of tools
- carry out routine maintenance to infrastructure, structures and facilities
- store or dispose of unused or waste materials

Knowledge Evidence

The candidate must demonstrate knowledge of:

- characteristics, capabilities and limitations of materials, equipment and tools
- operation of water taps and reticulation systems
- types of building cladding and finishes, purpose and use
- identification of defects and appropriate repair methods
- appropriate selection of repair materials
- work health and safety legislative requirements and Codes of Practice
- relevant Codes of Practice and procedures with regard to protection of the environment
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCINF204 Fabricate and repair metal or plastic structures

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to undertake minor fabrication and repair of metal or plastic structures where the services of a specialist trades person is not necessary.

All work is carried out to comply with workplace procedures, work health and safety legislation and codes, industry practice, manufacturer’s specifications and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. Prepare for fabrication or repair | 1.1 Confirm work instructions with supervisor  
1.2 Identify hazards and report to supervisor  
1.3 Select and fit appropriate personal protective equipment  
1.4 Confirm items for repair or fabrication  
1.5 Select tools and equipment appropriate to job requirements  
1.6 Select jointing or welding materials suitable to the job requirements |
| 2. Assist with maintaining structures and facilities | 2.1 Repair or fabricate equipment and structures  
2.2 Use appropriate jointing methods |
| 3. Complete fabrication and repair | 3.1 Clean and store materials and equipment  
3.2 Clean and maintain work area and remove hazardous materials in an environmentally responsible manner  
3.3 Complete workplace records |

**Foundation Skills**
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**
This unit is equivalent to AHCINF204A Fabricate and repair metal or plastic structures

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCINF204 Fabricate and repair metal or plastic structures

Modification History

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Performance Evidence

The candidate must be observed undertaking minor fabrication and repair of metal or plastic structures where the services of a specialist trades person is not necessary.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify job requirements and select materials, tools and equipment
- identify hazards apply safe work practices including use of personal protective equipment
- identify and use jointing methods and safe repair and fabrication techniques
- use welding and thermal cutting equipment safely
- clean up after operations

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of fabrication materials and their various applications
- range of metals and non-metal materials that may be used in fabrication and repair
- industry joining and welding techniques and fabrication and repair methods
- work health and safety requirements
- environmental codes of practice with regard to equipment operation and maintenance activities
- operating principles and operating methods for equipment
- various types of welders and respective functions
- environmental impacts and minimisation measures
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCINF301 Implement property improvement, construction and repair

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out maintenance and construction of improvements to properties.

All work is carried out to comply with workplace procedures, work health and safety legislation and codes, manufacturer’s specifications and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>1. Assess property condition</td>
<td>1.1 Confirm work plan and priorities with enterprise supervisor or manager</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess property structures for soundness</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and determine property improvements and maintenance requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 Confirm any planning and permissions have been obtained where required</td>
</tr>
<tr>
<td>2. Prepare tools and equipment</td>
<td>2.1 Identify and arrange tools, equipment and materials for the task</td>
</tr>
<tr>
<td></td>
<td>2.2 Check tools and equipment for serviceability</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify faulty or unsafe tools and equipment and segregate them for repair or replacement</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify, assess and report hazards to health and safety</td>
</tr>
<tr>
<td></td>
<td>2.5 Select, use and maintain and store suitable personal protective equipment</td>
</tr>
<tr>
<td>3. Carry out property improvements</td>
<td>3.1 Construct, repair or dismantle property structures</td>
</tr>
<tr>
<td></td>
<td>3.2 Carry out basic concrete, masonry or metal repairs</td>
</tr>
<tr>
<td></td>
<td>3.3 Determine and carry out maintenance to roads and tracks</td>
</tr>
<tr>
<td></td>
<td>3.4 Comply with planning or building requirements or restrictions</td>
</tr>
<tr>
<td>4. Complete maintenance and improvement activities</td>
<td>4.1 Monitor, maintain and improve property structures and surrounds</td>
</tr>
<tr>
<td></td>
<td>4.2 Clean, maintain and store worksite, tools and equipment</td>
</tr>
<tr>
<td></td>
<td>4.3 Collect, treat and dispose of or recycle unwanted materials and waste from maintenance activities according to enterprise environmental requirements</td>
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<td>4.4 Complete workplace records</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCINF301A Implement property improvement, construction and repair.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCINF301 Implement property improvement, construction and repair

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a range of contexts.

The candidate must provide evidence that they can:

- identify and report hazards and use safe work practices
- confirm work plan and priorities with enterprise supervisor or manager
- assess the nature of required repairs and maintenance
- read and interpret maps, plans, site drawings and simple technical drawings
- carry out building or construction work efficiently and safely
- confirm that the completed or repaired structure meets the standard specified
- operate a broad range of tools and equipment
- complete minor earthworks to specifications
- minimise environmental impacts and dispose of waste appropriately
- estimate and calculate volumes, usage and measurements
- apply enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- machinery and equipment required to carry out property improvements, construction and repairs
- types of building materials required to carry out property improvements, construction and repairs
- concreting procedures and techniques
- wood and steel fabrication procedures
- drainage requirements around structures, tracks and roads
- legislative requirements with regard to construction and structural improvements
Assessment Requirements for AHCINF301 Implement property improvement, construction and repair Date this document was generated: 18 March 2019

- types of building cladding and finishes, purpose and use
- relevant Codes of Practice with regard to protection of the environment
- work health and safety and environmental legislative and enterprise procedures

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCINF302 Plan and construct an electric fence

Modification History

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<td>Initial release</td>
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Application

This unit of competency describes the skills and knowledge required to plan, construct and maintain an electric fence.

All work is carried out to comply with workplace procedures, work health and safety legislation and codes, manufacturer’s specifications and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine electric fencing requirements</td>
<td>1.1 Access property maps and assess fencing requirements according to enterprise objectives and legislative requirements</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. Plan and construct an electric fence | 1.2 Determine equipment, materials and labour requirements and ensure estimated costings are within budgetary constraints  
1.3 Compare alternative electric fencing options to ensure cost-effectiveness  
1.4 Prepare fencing plan giving consideration to siting fences in relation to natural features and proposed uses |
| 2. Prepare for construction          | 2.1 Seek clarification of work plan  
2.2 Organise and transport tools and equipment to the work site  
2.3 Confirm and arrange labour requirements if required  
2.4 Assess risk and minimise potential and existing hazards appropriately |
| 3. Construct electric fence          | 3.1 Select, use and maintain suitable personal protective equipment  
3.2 Construct electric fence according to work plan  
3.3 Attach and position gates for correct operation and function  
3.4 Install energiser according to manufacturer's specifications. |
| 4. Complete fencing operations       | 4.1 Check fencing for correct installation and performance  
4.2 Identify and fix electric fence faults  
4.3 Clear and tidy work site and dispose of all waste in an environmentally responsible manner  
4.4 Transport tools and fencing equipment from the work site and check and store  
4.5 Record and maintain relevant information |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCINF302A Plan and construct an electric fence.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCINF302 Plan and construct an electric fence

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop an electric fencing plan for the enterprise
- identify hazards and implement safe operating procedures
- calculate and measure fencing requirements and calculate costings off the fencing plan
- read and interpret plans and site maps and mark out fence lines
- construct an electric fence that meets specifications and the needs of the enterprise
- operate fencing tools and construction equipment
- test and monitor the electric fence for earthing and current flow, resistance and leakage
- follow enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- basic operation of electric fences including earthing and current flow, resistance and leakage
- differences between portable and mains power
- issues affecting electric fencing in relation to the whole property plan
- range of electric fencing designs, construction methods and materials
- dangers posed by electricity to personnel and livestock
- conditions under which electric fences may cause fire
- safe methods for diagnosing routine faults
- common electric fencing hazards and safety precautions
- relevant State/Territory legislation and regulations regarding electric fences
- work health and safety legislative requirements
• relevant codes of practice with regard to protection of the environment

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCINF303 Plan and construct conventional fencing

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to plan and construct conventional fencing.

All work is carried out to comply with workplace procedures, work health and safety legislation and codes, manufacturer’s specifications and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

<table>
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</tr>
<tr>
<td>1. Determine fencing requirements</td>
<td>1.1 Determine fencing requirements</td>
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<td></td>
<td>1.2 Prepare fencing plan giving consideration to siting fences in</td>
</tr>
</tbody>
</table>
Element | Performance criteria
--- | ---
2. Prepare for construction | 2.1 Check proposed fencing against property maps and work plan
2.2 Identify services, structures and features which may impact on the fencing work and incorporate into the fencing plan
2.3 Organise and transport tools and equipment to the work site
2.4 Confirm and arrange labour requirements if required
2.5 Identify work health and safety hazards, assess risks and implement risk controls

3. Construct conventional fence | 3.1 Select, use, maintain and store suitable personal protective equipment
3.2 Mark out and check fence lines against work plan and property maps
3.3 Construct fence according to work plan and fence design
3.4 Attach and position gates for correct operation and function

4. Complete fencing operations | 4.1 Clear and tidy work site and dispose of all waste in an environmentally responsible manner
4.2 Transport tools and fencing equipment from the work site and store according to workplace procedures
4.3 Report tools and equipment faults or malfunctions
4.4 Record and maintain relevant information

**Foundation Skills**
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**
This unit is equivalent to AHCINF303A Plan and construct conventional fencing.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCINF303 Plan and construct conventional fencing

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a range of contexts.

The candidate must provide evidence that they can:

- site the fence line according to property or land management plan
- estimate, cost and source fencing materials and arrange delivery
- identify hazards and implement safe work practices
- carry out fencing operations safely and efficiently
- construct a fence that meets specifications in plan or contract and is within tolerances for materials
- construct gate assemblies and swing gates
- string and strain wires to manufacturer’s recommended tension
- use and maintain fencing machinery and equipment
- follow enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- issues affecting property fence planning and construction
- procedures for planning fencing in relation to the whole property plan
- range of fencing designs, construction methods and materials
- types of fencing construction tools and equipment
- fencing materials and costings
- common fencing hazards and safety precautions
- work health and safety legislative requirements and Codes of Practice
- relevant Codes of Practice with regard to the protection of the environment
- hazard identification, assessment and control
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCINF304 Install and terminate extra low voltage wiring systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to install wiring enclosures, cable support systems, cables and accessories in electrical systems of 36 volts or less.

All work must be carried out to comply with workplace procedures, work health and safety requirements, relevant legislation and codes and manufacturer’s specifications.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

Licensing, legislative, regulatory or certification requirements may apply to this unit. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Infrastructure (INF)

Elements and Performance Criteria

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<td>Performance criteria</td>
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</tbody>
</table>
| 1. Plan and prepare for installation of extra low voltage wiring | 1.1 Plan and prepare installation to ensure policies and procedures are followed, and the work is appropriately sequenced according to requirements  
1.2 Consult with appropriate personnel to ensure the work is co-ordinated effectively with others on the work site  
1.3 Size cables and wires to suit calculated load  
1.4 Check wiring system components against job requirements  
1.5 Source accessories according to established procedures and to comply with organisational and task requirements  
1.6 Determine location in which specific items of accessories, apparatus and circuits are to be installed from job requirements  
1.7 Obtain materials necessary to complete the work according to established procedures and checked against the job requirement  
1.8 Source tools, equipment and testing devices needed to carry out the installation work, checked for correct operation and safety  
1.9 Check preparatory work to ensure that it complies with requirements and no unnecessary damage has occurred |
| 2. Install wiring systems | 2.1 Follow work health and safety policies and procedures for installing electrical wiring systems  
2.2 Install wiring systems to meet requirements without damage or distortion to the surrounding environment or services  
2.3 Terminate accessories and connect wire as required to solenoids and controllers, according to manufacturer and enterprise requirements  
2.4 Respond to unplanned events or conditions using established procedures  
2.5 Obtain approval from appropriate personnel according to established procedures before any contingencies are implemented  
2.6 Undertake on-going checks of the quality of the work according to established procedures |
| 3. Check and notify completion of work | 3.1 Undertake final checks to ensure the installed wiring systems conform to requirements  
3.2 Test system is to ensure that it works  
3.3 Notify work completion according to established procedures |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCTEQ301A Install and terminate extra low voltage wiring systems.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCINF304 Install and terminate extra low voltage wiring systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe systems of work
- read labels and signage to differentiate between extra low voltage and other electrical systems
- read and follow manufacturers manuals and enterprise procedures for extra low voltage wiring
- size cables and wires to suit calculated load
- install wiring systems
- check and notify completed installation activities
- follow enterprise work health and safety procedures and safely work with extra low voltage systems

Knowledge Evidence

The candidate must demonstrate knowledge of:

- basic electricity and electrical principles relating to extra low voltage wiring
- applications, materials and techniques relevant to the industry sector
- isolation and tagging procedures
- computerised controller systems
- enterprise policies and procedures
- testing equipment and procedures
- relevant legislation and guidelines for installing extra low voltage wiring.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG101 Support irrigation work

Modification History

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Application

This unit of competency covers the skills and knowledge required to provide support to others undertaking irrigation works in public, commercial and domestic situations.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
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<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools and equipment for irrigation work</td>
<td>1.1 Identify the required materials, tools and equipment according to lists provided or supervisor's instructions</td>
</tr>
<tr>
<td></td>
<td>1.2 Conduct checks on materials, tools and equipment with insufficient or faulty items reported to the supervisor</td>
</tr>
<tr>
<td></td>
<td>1.3 Demonstrate correct manual handling techniques when loading and unloading materials</td>
</tr>
<tr>
<td></td>
<td>1.4 Select and check suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>1.5 Provide irrigation support according to work health and safety requirements and workplace information</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.6 Identify and report workplace hazards to the supervisor</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Undertake irrigation work as directed | 2.1 Follow instructions and directions provided by supervisor and seek clarification when necessary  
2.2 Undertake irrigation work in a safe and environmentally appropriate manner  
2.3 Carry out interactions with other staff and customers in a positive manner  
2.4 Follow enterprise policy and procedures in relation to workplace practices, handling and disposal of materials  
2.5 Report problems or difficulties in completing work to required standards or timelines to supervisor |
| 3. Handle materials and equipment | 3.1 Store waste material and debris produced during irrigation work in a designated area according to supervisor's instructions  
3.2 Handle and transport materials, equipment and machinery according to supervisor's instructions and enterprise guidelines  
3.3 Maintain a clean and safe work site while undertaking landscaping activities |
| 4. Clean up on completion of landscaping work | 4.1 Return materials to store or dispose of according to supervisor's instructions  
4.2 Clean, maintain and store tools and equipment according to manufacturer's specifications and supervisor's instructions  
4.3 Make good the site according to supervisor's instructions  
4.4 Report work outcomes to the supervisor |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG101A Support irrigation work
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG101 Support irrigation work

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- apply safe work practices
- clean up on completion of work
- prepare materials, tools and equipment for irrigation work
- undertake irrigation work as directed

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for supporting irrigation work
- safe work practices
- preparing for irrigation work and cleaning up on project completion
- basic construction techniques
- irrigation tools and equipment
- repair and maintenance of irrigation fittings
- work health and safety and safe work practices

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG215 Assist with low volume irrigation operations

Modification History

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Application

This unit of competency covers the skills and knowledge required to assist with installing, operating and maintaining low volume irrigation systems. These systems use emitters such as drippers and generally use poly pipe.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

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</tr>
<tr>
<td></td>
<td>1.2 Select appropriate materials, tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>1.3 Select personal protective equipment and clothing and ensure correct fit</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>----------------------</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify manual handling and other workplace health and safety hazards</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify the site for installation of the irrigation system</td>
</tr>
<tr>
<td>2.1</td>
<td>Prepare the site for installation works</td>
</tr>
<tr>
<td>2.2</td>
<td>Assemble and connect system components and test joints</td>
</tr>
<tr>
<td>2.3</td>
<td>Connect system to water supply</td>
</tr>
<tr>
<td>2.4</td>
<td>Flush and commission system</td>
</tr>
<tr>
<td>2.5</td>
<td>Identify and report operating and take corrective actions as directed</td>
</tr>
<tr>
<td>2.6</td>
<td>Maintain a clean and safe work area</td>
</tr>
<tr>
<td>3.1</td>
<td>Remove waste material from the site and dispose of</td>
</tr>
<tr>
<td>3.2</td>
<td>Clean, maintain and store tools, equipment and machinery</td>
</tr>
<tr>
<td>3.3</td>
<td>Flush and commission system</td>
</tr>
<tr>
<td>4.1</td>
<td>Follow start-up sequence</td>
</tr>
<tr>
<td>4.2</td>
<td>Shut down system components in sequence</td>
</tr>
<tr>
<td>4.3</td>
<td>Drain system</td>
</tr>
<tr>
<td>4.4</td>
<td>Record irrigation activity</td>
</tr>
<tr>
<td>5.1</td>
<td>Check emitters for serviceability and output</td>
</tr>
<tr>
<td>5.2</td>
<td>Maintain delivery components</td>
</tr>
<tr>
<td>5.3</td>
<td>Check water supply and pumping system periodically, where required</td>
</tr>
<tr>
<td>5.4</td>
<td>Keep maintenance records up to date</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCIRG215 Assist with low volume irrigation operations

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assemble and join irrigation system components
- carry out basic maintenance tasks
- carry out low volume irrigation operating tasks
- complete installation work
- fix identified faults
- follow directions to operate pumps, filters and valves
- install irrigation components
- look for leaks and faulty emitters
- prepare materials, tools and equipment
- recognise and report faults
- undertake site preparation tasks as directed

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practice of low volume irrigation operation
- characteristics and operation of joints, valves and emitter components
- components in low volume irrigation systems
- emitter spacing, coverage and pressure
- indicators of over and under watering
- installation techniques and procedures
- irrigation controllers
- irrigation pipes, types and sizes
Assessment Requirements for AHCIRG215 Assist with low volume irrigation operations

- irrigation times to deliver sufficient volume without over watering
- methods and techniques of low volume irrigation installation
- operation of low volume irrigation system
- set out procedures
- system malfunctions and their likely causes
- use of recycled water and colour coding of pipes
- water requirements of relevant plants

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG216 Assist with surface irrigation operations

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Application

This unit of competency covers the skills and knowledge required to assist with installing, operating and maintaining surface irrigation operations.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Plan and prepare for work | 1.1 Read and confirm work instructions  
1.2 Prepare tools and equipment  
1.3 Select personal protective equipment and clothing and ensure correct fit  
1.4 Identify manual handling and other work health and safety |
<table>
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<th>Element</th>
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</thead>
</table>
| 2. Set up field for surface irrigation systems | 2.1 Check rotobuck area for irrigation set up  
2.2 Check pumps, bores and other water delivery mechanisms for irrigation set up  
2.3 Position and secure tarpaulins or other water control devices as directed |
| 3. Carry out routine maintenance activities on irrigation delivery systems | 3.1 Service mechanical equipment  
3.2 Flush and clean supply and distribution system  
3.3 Maintain system inlets, outlets, structures and fittings  
3.4 Check system is running smoothly and is free of damage, leaks and blockages in channels, drains and outlets  
3.5 Clean irrigation system and ensure there is no disruption to the system |
| 4. Undertake surface irrigation work as directed | 4.1 Open and shut gates and valves  
4.2 Ensure required head and water levels in head ditch are achieved and maintained to ensure sufficient water flow and availability to crops  
4.3 Start or open the required number of siphons  
4.4 Monitor progress of water flow in furrows  
4.5 Lift siphons where irrigation is complete  
4.6 Carry out irrigation change and mark  
4.7 Move irrigation equipment |
| 5. Record and report maintenance activities | 5.1 Record damage and blockage caused by pests and vermin by damage type, location and the section of the system affected  
5.2 Record and report damage or faulty pumps, valves, electrical components and computer systems and carry out necessary repairs  
5.3 Record and report routine maintenance activities |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - no equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG216 Assist with surface irrigation operations

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out surface irrigation operating tasks as directed
- check siphons for even water flow
- look for uneven water distribution or drainage
- monitor required head and water levels in head ditch
- open and close check valves
- record and report maintenance activities and faults
- start and pull siphons
- use mechanical equipment to build and repair banks and for weed removal

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of surface irrigation
- channels, furrows, borders, fittings and outlets
- damage and problems that occur with gravity-fed irrigation systems
- environmental impacts of irrigation using water from any ground or underground source
- identification, characteristics and operation of surface irrigation structures and components
- signs of stress in plants as well as the signs of over and under-watering
- system cleaning procedures
- system malfunctions and their likely causes
- purpose and principles of surface irrigation
- weed types encountered in gravity fed irrigation systems and their control
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCIRG217 Assist with pressurised irrigation operations

Modification History

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Application

This unit of competency covers the skills and knowledge required to assist installing, operating and maintaining pressurised irrigation systems. These systems use sprinklers and generally use glued PVC pipe.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

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1.2 Select appropriate materials, tools, equipment and machinery  
1.3 Select personal protective equipment and clothing and ensure correct fit |
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<td>Identify manual handling and other work health and safety hazards</td>
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<td>1.5</td>
<td>Identify the site for installation of the irrigation system</td>
</tr>
<tr>
<td>2.1</td>
<td>Prepare the site for installation works</td>
</tr>
<tr>
<td>2.2</td>
<td>Lay irrigation components out</td>
</tr>
<tr>
<td>2.3</td>
<td>Dig or tidy trenches where required</td>
</tr>
<tr>
<td>2.4</td>
<td>Add or insert system components</td>
</tr>
<tr>
<td>2.5</td>
<td>Position and secure lines</td>
</tr>
<tr>
<td>2.6</td>
<td>Assist with fitting pumps and valves</td>
</tr>
<tr>
<td>3.1</td>
<td>Check the irrigation system for leaks or blockages</td>
</tr>
<tr>
<td>3.2</td>
<td>Identify and report problems and anomalies</td>
</tr>
<tr>
<td>3.3</td>
<td>Clean and store equipment, tools and materials</td>
</tr>
<tr>
<td>3.4</td>
<td>Collect waste and dispose of or recycle</td>
</tr>
<tr>
<td>3.5</td>
<td>Record workplace information in the appropriate format</td>
</tr>
<tr>
<td>4.1</td>
<td>Follow start-up sequence</td>
</tr>
<tr>
<td>4.2</td>
<td>Shut down system components in sequence</td>
</tr>
<tr>
<td>4.3</td>
<td>Drain system</td>
</tr>
<tr>
<td>4.4</td>
<td>Record irrigation activity</td>
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<tr>
<td>5.1</td>
<td>Check sprinklers for serviceability and output</td>
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<tr>
<td>5.2</td>
<td>Maintain delivery components</td>
</tr>
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<td>5.3</td>
<td>Check water supply and pumping system periodically, where required</td>
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<td>Keep maintenance records up to date</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - no equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG217 Assist with pressurised irrigation operations

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assemble and join irrigation system components
- carry out basic maintenance tasks
- carry out irrigation operating tasks
- complete installation work
- fix identified faults
- follow directions to operate pumps, filters and valves
- look for leaks and faulty sprinklers
- prepare materials, tools and equipment
- recognise and report faults
- undertake site preparation tasks as directed

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of pressurised irrigation systems
- characteristics and operation of replaceable components of sprinkler irrigation systems
- environmental impacts of irrigation from ground or underground source
- installation techniques and procedures
- irrigation controllers
- irrigation pipes, types and sizes
- irrigation times to deliver sufficient volume without over watering
- operation of pressurised irrigation system
- set out procedures
• signs of stress in plants as well as the signs of over and under watering
• sprinkler irrigation components and their function
• sprinkler spacing, coverage and pressure
• system malfunctions and their likely causes
• types of sprinklers

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCIRG218 Assist with pump and flow control device operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist with the installation and maintenance of pumps and flow control devices for irrigation.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan and prepare for work on pumping and flow control systems | 1.1 Read work instructions relating to work activity and confirm with the supervisor  
1.2 Prepare tools and equipment and use according to the supervisor's instructions  
1.3 Select personal protective equipment and clothing and ensure |

Approved  
© Commonwealth of Australia, 2019  
Skills Impact
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<tr>
<th>Element</th>
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<tr>
<td></td>
<td>correct fit</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify manual handling and other work health and safety hazards and tell supervisor</td>
</tr>
<tr>
<td>2.</td>
<td>Carry out installation and maintenance tasks for pumps and flow control devices</td>
</tr>
<tr>
<td></td>
<td>2.1 Carry out installation tasks as directed for pumps and flow control devices</td>
</tr>
<tr>
<td></td>
<td>2.2 Carry out routine inspections of flow control and metering facilities in irrigation systems</td>
</tr>
<tr>
<td></td>
<td>2.3 Carry out preventative maintenance and service of equipment and facilities</td>
</tr>
<tr>
<td>3.</td>
<td>Review, record and report activities</td>
</tr>
<tr>
<td></td>
<td>3.1 Check, maintain and store equipment, tools and materials</td>
</tr>
<tr>
<td></td>
<td>3.2 Restore work site to meet environmental and workplace requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Record and report installation and maintenance activities</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG208A Assist with the installation and maintenance of pumps and flow control devices for irrigation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG218 Assist with pump and flow control device operations

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret plans, charts and instructions
- perform work-related calculations
- organise equipment and materials for installation work
- use power tools and hand tools
- handle materials safely
- identify and respond to predictable operational problems

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of pump and control flow devices
- basic principles of hydraulics and the operation of flows
- capacity and limitations of equipment used on the site
- flow measurement principles and procedures
- function of control systems
- layout and performance of pipes and fittings
- lock-out procedures for mechanical and electrical installations
- types of flow control devices and their purpose
- types of pumps and their function and use

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCIRG218 Assist with pump and flow control device operations

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG303 Measure irrigation delivery system performance

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to measure pressure, flow and distribution uniformity of an irrigation system.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Measure irrigation system performance</td>
<td>1.1 Measure and record system pressures, water flow rates and pump performance parameters</td>
</tr>
<tr>
<td></td>
<td>1.2 Measure variations in system pressures, water flow rates and pump performance parameters where relevant and record</td>
</tr>
<tr>
<td></td>
<td>1.3 Inspect distribution and delivery systems and identify and fix</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>malfunctions in system and record actions</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify and record factors external to the system that may cause interference</td>
</tr>
<tr>
<td>2. Monitor supply of equipment and spare parts</td>
<td>2.1 Record supply and part usage</td>
</tr>
<tr>
<td></td>
<td>2.2 Monitor spare parts to ensure the supply meets demands</td>
</tr>
<tr>
<td></td>
<td>2.3 Make purchases within budget constraints</td>
</tr>
<tr>
<td></td>
<td>2.4 Report parts requirements outside of budget constraints</td>
</tr>
<tr>
<td></td>
<td>2.5 Record purchases and orders</td>
</tr>
<tr>
<td>3. Record and report system performance status</td>
<td>3.1 Record system pressures and variations</td>
</tr>
<tr>
<td></td>
<td>3.2 Record system flow rates and variations</td>
</tr>
<tr>
<td></td>
<td>3.3 Calculate and record distribution uniformity and mean application rates</td>
</tr>
<tr>
<td></td>
<td>3.4 Determine and record watering depth</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG303A Measure irrigation delivery system performance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG303 Measure irrigation delivery system performance

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- access and prepare data records for both print-based and computer-based data
- apply measuring and testing techniques
- calculate pressure differentials, flow rates, crop yields, estimated water usage and actual water usage
- identify adverse environmental impacts of irrigation activities and take appropriate remedial action
- use computers to record and report data

Knowledge Evidence

The candidate must demonstrate knowledge of:

- environmental impacts of irrigation, using water from any ground or underground source
- measuring and monitoring procedures for factors contributing to irrigation system delivery
- soil water retention testing techniques
- water authority standards and procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG306 Troubleshoot irrigation systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to troubleshoot faults and blockages in irrigation systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Locate and identify faulty components and blockages | 1.1 Determine irrigation system and component function  
1.2 Check and review monitoring and maintenance records  
1.3 Carry out operational tests  
1.4 Identify and document faulty components and blockages |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Shut down and isolate component | 2.1 Apply shut down sequence and isolation procedures  
2.2 Verify safe shutdown or isolation  
2.3 Install safety or security lock off devices and signage |
| 3. Replace faulty components and clear blockages | 3.1 Organise access to faulty components and blockages  
3.2 Remove faulty components and repair or dispose of  
3.3 Select and install replacement components  
3.4 Replace faulty components and clear blockages  
3.5 Clear blockages or replace blocked sections |
| 4. Return system to normal operating status | 4.1 Return isolated or shutdown components to service  
4.2 Carry out operational tests  
4.3 Return system to normal operational set-up  
4.4 Report and record repair activities |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG306A Troubleshoot irrigation systems.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG306 Troubleshoot irrigation systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- carry out operational tests
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- operate, maintain and repair irrigation systems
- shut down and isolate components

Knowledge Evidence

The candidate must demonstrate knowledge of:

- characteristics and operation of replaceable components of irrigation systems
- environmental impacts of irrigation using water from any ground or underground source
- isolation procedures
- purchasing procedures
- system malfunctions and their likely causes

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCIRG308 Monitor soils under irrigation

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor the impact of irrigation on the soil plant growing environment.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Assess the physical properties of an irrigated soil | 1.1 Describe the profile of an irrigated soil  
1.2 Determine soil texture and structure within the soil layers  
1.3 Interpret tests for organic matter level in a soil  
1.4 Test for slaking and dispersion in an irrigated soil  
1.5 Assess the infiltration rate for an irrigated soil |
<table>
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<tr>
<th>Element</th>
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</thead>
</table>
| 1.6 Measure soil moisture levels  
1.7 Describe the impacts of cultivation and watering practices on the physical properties of a soil | |
| 2. Define soil moisture properties | 2.1 Describe soil moisture tension and its role in determining water availability to plants  
2.2 Assess the field capacity of an irrigated soil  
2.3 Observe the wilting point for a plant species in an irrigated soil  
2.4 Calculate the readily available water (RAW) in an irrigated soil |
| 3. Monitor soil chemical properties | 3.1 Interpret soil test results for salinity and sodicity levels in an irrigated soil  
3.2 Interpret pH tests and the potential impact of pH on soil structure and nutrient availability |
| 4. Assess soil health and plant growth under irrigation | 4.1 Assess the risk of erosion in an irrigated soil  
4.2 Assess soil biology in an irrigated soil  
4.3 Establish the growing requirements for a plant species |
| 5. Implement strategies to optimise the irrigation growing environment for plants | 5.1 Carry out soil husbandry practices to reduce risks of compaction and erosion  
5.2 Implement and monitor a watering schedule  
5.3 Adjust the frequency of watering based on available moisture, soil properties and plant response  
5.4 Report soil and plant moisture status and irrigation requirement |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG308A Monitor soils under irrigation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG308 Monitor soils under irrigation

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- adjust watering practices to meet plant needs
- apply the results of soil testing to assessing soil properties
- assess the erosion potential of an irrigated soil
- assess the health of an irrigated soil
- calculate moisture holding capacity of plants, including RAW
- conduct soil structure and texture assessment
- use soil moisture monitoring equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- adverse environmental impacts of irrigated plant production
- calculations for readily available water
- critical measures for moisture availability
- effect of dispersible soils under irrigation
- field capacity
- interpreting salinity, sodicity and pH tests
- signs moisture stress & nutrient deficiency in plants
- soil biology
- soil moisture definitions and calculations
- soil moisture monitoring procedures
- soil structure and texture
- types of erosion
- wilting point
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG309 Install irrigation pumps

Modification History

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Application

This unit of competency describes the skills and knowledge required to install and commission irrigation pumps.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Plan and sequence installation tasks from instructions</td>
<td>1.1 Obtain drawings and specifications</td>
</tr>
<tr>
<td>1.2 Plan and sequence tasks</td>
<td></td>
</tr>
<tr>
<td>1.3 Select tools and equipment and check for serviceability</td>
<td></td>
</tr>
<tr>
<td>2. Source irrigation</td>
<td>2.1 Determine location of pump</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| system requirements | 2.2 Identify pump base requirements  
| | 2.3 Identify, order and collect materials and equipment  
| | 2.4 Check materials and equipment for acceptable condition and compliance |
| 3. Install and commission pumping and flow control components | 3.1 Set out and construct pump base  
| | 3.2 Install pump and pump controls  
| | 3.3 Connect suction and discharge lines and flow control devices  
| | 3.4 Connect delivery and distribution components to pump  
| | 3.5 Conduct pressure testing of pumping system  
| | 3.6 Test pump |
| 4. Complete work | 4.1 Clear work area and dispose of, reuse or recycle materials  
| | 4.2 Clean, check, maintain and store tools and equipment  
| | 4.3 Restore work site to meet environmental requirements  
| | 4.4 Complete documentation |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG309A Interpret and apply instructions to install pumps.

**Links**

Companion Volume implementation guides are found in VETNet -  
Assessment Requirements for AHCIRG309 Install irrigation pumps

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:
- follow plans, charts and instructions
- handle materials safely
- identify and respond to operational problems
- match pump output and flow rate to pipe diameter
- monitor the performance of valves
- open and close valves
- organise equipment and materials for installation work
- perform work-related calculations
- position pumps and valves
- prime and operate pumps
- set out and prepare the site
- use power tools and hand tools
- weld in both poly and steel

Knowledge Evidence

The candidate must explain:
- advantages and disadvantages of each pump type
- automatic pump switches including timers, pressure switches, irrigation controllers and flow switches
- basic principles of hydraulics (flow vs. pressure), energy loss due to friction
- characteristics and application of different valves, pipes and fittings including fixing and joining techniques and methods
- discharge and flow rates
Assessment Requirements for AHCIRG309 Install irrigation pumps

- impellers, rotors, stators
- installation procedures for irrigation pumps
- properties of water including pressure and flow rates
- pump components and their principles of operation
- pump gauges and controls
- pump performance and pressure testing
- servicing requirements for pumps
- types of pumps and their application in irrigation, such as centrifugal, vertical turbine, submersible and propeller
- types of valves
- types suitable as booster and floating pumps

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG310 Operate and maintain irrigation pumping systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate an irrigation pumping system and maintain pumps and pumping equipment.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to maintain pumps     | 1.1 Obtain and interpret work requirements for the satisfactory completion of operations  
                                           1.2 Select and use materials, tools, equipment and machinery as required by the work activity  
                                           1.3 Identify work health and safety hazards, assess risks and |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td><strong>Implement suitable controls</strong></td>
<td></td>
</tr>
<tr>
<td>1.4 Select, use and maintain suitable safety and personal protective equipment</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify and arrange support required for the safe completion of the servicing and maintenance tasks</td>
<td></td>
</tr>
<tr>
<td>1.6 Carry out isolation and lock-out of all equipment necessary for the safe execution of tasks</td>
<td></td>
</tr>
<tr>
<td><strong>2. Carry out pump maintenance</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Inspect pumps and report any faults</td>
<td></td>
</tr>
<tr>
<td>2.2 Service and maintain pumps</td>
<td></td>
</tr>
<tr>
<td>2.3 Dispose of used oil, lubricant and other waste</td>
<td></td>
</tr>
<tr>
<td>2.4 Maintain servicing and maintenance records</td>
<td></td>
</tr>
<tr>
<td><strong>3. Prepare the pumping system</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Check operation and function of pump and driver</td>
<td></td>
</tr>
<tr>
<td>3.2 Conduct pre-start-up checks on the pumping system to ensure valves are correctly sequenced and filters are clear before commencing pumping operations, and that all safety requirements are met</td>
<td></td>
</tr>
<tr>
<td><strong>4. Start up and shut down pumping system</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 Operate ancillary equipment</td>
<td></td>
</tr>
<tr>
<td>4.2 Start up and shut down pump</td>
<td></td>
</tr>
<tr>
<td>4.3 Implement emergency shutdown procedures when required</td>
<td></td>
</tr>
<tr>
<td><strong>5. Operate and monitor pumping and ancillary systems</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 Check and maintain flanges, gaskets and seals within stated operational tolerances and to avoid environmental damage</td>
<td></td>
</tr>
<tr>
<td>5.2 Monitor pump pressures and flows for conformance</td>
<td></td>
</tr>
<tr>
<td>5.3 Use amperage testing equipment to monitor and identify variations in the operating conditions of the pumping systems and equipment</td>
<td></td>
</tr>
<tr>
<td>5.4 Monitor pumping systems and equipment performance as well as all components to identify any signs of excessive wear and a reduction of performance</td>
<td></td>
</tr>
<tr>
<td>5.5 Check operational valves and valve assemblies for possible leakages</td>
<td></td>
</tr>
<tr>
<td>5.6 Check filter systems periodically and clean to remove any potential blockages or impurities entering the pumping system and equipment which may cause it to cavitate or malfunction during operation</td>
<td></td>
</tr>
<tr>
<td>5.7 Inspect and sample lubrication oil to check that operating levels are correct and to determine if any contamination has taken place which may affect the operational capacity of the pumping system and equipment</td>
<td></td>
</tr>
<tr>
<td>5.8 Take appropriate action resulting from checks and monitoring</td>
<td></td>
</tr>
<tr>
<td><strong>6. Shut down the</strong></td>
<td></td>
</tr>
<tr>
<td>6.1 Shut down injection equipment and pump</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>pumping system</td>
<td>6.2 Clean pumping equipment</td>
</tr>
<tr>
<td></td>
<td>6.3 Collect, treat and dispose of or recycle waste generated by both the pumping process and cleaning procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG310A Operate and maintain irrigation pumping systems.

**Links**

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCIRG310 Operate and maintain irrigation pumping systems

Modification History

<table>
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<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- adjust pump settings
- check and clear or replace filters
- check and top-up fluids, including coolants, lubricants and hydraulic oils
- check oil quality and levels
- clear blockages
- inspect and clean pumps
- lubricate pumps
- monitor pressures and flows
- prime a pump
- replace belts
- replace worn components, including pump seals, liners and impellers
- set valves and check for wear and leakages
- tension fasteners and y-belts
- use amperage testing equipment

Knowledge Evidence

The candidate must explain:

- advantages and disadvantages of each pump type
- automatic pump switches including timers, pressure switches, irrigation controllers and flow switches
- basic principles of hydraulics (flow vs. pressure)
- discharge and flow rates
- impellers, rotors and stators
• properties of water including pressure and flow rates
• pump components and their principles of operation
• pump performance and fault finding
• pumps and their application in irrigation, such as centrifugal, vertical turbine, submersible and propeller
• pumps that are suitable as booster and floating pumps
• reading pump gauges and controls
• service requirements of pumps
• valves and their uses
• workplace and equipment safety requirements

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG315 Interpret irrigation plans and drawings

Modification History

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Application

This unit of competency describes the skills and knowledge required to read and interpret plans and drawings applicable to installing irrigation systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Apply commonly used symbols and abbreviations | 1.1 Identify, understand and apply commonly used symbols and abbreviations on plans  
1.2 Identify, understand and apply common irrigation terms used on plans  
1.3 Identify key features of irrigation plans, elevations and sections |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Identify scale, elevations and sections from drawings</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Locate and identify key features on a site plan | 2.1 Identify irrigation site from location drawings  
2.2 Identify true north and system orientation from details provided on site plan  
2.3 Identify key features of site plan |
| 3. Mark out and peg the site from a plan | 3.1 Mark boundaries of the site  
3.2 Identify existing irrigation infrastructure on the site  
3.3 Identify electricity and communications infrastructure on the site plan, mark out and implement safety procedures  
3.4 Peg out pipelines and earthworks identified on the plan |
| 4. Identify required components for installation | 4.1 Annotate required pipeline components from plans and drawings  
4.2 Annotate water supply, distribution and delivery components from plans and drawings  
4.3 Make provision for receival and storage of materials on site  
4.4 Confirm installation requirements and details of plans and drawings with supervisor |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG315A Interpret irrigation plans and drawings.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG315 Interpret irrigation plans and drawings

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- interpret scale and specifications from plans and drawings
- interpret symbols and abbreviations used on plans
- mark out boundaries and infrastructure position from a plan
- recognise and mark out features on a site from a plan
- translate documented requirements into on-site activities and site and structural features from two-dimensional to three-dimensional formats
- use basic industry calculations

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of plan and drawing interpretation
- commonly used scales, symbols and abbreviations
- drawings and specifications relevant to the irrigation industry
- measurements, calculations and quantities
- tools, equipment and materials required from the drawings and specifications

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG325 Operate irrigation technology

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to operate irrigation technology as part of irrigation installation, construction and operation.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element Value</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements</td>
<td>describe the essential outcomes.</td>
</tr>
<tr>
<td></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to work</td>
<td>1.1 Determine work requirements and identify hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td></td>
<td>1.2 Select required tools and equipment and check for safe operation and accuracy</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and use suitable personal protective equipment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2. Operate equipment</td>
<td>2.1 Identify sampling points</td>
</tr>
<tr>
<td></td>
<td>2.2 Collect samples</td>
</tr>
<tr>
<td></td>
<td>2.3 Record and interpret readings and observations</td>
</tr>
<tr>
<td>3. Operate irrigation controllers and sensors</td>
<td>3.1 Link sensors to controllers by wiring or radio signals</td>
</tr>
<tr>
<td></td>
<td>3.2 Program controllers</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor accuracy and reliability of electronic flow control equipment and calibrate where necessary</td>
</tr>
<tr>
<td></td>
<td>3.4 Report discrepancies or malfunctions to management</td>
</tr>
<tr>
<td></td>
<td>3.5 Transport and store equipment appropriately</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG325A Operate irrigation technology.

**Links**

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG325 Operate irrigation technology

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- check accuracy of and calibrate equipment
- maintain and check irrigation equipment for accuracy
- operate irrigation controllers and sensors
- operate pressure testing equipment
- operate soil moisture testing equipment
- operate technology to measure and monitor the irrigation system or the growing environment
- operate water metering equipment
- operate water testing equipment
- record observations and data
- record the results of testing
- take representative samples for measurement
- take samples for testing

Knowledge Evidence

The candidate must demonstrate knowledge of:

- data recording procedures
- environmental procedures for use, storage and recycling of electronic equipment and batteries
- equipment maintenance and operation
- irrigation controllers and sensors
- measurement procedures
- operational procedures
- pressure testing equipment
- safe work practices including working with low voltage wiring
- sampling techniques
- soil moisture testing equipment
- water metering equipment
- water testing equipment

**Assessment Conditions**
Assessors must satisfy current standards for RTOs.

**Links**
Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG326 Operate irrigation injection equipment

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to operate irrigation injection equipment.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare equipment for injection operation</td>
<td>1.1 Determine work requirements and identify hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td></td>
<td>1.2 Select required tools and equipment and check for safe operation</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and use suitable personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>1.4 Select materials and services and confirm they are available and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.5 Prepare equipment and materials to meet injection requirements</td>
<td></td>
</tr>
</tbody>
</table>

2. Operate the injection process

| 2.1 Start up the injection process |
| 2.2 Monitor control points to confirm performance is maintained within specification |
| 2.3 Identify, rectify and report out-of-specification equipment performance |
| 2.4 Deliver injection requirements |
| 2.5 Put emergency procedures in place for spillage or chemical accidents |

3. Shut down injection equipment

| 3.1 Shut down injection equipment |
| 3.2 Clean injection equipment |
| 3.3 Collect, treat, dispose of or recycle waste generated by both the process and cleaning procedures |

4. Monitor plant response and environmental impacts of injection

| 4.1 Monitor plant response to injection |
| 4.2 Record and report environmental hazards of injection |
| 4.3 Maintain withholding periods for chemical application on food crops |
| 4.4 Restrict access to areas where chemicals have been applied through injection if required |

5. Record information

| 5.1 Record workplace information in the appropriate format |
| 5.2 Record chemical application and storage details |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRQ326A Operate irrigation injection equipment.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG326 Operate irrigation injection equipment

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- complete relevant calculations such as dilution rates
- handle hazardous chemicals safely
- identify injection requirements
- implement routine maintenance and minor repairs of the system
- implement routine system cleaning requirements
- monitor usage and dilution rates
- report and record corrective action
- select and prepare injection materials
- shut down equipment in response to an emergency situation
- shut down equipment in response to routine shutdown requirements
- take corrective action in response to out-of-specification results or non-compliance

Knowledge Evidence

The candidate must demonstrate knowledge of:

- backflow prevention
- basic operating principles and process control systems where relevant
- chemicals, cleaning agents and fertilisers used for injection and their purpose
- cleaning procedures
- cleaning requirements of system
- common causes of variation and corrective action required
- control points and significance and methods of monitoring
- correct chemical handling techniques
- environmental issues and controls
- label Material Data Safety (MDS) information for substances to be injected
- lock-out and tag-out procedures
- maintenance requirements of system
- procedures for prevention of backflow
- process specifications, procedures and operating parameters
- purpose and operation of equipment and instrumentation components
- recording requirements and procedures
- services required
- shutdown sequence

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG327 Implement an irrigation schedule

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to implement an irrigation schedule.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Interpret the irrigation schedule</td>
<td>1.1 Determine work requirements and identify hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td></td>
<td>1.2 Select required tools and equipment and check for safe operation</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and use suitable personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>1.4 Access information on plant growing requirements</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
1. | 1.5 Interpret moisture requirement throughout the growing season  
1.6 Read the predicted seasonal moisture deficit and watering requirements and check with management  
1.7 Record parameters for the irrigation system

2. | 2.1 Subdivide the irrigated area into the smallest units capable of individual irrigation and note area and irrigation equipment characteristics for each  
2.2 Define each unit for its soil irrigation capability  
2.3 Define the crop and plant water requirement for each unit  
2.4 Combine units requiring similar irrigation to form a shift that does not exceed the water delivery capacity of the property irrigation infrastructure  
2.5 Determine the water volume required to meet irrigation needs over specified period

3. | 3.1 Coordinate resources and brief personnel to deliver requirements  
3.2 Implement watering program

4. | 4.1 Inspect plants and crops for growth rate and signs of stress  
4.2 Record frequency of irrigation  
4.3 Measure and record water usage and confirm water allocation is not exceeded for a given period  
4.4 Calculate the differences between estimated water use and actual water used  
4.5 Measure water quality  
4.6 Assess plant and crop growth and water use efficiency  
4.7 Measure soil for readily available water  
4.8 Record climate and weather conditions  
4.9 Adjust watering program in response to rainfall events and changes to evapotranspiration rates

5. | 5.1 Record plant or crop environment data  
5.2 Record water usage  
5.3 Record irrigation shifts  
5.4 Record system process data

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCIRG327A Implement an irrigation schedule.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG327 Implement an irrigation schedule

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- access and interpret the information in an irrigation schedule
- apply sampling techniques
- compare plant health and growth to benchmark requirements
- conduct soil moisture tests
- consult with appropriate senior personnel or consultants
- identify irrigation requirements throughout the growing season by monitoring:
  - climatic conditions
  - crop stage and requirements if applicable
  - effective root depth
  - frost risk
  - plant varietal characteristics and requirements
  - signs of plant nutrient deficiencies
  - soil moisture levels
  - soil type and depth
  - symptoms of water stress
  - water quality
  - water table level
  - identify, rectify and report environmental non-compliance
  - instruct irrigation system operators
  - implement the irrigation schedule including consideration of:
    - application rates
    - interaction between different irrigation employees or shifts
    - maintenance programs and supplies
• materials, chemicals, services
• resources, including operators with appropriate skills
• timing and length
• liaise with other work areas
• monitor irrigation activities including:
  • environmental impact of irrigation activities
  • identifying emitter output consistency
  • identifying soil moisture content and depth to which water will reach
• report and record problems and corrective action taken
• take corrective action in response to out-of-specification results or non-compliance

Knowledge Evidence

The candidate must demonstrate knowledge of:
• consultation requirements and procedures
• effect of irrigation techniques on plant growth
• environmental impacts, hazards and controls for irrigation
• interpretation of routine soil moisture tests
• irrigation strategies
• principles of soil moisture monitoring including volumetric soil moisture content, percentage compared to soil moisture tension
• procedures and responsibility for reporting problems
• recording requirements and procedures
• resource requirements and availability
• sampling techniques and procedures
• testing techniques and procedures
• visual symptoms of plant nutrient deficiencies, water stress and frost
• water budgeting tools
• workplace hazards and controls

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG331 Install pressurised irrigation systems

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency covers the skills and knowledge required to install low and sprinkler volume irrigation systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Organise resources for</td>
<td>1.1 Select and use materials, tools, equipment and machinery</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| installation work | 1.2 Check that parts and equipment match system drawings and specifications  
1.3 Carry out pre-operational and safety checks on tools, equipment and machinery  
1.4 Identify work health and safety hazards, assess risks and implement suitable controls  
1.5 Select, use and maintain suitable safety and personal protective equipment  
1.6 Identify environmental considerations of irrigation installation activities  
1.7 Check water supply to ensure that it is compatible with system specifications |
| 2. Set out and prepare site | 2.1 Measure and mark out irrigation lines  
2.2 Confirm trenches are at the specified depth without damage to services, facilities, features and established plants  
2.3 Observe regulations relevant to the situation  
2.4 Use work practices that reflect sustainable horticulture principles and respond to local community requirements |
| 3. Install irrigation components | 3.1 Interpret the irrigation system plan and, where applicable, supervise contractors and monitor work to ensure it conforms to the plan  
3.2 Assemble and connect components and complete and test joints  
3.3 Fit and adjust fittings and valves and secure all joints  
3.4 Maintain a clean and safe work area while installation work is carried out |
| 4. Commission irrigation system | 4.1 Calibrate testing and monitoring equipment  
4.2 Confirm the start-up sequence is in accordance with the operations manual  
4.3 Flush system as required  
4.4 Identify operating faults and take corrective where required  
4.5 Record work outcomes and report to supervisor |
| 5. Complete installation work | 5.1 Finish off earthworks  
5.2 Confirm the system configuration and capacity matches the
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

- installation plan
- 5.3 Restore site and clear materials and equipment from the site on completion of maintenance works
- 5.4 Clean and store tools and equipment

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
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<tbody>
<tr>
<td>AHCIRG331 Install pressurised irrigation systems Release 2</td>
<td>AHCIRG331 Install pressurised irrigation systems Release 1</td>
<td>Minor typographical error corrected</td>
<td>Equivalent unit</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG331 Install pressurised irrigation systems

Modification History

<table>
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<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- calibrate testing and monitoring equipment
- commission irrigation system
- complete installation work
- organise resources for installation work
- set out and prepare the site.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the behaviour of water on varying terrain and soil types
- calculations for installing irrigation systems
- characteristics and operation of joints, valves and sprinkler components
- components of an irrigation system
- methods and techniques of installing irrigation
- operation of pumps and water flow rates
- soil characteristics
- soil water retention testing techniques
- water quality and water filtration techniques.
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCIRG332 Operate pressurised irrigation systems

Modification History

<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application

This unit of competency covers the skills and knowledge required to operate low volume and sprinkler irrigation systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Carry out pre-start checks</td>
<td>1.1 Determine work requirements and identify hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td></td>
<td>1.2 Select required tools and equipment and check for safe operation</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and use suitable personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>1.4 Check water, power, fuel and lubricants to confirm all are</td>
</tr>
</tbody>
</table>
### Element

<table>
<thead>
<tr>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>available and the control system is operational</td>
</tr>
<tr>
<td>1.5 Prime pumps, if necessary, and open or close valves and controls as directed</td>
</tr>
<tr>
<td>1.6 Calibrate pressure and flow testing equipment</td>
</tr>
<tr>
<td>1.7 Carry out other pre-start system checks</td>
</tr>
</tbody>
</table>

2. Inspect and operate the system

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Implement start up sequence</td>
</tr>
<tr>
<td>2.2 Check emitter spacing against the irrigation plan</td>
</tr>
<tr>
<td>2.3 Adjust water pressure as required</td>
</tr>
<tr>
<td>2.4 Keep filters clear and replace as required</td>
</tr>
<tr>
<td>2.5 Correct or repair all malfunctions, leaks and blockages and report</td>
</tr>
</tbody>
</table>

3. Monitor irrigation system performance

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Check emitters for output</td>
</tr>
<tr>
<td>3.2 Calculate application rate of water</td>
</tr>
<tr>
<td>3.3 Check the water distribution pattern in the irrigated area</td>
</tr>
<tr>
<td>3.4 Monitor moisture levels in the root zone</td>
</tr>
<tr>
<td>3.5 Minimise environmental impacts of the operation</td>
</tr>
</tbody>
</table>

4. Shut down irrigation system

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1 Apply water for sufficient time to achieve required soil moisture levels and allowing for weather conditions</td>
</tr>
<tr>
<td>4.2 Shut down system components and drain</td>
</tr>
<tr>
<td>4.3 Record and report irrigation activities</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

New unit - no equivalent.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG332 Operate pressurised irrigation systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess soil moisture levels
- carry out measurements for output and distribution
- measure and interpret flow rates and pressures
- monitor system effectiveness including:
  - application rates
  - depth of irrigation
  - emitter output
  - irrigation times
  - pressure variations and blockages
  - salinity levels and water quality
  - perform shut down procedures
  - read and follow operations manual and procedures
  - record data
  - start up the system and carrying out operational checks

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of pressurised irrigation system operation
- critical measures for moisture availability including:
  - evapotranspiration
  - field capacity
  - infiltration rates
• readily available water
• water holding capacity
• wilting point
• electrical hazards including:
  • contact with pumps, motors, other live components
  • short circuits
  • standing laterals to remove blockages
• water spray onto power lines
• energy efficiency indicators and benchmarks for low volume irrigation
• environmental impacts of irrigation using water from any ground or underground source
• general irrigation methods for low volume systems
• main components of low volume and sprinkler irrigation systems
• principles of irrigation and the water cycle
• pump types used in irrigation systems and their operation
• shutdown sequence and flushing procedures
• soil characteristics
• soil, plant and water relationships
• water requirements of plants and crops consistent with sound environmental management

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG333 Maintain pressurised irrigation systems

Modification History

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</table>

Application

This unit of competency covers the skills and knowledge required to implement a low volume or sprinkler irrigation maintenance program.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

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<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1. Interpret a low volume irrigation maintenance program | 1.1 Determine the scope of maintenance  
1.2 Determine the frequency of maintenance works  
1.3 Establish irrigation maintenance standards  
1.4 Plan and prepare maintenance works  
1.5 Identify work health and safety hazards, assess risks and implement suitable controls  
1.6 Identify environmental considerations of irrigation maintenance activities  
1.7 Select and use suitable personal protective equipment |
| 2. Inspect an irrigation system | 2.1 Create an inspection checklist and inspect the system regularly  
2.2 Identify remedial action required and undertake repairs to restore system to full effectiveness  
2.3 Undertake servicing of mechanical equipment  
2.4 Assess the results of maintenance works and record to ensure repairs or maintenance standards have been achieved |
| 3. Carry out periodic system maintenance | 3.1 Record damage and blockages with contaminants by damage type, location and the section of the system affected  
3.2 Record and report damaged or faulty components and computer control systems and take action to effect repairs  
3.3 Implement end of season maintenance procedures  
3.4 Implement routine and preventative maintenance procedures |
| 4. Record and report maintenance activities | 4.1 Restore site and clear materials and equipment from the site on completion of maintenance works  
4.2 Complete maintenance and servicing records  
4.3 Record parts removed or replaced  
4.4 Record or report faults and breakages |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCIRG333 Maintain pressurised irrigation systems

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- check connections and controllers
- check sprinkler/emitter output and function
- confirm operational pressures
- ensure proper operation of automatic flush valves
- interpret and apply maintenance procedures
- remove, service and replace valves and filters
- test irrigation equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of irrigation system maintenance
- characteristics and operation of pipes, joints, valves, emitters
- common operational and maintenance problems
- components of an irrigation system
- operation of pumps and water flow rates
- sprinkler/low volume irrigation system components

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG334 Operate and maintain gravity fed irrigation systems

Modification History

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Application

This unit of competency covers the skills and knowledge required to install, operate and maintain surface irrigation structures and components.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Install surface irrigation systems</td>
<td>1.1 Check water supply is compatible with system specifications 1.2 Interpret plan, mark out structures and peg earthworks 1.3 Prepare and maintain beds, diversion and conveyancing structures 1.4 Install diversion and conveyancing structures, channels and beds 1.5 Prepare bed surface with roto-buck</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.6</td>
<td>Test structures for configuration, flow rates and capacity</td>
</tr>
</tbody>
</table>
| 2. Complete water measurement and tail-water works | 2.1 Install water measurement structures  
2.2 Install channels and tail water storages  
2.3 Install pumping equipment, lines and filters  
2.4 Confirm that the system configuration and capacity matches the installation plan  
2.5 Finish off earthworks and structures |
| 3. Operate pumps and siphons | 3.1 Prime pumps and open or close valves and controls  
3.2 Position and set up pipes, system equipment and outlets  
3.3 Prime and start siphons and other delivery mechanisms  
3.4 Implement start up sequence and slowly build up water levels and pressure  
3.5 Check pressure at the head-works and control valves  
3.6 Distribute water evenly to the targeted areas with minimal wastage and run-off  
3.7 Irrigate area and observe time lag between shut down and end of watering to minimise run-off and deep percolation |
| 4. Measure and interpret water levels, flow rates and volume of water used | 4.1 Monitor and maintain head water levels  
4.2 Confirm that all water outlets are operating correctly  
4.3 Replace or clear blocked inlets and outlets  
4.4 Measure and record flow rates and water usage  
4.5 Implement irrigation changes as required |
| 5. Monitor drainage and tail-water systems | 5.1 Monitor water intake, conveyance and distribution, drainage and tail-water  
5.2 Check water reuse systems for clearance and freedom from weeds  
5.3 Monitor pumps, if used, during operation, clear rubbish from outlets and backflush pump |
| 6. Inspect and maintain a surface irrigation system | 6.1 Record damage and blockages with contaminants by damage type, location and the section of the system affected  
6.2 Record and report damaged or faulty pumps, valves, electrical components and computer control systems and take action to effect repairs  
6.3 Service water measuring, diversion and conveyancing, and distribution structures  
6.4 Carry out vegetation control to keep all system components clear  
6.5 Undertake servicing and repair of mechanical equipment |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG334 Operate and maintain gravity fed irrigation systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- adjust and monitor check valves
- build and maintain irrigation structures, channels and beds
- carry out running repairs on irrigation delivery and drainage systems
- carry out shut down procedures, clean equipment and dispose of waste
- check pressure at the head works and control valves
- check the serviceability of siphons
- identify variations in water flow and distribution
- inspect irrigation systems
- install pumps and pipelines
- measure water usage
- perform system commissioning tasks
- prepare irrigation beds
- remove and replace gates, slides and doors
- remove and replace valves and filters
- start and move siphons and spiles and check flow
- start up the system
- undertake minor repairs of equipment
- use roto-buck for bed preparation

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of surface irrigation
Assessment Requirements for AHCIRG334 Operate and maintain gravity fed irrigation systems

- behaviour of water on varying terrain and soil types
- calculations for installing surface irrigation systems
- characteristics and operation of components
- components of a surface irrigation system
- environmental impacts of surface irrigation installation
- soil characteristics
- soil water retention testing techniques
- water quality and water filtration techniques
- common operational and maintenance problems
- common operational problems
- environmental impacts of irrigation maintenance
- maintenance requirements – routine and end of season
- surface irrigation system components
- weed control methods

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG335 Operate and maintain moving irrigation system

Modification History

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Application

This unit of competency covers the skills and knowledge required to install, operate and maintain movable irrigation systems.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Install a moving sprinkler irrigation system | 1.1 Select required materials, tools, equipment and machinery  
1.2 Join span pipes with correctly tensioned bolts  
1.3 Connect V-jack trusses in sequence to bow the span  
1.4 Connect goose necks and hose connectors  
1.5 Fit pre-cut drop hoses and connect sprinklers |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Complete assembly of moving sprinkler components | 2.1 Assemble sprinklers, pressure regulators and hose directors  
2.2 Fit gear box and control panel  
2.3 Fit and tension wheels |
| 3. Assist in commissioning a moving sprinkler irrigation system | 3.1 Connect and start pumping system and flush as required  
3.2 Calibrate testing and monitoring equipment to manufacturer specifications |
| 4. Operate the system | 4.1 Prime pumps, open or close valves and controls and begin the start-up sequence  
4.2 Check emitter spacing  
4.3 Monitor and service the transport mechanism  
4.4 Check the irrigation controller for programming and efficiency  
4.5 Correct or repair all malfunctions, leaks and blockages |
| 5. Monitor the irrigation operation | 5.1 Implement the irrigation schedule and monitor soil profile for wetting  
5.2 Measure sprinkler performance using catch cans  
5.3 Measure flow rates using containers of known volume  
5.4 Measure operating pressures using pressure gauges  
5.5 Check the irrigated area for wheel ruts and other signs of waterlogging |
| 6. Carry out system maintenance | 6.1 Record damage and blockages with contaminants by damage type, location and the section of the system affected  
6.2 Record and report damaged or faulty pumps, valves, sprinklers, electrical components and computer control systems and take action to effect repairs  
6.3 Measure outlet pressure, flow rate and energy use and record on a regular basis  
6.4 Inspect and maintain drive mechanism, frames and trusses  
6.5 Implement end of season maintenance procedures  
6.6 Implement routine and preventative maintenance procedures  
6.7 Implement storage procedures for irrigation components |
| 7. Shut down the system in response to irrigation indicators | 7.1 Apply water for sufficient time to achieve required soil moisture levels and allowing for weather conditions  
7.2 Shut down system components and drain  
7.3 Check drainage and treatment systems  
7.4 Record and report irrigation activities |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - no equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG335 Operate and maintain moving irrigation system

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- change engine oil and filter
- check all bolts for correct torques
- check for malfunctioning sprinklers
- check injection pump and safety equipment operation
- complete regular and end of season maintenance tasks
- fit control panel and wheels
- grease drive shafts on pump and motor
- inspect lift base and arms for any stress marks or cracks
- measure and interpret flow rates and pressures
- monitor system effectiveness
- operate pressure and flow testing equipment
- read and follow operations manuals and irrigation schedules
- shut down, clean equipment and dispose of waste
- start-up system and carry out operational checks
- take and record measurements of output and efficiency
- tension span pipes with V-jack trusses
- use control systems

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of moving irrigation system installation, operation and maintenance
- behaviour of water on varying terrain and soil types
- calculations used when installing irrigation systems
- common operational and maintenance problems
- components of a moving sprinkler irrigation system and their maintenance requirements
- installing a moving sprinkler irrigation
- irrigation methods for moving sprinkler systems
- maintenance requirements for moving sprinkler systems
- monitoring soil compaction and drainage
- moving sprinkler irrigation maintenance
- pump used in moving sprinkler irrigation systems and their operation
- shutdown sequence
- soil water retention testing techniques
- soil, plant and water relationships
- water quality and water filtration techniques
- water requirements of plants and crops consistent with sound environmental management

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG402 Determine hydraulic parameters for an irrigation system

Modification History

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Application

This unit of competency describes the skills and knowledge required to determine hydraulic parameters for an irrigation system.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1. Confirm water delivery specifications for irrigation system | 1.1 Confirm soil characteristics and determine hydraulic properties  
1.2 Determine plant and crop water requirements for various stages of growth  
1.3 Calculate peak water requirements for each area to be irrigated |
| 2. Determine pressures required to deliver required amount of water over specified area | 2.1 Determine static pressures between water source and delivery points  
2.2 Calculate dynamic pressure necessary to achieve required water volume |
| 3. Analyse technical drawings to determine pressure losses through system | 3.1 Calculate losses resulting from fittings, laterals and elevation differences  
3.2 Determine losses resulting from flow through canals, culverts and pipes of varying sizes and diameters within a system  
3.3 Calculate total friction loss  
3.4 Determine hydraulic parameters for system |
| 4. Select system components to deliver water efficiently | 4.1 Select water delivery components to achieve the most efficient delivery rate and pressure  
4.2 Select compatible flow direction and control components with pipes that will achieve minimal friction losses |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG402A Determine hydraulic parameters for an irrigation system.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG402 Determine hydraulic parameters for an irrigation system

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:
- apply hydraulic principles to manual and computerised irrigation systems
- calculate pressures, flows, velocities and friction losses
- determine efficiency of the system with varying system components
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- read contour maps and interpret elevations and distances

Knowledge Evidence

The candidate must demonstrate knowledge of:
- calculate pressure loss due to irrigation components
- calculate pumping requirements
- hydraulic principles such as static and dynamic pressure, pressure loss, friction loss, flow rate and velocity, effect of gradient on flow rate, contact time and drainage
- irrigation system components
- types and pressure ratings for pipes, fittings and outlets

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCIRG402 Determine hydraulic parameters for an irrigation system

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG404 Implement an irrigation-related environmental protection program

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to implement an irrigation related environmental protection program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Provide information to workers involved in</td>
<td>1.1 Provide information on the irrigation and drainage environmental plan to all workers and explained in detail</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| irrigation and related work                 | 1.2 Explain the relevant codes of practice, legislation and regulations and their application to all workers  
|                                             | 1.3 Explain and demonstrate information about known risks to the environment and work practices associated with irrigation practices and related activities  
|                                             | 1.4 Explain and demonstrate the organisation’s environmental record systems and procedures  
|                                             | 1.5 Identify environmental protection induction and training needs and make arrangements to fulfil those needs                                                                                                                                 |
| 2. Implement and monitor procedures for    | 2.1 Identify and report risks to the environment so that adequate risk assessment and control measures can be implemented  
| identifying risks to the environment and   | 2.2 Implement work procedures to control risks to the environment and carry out regular monitoring to ensure ongoing adherence and effectiveness of risk control  
| maintaining effective control measures      | 2.3 Identify inadequacies in existing risk control measures and raise measures to reduce exposure to environmental pollution events through improved work processes and procedures with the owner or manager  
|                                             | 2.4 Identify and report inadequacies in allocation of resources to ensure environmental protection                                                                                                                                 |
| 3. Implement procedures for responding to  | 3.1 Implement procedures for responding to potential and actual pollution events to ensure that prompt and effective control action is taken  
| potential and actual environmental pollution events | 3.2 Investigate and report pollution events  
|                                             | 3.3 Calculate stormwater control requirements  
|                                             | 3.4 Discuss suitable measures to prevent recurrence and minimise risk of pollution events with the owner or manager, and implement revised procedures where necessary                                                                                           |
| 4. Implement and monitor procedures for    | 4.1 Identify gaps in record keeping systems and rectify  
| maintaining environmental protection record | 4.2 Maintain environmental protection records  
|                                             | 4.3 Monitor record keeping systems to ensure compliance                                                                                                                                                                |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCIRG404A Implement an irrigation-related environmental protection program.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG404 Implement an irrigation-related environmental protection program

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply and comply with environmental requirements
- calculate stormwater control requirements
- explain and demonstrate the organisation’s environmental record systems and procedures
- identify adverse environmental impacts of irrigation activities and taking appropriate remedial action
- provide and explain information on the irrigation and drainage environmental plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- environmental impacts of irrigation, using water from any ground or underground source
- environmental legislation, regulations and guidelines
- work health and safety procedures relating to investigation of irrigation-related hazards and implementation of an environmental protection program

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG408 Schedule irrigations

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to determine the timing and amount of each irrigation to meet crop or plant needs and environmental requirements.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor crop and plant water use</td>
<td>1.1 Estimate or measure water use from one or more systems</td>
</tr>
<tr>
<td></td>
<td>1.2 Accumulate water as a soil water deficit in the root zone</td>
</tr>
<tr>
<td>2. Apply a measured</td>
<td>2.1 Predict a pre-determined deficit using a scheduling system</td>
</tr>
</tbody>
</table>
## Element

<table>
<thead>
<tr>
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<th>Performance criteria</th>
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</thead>
</table>
| amount of water | 2.2 Apply irrigation to partly or fully replace the deficit  
2.3 Increase water quantities where appropriate to ensure dilution and transport of toxic solutes below the root zone |
| 3. Assess efficacy of irrigation and repeat cycles of irrigation | 3.1 Measure the effectiveness of irrigation application with in-field equipment  
3.2 Adjust the estimated soil moisture level in scheduling system to match that measured  
3.3 Recalibrate the scheduling system where necessary  
3.4 Repeat cycles of irrigation until schedule is correctly established |
| 4. Record irrigation and scheduling parameters | 4.1 Record each irrigation and significant rainfall event, plus other appropriate parameters used in scheduling system  
4.2 Estimate and record drainage amount below root zone at each irrigation  
4.3 Record system performance data |
| 5. Plan for extremes of weather | 5.1 Modify estimated deficits to cater for any prolonged saturation following heavy rainfall  
5.2 Alter shift areas, and where applicable, application rates, to suit appropriate irrigation schedules that minimise frost damage  
5.3 Implement strategies involving prioritising of plants and crops and intermittent irrigation at times of extreme heat |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCIRG408A Schedule irrigations.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG408 Schedule irrigations

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply a measured amount of water
- assess the efficacy of irrigation and repeat cycles of irrigation
- incorporate data from in-field equipment and remote monitoring sources into scheduling systems that compute irrigation requirement
- monitor crop and plant water use
- plan for extremes of weather
- record irrigation and scheduling parameters
- use and maintain in-field equipment that monitors the plant environment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- in-field irrigation reticulation performance and its capacity limits
- inter-relationship between plant, soil and the aerial environments in the determination of water budgets
- physical soil characteristics such as infiltration rate, water holding capacity and wetted volume in the root zone
- plant and crop response to moisture stress at different stages of growth
- possible adverse impacts on the crop and environment from inefficient scheduling or unpredictable weather effects
- recognition of moisture stress effects (sometimes desired) on plants
- relevant environmental policies and procedures
- water authority standards and procedures
- water quality monitoring methods and acceptable quality limits
• weather forecasting of extreme weather events such as heat waves, frosts and storms, and appropriate contingency tactics to minimise impacts

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG410 Select and manage pumping systems for irrigation

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to operate and maintain irrigation pumping systems.

High voltage electrical work must be carried out by a qualified electrician.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify irrigation</td>
<td>1.1 Identify the components of an irrigation pumping system</td>
</tr>
</tbody>
</table>
### AHCIRG410 Select and manage pumping systems for irrigation

**Element** | **Performance criteria**
--- | ---
system requirements from the irrigation design | 1.2 Determine the water source and height of pull for water into the system  
1.3 Determine the water output for irrigation  
1.4 Calculate the total friction loss of irrigation components

2. Select pump according to type, installation, range of flow rates, operating head and delivery distance | 2.1 Select the basic type of pump based on the pump task and placement and the power source  
2.2 Calculate the total operating head required  
2.3 Calculate the required discharge for the pump based on the irrigation output required and friction losses in the system  
2.4 Determine the speed and power requirements of the pump motor  
2.5 Determine the limiting suction lift of the pump  
2.6 Interpret pump performance curves when selecting an efficient irrigation pump  
2.7 Determine the size of the impeller from the pump curve

3. Supervise installation of pumps | 3.1 Ensure pump is sited as close as possible to water source and is level  
3.2 Verify pump is properly anchored and connections are airtight  
3.3 Confirm pump and motor connection are correctly aligned and motor is ventilated  
3.4 Verify filters and valves are correctly fitted and orientated  
3.5 Check pump is connected to the irrigation controller if required

4. Oversee commissioning and testing of pumping system | 4.1 Develop pre-start and start up procedures  
4.2 Check delivery performance and verify power usage and water output against requirements and pump specifications  
4.3 Ensure pumping system is checked for leakages and cavitation  
4.4 Determine that pumping system is operating effectively

5. Develop maintenance procedures for the pumping system | 5.1 Develop routine maintenance procedures to rectify the effects of normal wear  
5.2 Develop periodic inspection checklists to assist in maintenance scheduling  
5.3 Carry out pump overhaul or repairs  
5.4 Keep pump maintenance records, including details of the pump and all pumping system components for ordering

6. Carry out troubleshooting on pumping systems | 6.1 Investigate lack of discharge or pressure and change settings or components  
6.2 Investigate loss of water suction and make alterations to placement or fix leakages  
6.3 Investigate cavitation in pumps and change settings or components

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Skills Impact
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<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td></td>
<td>6.4 Investigate excessive power consumption and review design and pump selection and check for mechanical defects</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG410A Select and manage pumping systems for irrigation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG410 Select and manage pumping systems for irrigation

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- identify irrigation system requirements from the irrigation design
- select pump according to type, installation, range of flow rates, operating head and delivery distance
- supervise installation of pumps
- develop maintenance procedures for the pumping system
- monitor the performance of pumps, valves and filters
- carry out troubleshooting on pumping systems
- calculate pumping requirements and pressure loss due to irrigation components
- identify adverse environmental impacts of irrigation pumping activities and take appropriate remedial action

Knowledge Evidence

The candidate must demonstrate knowledge of:

- advantages and disadvantages of each pump type
- application of mechanical, hydraulic and electrical principles
- automatic pump switches including:
  - flow switches
  - irrigation controllers
  - pressure switches
  - timers
  - cavitation - cause and effect
  - discharge and flow rates
- environmental procedures for installing and maintaining irrigation pumping systems
Assessment Requirements for AHCIRG410 Select and manage pumping systems for irrigation

March 2019

- installation factors including:
  - adequate space, head room, ventilation and lighting
  - correct alignment procedures of pump and motor shafts with direct coupled units
  - provision for adjustment and ease of dismantling
  - levelling and alignment processes
  - overhaul or repair operations
  - properties of water including pressure and flow rates
  - pump components and their principles of operation
  - pump efficiency, performance and pressure testing
  - pump positioning (driver alignment and suction length)
  - routine preventative maintenance
  - selection factors for pumps including:
    - source of water and lift
    - the required pumping flow rate and pressure
    - the total dynamic head
    - the total suction head
  - sources of information and the processes for the calculation of material requirements and flow rates
  - statutory and authority requirements related to the installation of commissioning of irrigation pumping systems
  - types of impellers and their use
  - types of pumps and application in irrigation including:
    - centrifugal
    - propeller
    - submersible
    - vertical turbine
  - types of pumps suitable as booster and floating pumps
  - types of valves
  - work health and safety legislation

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG415 Interpret and apply irrigation designs

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to interpret the irrigation design for an installation site.

It applies to individuals who analyse information and exercise judgment to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify the key features on an irrigation design | 1.1 Identify and apply commonly used symbols and abbreviations on plans  
1.2 Identify and apply common irrigation terms used on plans  
1.3 Identify key features of irrigation plans, elevations and sections |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>2. Define the placement and function of the irrigation system</td>
<td>1.4 Identify scale, elevations and sections from drawings</td>
</tr>
<tr>
<td>2.1 Interpret the plans, drawings and specifications for an irrigation design</td>
<td>2.2 Identify the proposed purpose and capacity of the irrigation system</td>
</tr>
<tr>
<td>2.3 Position the designed system in relation to the landscape of the site</td>
<td>2.4 Identify environmental impacts of the irrigation system, and its installation</td>
</tr>
<tr>
<td>2.5 Prepare ‘as constructed’ drawings</td>
<td></td>
</tr>
<tr>
<td>3. Mark out structures</td>
<td>3.1 Mark the boundaries of the site</td>
</tr>
<tr>
<td>3.2 Identify existing irrigation infrastructure on the site</td>
<td>3.3 Identify electricity and communications infrastructure on the site plan, mark out and develop safety procedures</td>
</tr>
<tr>
<td>3.4 Mark out remnant vegetation to be retained</td>
<td>3.5 Identify and peg out proposed pipelines</td>
</tr>
<tr>
<td>3.6 Identify and peg out proposed irrigation structures</td>
<td></td>
</tr>
<tr>
<td>4. Estimate earth moving requirements for construction</td>
<td>4.1 Interpret earthworks drawings and take levels</td>
</tr>
<tr>
<td>4.2 Estimate the amount of earth to be relocated or removed from the site</td>
<td>4.3 Confirm the sequence of earthworks and communicate to relevant staff</td>
</tr>
<tr>
<td>4.4 List and quantify materials required for irrigation structures</td>
<td>4.5 Verify construction requirements with designer</td>
</tr>
<tr>
<td>5. Select pumps and system components</td>
<td>5.1 Interpret design specifications for water volume, pressure and delivery pattern required</td>
</tr>
<tr>
<td>5.2 Select pumping system</td>
<td>5.3 Select irrigation system components</td>
</tr>
<tr>
<td>5.4 Verify component selection with designer</td>
<td></td>
</tr>
<tr>
<td>6. Mark out locations of all components</td>
<td>6.1 Define the sequence of operations for installation</td>
</tr>
<tr>
<td>6.2 Identify the delivery and storage area for components</td>
<td>6.3 Identify the placement of all components</td>
</tr>
<tr>
<td>7. Develop instructions for staff</td>
<td>7.1 Include environmental hazards and strategies in instructions</td>
</tr>
<tr>
<td>7.2 Document the sequence of activities and work duties</td>
<td>7.3 Discuss work health and safety hazards and risk controls with staff</td>
</tr>
<tr>
<td>7.4 Provide a construction schedule to staff</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCIRG415A Interpret and apply irrigation designs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG415 Interpret and apply irrigation designs

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- read contour maps and interpret elevations and distances
- mark out procedures
- interpret technical drawings and site plans
- calculate pressures, flows, velocities and friction losses
- determine efficiency of the system with varying system components

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of irrigation design interpretation
- erosion control and design principles
- how to interpret plans and general and technical specifications
- hydraulic calculations
- levels and levelling
- principles of native topsoil conservation and protection
- pumps and pumping system components
- relevant work health and safety and environmental requirements
- selection of water pumping and distribution components delivery based on specifications and requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG422 Manage a moving sprinkler irrigation system

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage a moving irrigation system.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Ensure the moving sprinkler irrigation system is prepared for operation</td>
<td>1.1 Assess staff training needs for carrying out pre-start checks and routine servicing and arrange training for those that require it</td>
</tr>
<tr>
<td></td>
<td>1.2 Program or adjust the irrigation controller to meet the required schedule</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3 Develop procedures for adjusting valves and checking filters and emitters</td>
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</tbody>
</table>
| 2. Develop and implement start-up and shutdown procedures | 2.1 Develop start-up procedures for a low volume irrigation system  
2.2 Develop shut down sequence and isolation procedures  
2.3 Install safety or security lock off devices and signage  
2.4 Provide instructions for flushing the system as required |
| 3. Carry out trouble shooting for faults and blockages | 3.1 Arrange access to faulty components and blockages  
3.2 Remove faulty components from the system and repair or dispose of in an environmentally responsible way  
3.3 Select appropriate replaceable components and install |
| 4. Measure performance of a moving sprinkler irrigation system | 4.1 Identify and record variations in pressures  
4.2 Measure and record water flow rates  
4.3 Identify and record variations in water flow and distribution  
4.4 Measure and record pump performance parameters as necessary  
4.5 Measure and record variations in pump performance parameters where relevant  
4.6 Inspect distribution and delivery systems and identify and fix malfunctions in system and record actions  
4.7 Identify and record factors external to the system that may cause interference |
| 5. Review system performance status | 5.1 Record system pressures and variations  
5.2 Record system flow rates and variations  
5.3 Calculate and record distribution uniformity and mean application rates  
5.4 Determine and record watering depth  
5.5 Calculate energy use and water efficiency and compare to industry benchmarks |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCIRG422A Manage a moving sprinkler irrigation system.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG422 Manage a moving sprinkler irrigation system

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop and supervise procedures for starting up, carrying out operational checks and shutting down
- measure, interpret and adjust flow rates and pressures
- measure output and efficiency of an irrigation system
- monitor system effectiveness:
  - application rates
  - depth of irrigation
  - infiltration and runoff
  - irrigation times
  - pressure variations and blockages
  - salinity levels and water quality
  - soil moisture levels
  - sprinkler coverage and output
  - use records to review an irrigation system

Knowledge Evidence

The candidate must demonstrate knowledge of:

- best practices for reducing environmental impacts of irrigation
- component specifications
- critical measures for moisture availability:
  - field capacity
  - readily available water
• wilting point
• energy efficiency indicators/ benchmarks for moving sprinkler irrigation:
  • Application Efficiency
  • Average Application Rate
  • Instantaneous Application Rate
• environmental hazards of runoff and compaction
• environmental impacts of irrigation using water from any ground or underground source
• general irrigation methods for moving sprinkler systems
• irrigation schedules
• main components of moving sprinkler irrigation systems
• monitoring soil compaction and drainage
• moving sprinkler irrigation technologies
• physical soil characteristics such as infiltration rate, water holding capacity and wetted volume in the root zone
• pump types used in moving sprinkler irrigation systems and their output and efficiency ratings
• pump types used in moving sprinkler irrigation systems and their operation
• servicing and maintenance of travelling mechanism
• soil moisture testing techniques
• soil, plant and water relationships
• water requirements of plants/crops consistent with sound environmental management

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG426 Evaluate water supply for irrigation

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to evaluate a water supply for irrigation.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine water needs for irrigation | 1.1 Determine the water needs of plants to be irrigated  
1.2 Calculate the permeability of the soil and deep drainage losses  
1.3 Calculate evapotranspiration rates through the growing season |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Calculate soil water deficits throughout the season based on expected rainfall.</td>
<td></td>
</tr>
<tr>
<td>2.5 Calculate the amount of irrigation water required through the growing season.</td>
<td></td>
</tr>
<tr>
<td>2. Assess a water source for water quality.</td>
<td></td>
</tr>
<tr>
<td>2.1 Test water source for electrical conductivity and analyse results.</td>
<td></td>
</tr>
<tr>
<td>2.2 Test water source for ionic composition and analyse results.</td>
<td></td>
</tr>
<tr>
<td>2.3 Test water source for biological composition and analyse results.</td>
<td></td>
</tr>
<tr>
<td>3. Determine cost and availability of alternative water sources.</td>
<td></td>
</tr>
<tr>
<td>3.1 Evaluate water availability and access requirements for water sources.</td>
<td></td>
</tr>
<tr>
<td>3.2 Cost capital expenditure requirements.</td>
<td></td>
</tr>
<tr>
<td>3.3 Cost operating expenditure requirements.</td>
<td></td>
</tr>
<tr>
<td>3.4 Investigate regulatory requirements for purchasing irrigation water and incorporate into business planning.</td>
<td></td>
</tr>
<tr>
<td>4. Complete water sourcing or acquisition arrangements.</td>
<td></td>
</tr>
<tr>
<td>4.1 Make contractual arrangements for purchase or sourcing of water.</td>
<td></td>
</tr>
<tr>
<td>4.2 Plan for short term purchasing or selling of water depending on seasonal conditions if necessary.</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG426A Evaluate water supply for irrigation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG426 Evaluate water supply for irrigation

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- analyse results for electrical conductivity and ionic composition of irrigation water
- apply principles of hydraulics to the selection of irrigation systems, legal access and structures
- calculate capital and operating expenditure for a water supply system
- calculate water losses in an irrigation system
- compare costs for different water sources
- estimate the irrigation requirements of plants
- take water samples

Knowledge Evidence

The candidate must demonstrate knowledge of:

- capital and operating expenditure calculations to source water
- climatic factors in irrigation development, rainfall, evaporation, evapotranspiration and hydrology
- conveyance and disposal of drained effluent
- cost benefit analysis
- efficiency of irrigation systems and long-term viability
- environmental and energy-use implications of resource utilisation and development
- irrigation drainage, seepage, surface and subsurface drainage systems
- irrigation scheduling, soil moisture measurement
- management planning and operation of water allocations
- operations and maintenance requirements
• plant physiology and plant water use, transpiration crop water requirements in terms of water quality and quantity
• plant water requirements in terms of water quality and frequency of supply
• re-use systems, management of irrigation systems
• salinity and ionic composition impacts on soil structure and plant growth
• selection of irrigation systems
• soils and water, soil moisture retention and movement, plant root zones and development, infiltration and leaching
• types of irrigation systems
• water legislation
• water supply potential for the development of irrigation systems

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG431 Supervise irrigation system installation

Modification History

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Application

This unit of competency covers the skills and knowledge required to coordinate and supervise the construction and installation of a range of irrigation systems.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Develop and implement construction procedures | 1.1 Develop employment and contract management procedures  
1.2 Develop procedures for controlling and recording site deliveries  
1.3 Develop procedures for recording the hire of plant and equipment  
1.4 Determine work health and safety procedures, including risk |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Element</strong></td>
<td><strong>Performance criteria</strong></td>
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<tr>
<td></td>
<td>assessment</td>
</tr>
<tr>
<td>1.5 Notify client, authorities and agencies of the schedule of works</td>
<td></td>
</tr>
<tr>
<td>1.6 Develop procedures for dealing with environmental issues associated with construction work</td>
<td></td>
</tr>
<tr>
<td>2. Interpret the irrigation system design for the site</td>
<td>2.1 Determine the purpose, scale and required output of the irrigation system</td>
</tr>
<tr>
<td></td>
<td>2.2 Assess the landscape of the site</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine construction requirements and verify with the designer</td>
</tr>
<tr>
<td></td>
<td>2.4 Select components to meet design specifications and site requirements</td>
</tr>
<tr>
<td>3. Organise resource requirements</td>
<td>3.1 Nominate tasks and timelines and the required resources for each</td>
</tr>
<tr>
<td></td>
<td>3.2 Organise labour requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Verify and check parts and equipment delivered to the site</td>
</tr>
<tr>
<td></td>
<td>3.4 Select and maintain equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>3.5 Allocate jobs and tasks to the work team</td>
</tr>
<tr>
<td></td>
<td>3.6 Carry out safety induction for the task and site</td>
</tr>
<tr>
<td>4. Supervise construction work</td>
<td>4.1 Interpret plan and supervise construction work</td>
</tr>
<tr>
<td></td>
<td>4.2 Confirm site is prepared and set out appropriately</td>
</tr>
<tr>
<td></td>
<td>4.3 Confirm the correct lay out of the main lateral line</td>
</tr>
<tr>
<td></td>
<td>4.4 Supervise the insertion of sub-mains and flushing manifold</td>
</tr>
<tr>
<td></td>
<td>4.5 Supervise the installation of risers, emitters and other components</td>
</tr>
<tr>
<td>5. Complete installation work and test components</td>
<td>5.1 Connect water supply</td>
</tr>
<tr>
<td></td>
<td>5.2 Check emitters for optimal coverage and efficiency</td>
</tr>
<tr>
<td></td>
<td>5.3 Set valves to allow water to targeted areas</td>
</tr>
<tr>
<td></td>
<td>5.4 Start up and flush the system</td>
</tr>
<tr>
<td></td>
<td>5.5 Attach measuring devices and controllers to the system</td>
</tr>
<tr>
<td>6. Commission system</td>
<td>6.1 Identify operating faults and take corrective action to meet design specifications</td>
</tr>
<tr>
<td></td>
<td>6.2 Calibrate testing and monitoring equipment</td>
</tr>
<tr>
<td></td>
<td>6.3 Carry out testing procedures and record</td>
</tr>
<tr>
<td></td>
<td>6.4 Hand over system in operating order</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - no equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG431 Supervise irrigation system installation

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- conduct work health and safety risk assessment
- develop operational procedures
- implement employment procedures
- interpret irrigation designs
- supervise installation tasks such as:
  - assembling sprinklers, pressure regulators and hose directors
  - checking operating specifications for pressures and flow rates
- completing installation work and testing components
- installing irrigation components
- installing power and pumping plant
- laying and joining sprinkler lateral pipelines
- laying and joining supply and distribution pipeline
- pressure testing the system
- setting out and preparing site
- setting up irrigation controllers
- undertaking start-up procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of irrigation system installation supervision
- behaviour of water on varying terrain and soil types
- calculations for installing low volume irrigation systems
Assessment Requirements for AHCIRG431 Supervise irrigation system installation

- characteristics and operation of joints, valves and sprinkler components
- commissioning procedures
- design interpretation
- distribution uniformity
- employment procedures
- licensing requirements for electrical work
- operating specifications for pressures and flow rates
- project management principles
- pump capacity
- safe work practices for construction
- setting up fertigation equipment
- setting up irrigation controllers
- soil water retention testing techniques
- start-up procedures
- types of pumps and water flow rates
- volume and pressure requirements
- water quality and water filtration techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG432 Supervise irrigation system maintenance

Modification History

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Application

This unit of competency covers the skills and knowledge required to supervise irrigation maintenance work.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop a maintenance program for an irrigation system</td>
<td>1.1 Establish the maintenance requirements for irrigation components and structures 1.2 Establish the maintenance requirements for the irrigation site 1.3 Determine the frequency of maintenance activities required and</td>
</tr>
<tr>
<td>Element</td>
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</tr>
<tr>
<td>1.4 Calculate the costs of maintenance activities in terms of required staff, materials and equipment</td>
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</tr>
<tr>
<td>1.5 Assess the work health and safety risks associated with the maintenance program and implement suitable controls</td>
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<tr>
<td>1.6 Minimise the environmental impacts of maintenance activities</td>
<td></td>
</tr>
<tr>
<td>1.7 Develop a system for reporting maintenance activities</td>
<td></td>
</tr>
<tr>
<td>2.1 Develop maintenance checklists for irrigation components</td>
<td></td>
</tr>
<tr>
<td>2.2 Monitor component operation, identify operating faults and take appropriate action</td>
<td></td>
</tr>
<tr>
<td>2.3 Identify and investigate abnormal operation or frequent and recurring breakdowns and organise maintenance as required</td>
<td></td>
</tr>
<tr>
<td>2.4 Identify situations requiring expert advice and seek specialist assistance</td>
<td></td>
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<tr>
<td>2.5 Review equipment condition routinely to ensure and maintain efficient operations</td>
<td></td>
</tr>
<tr>
<td>3.1 Perform preventative maintenance</td>
<td></td>
</tr>
<tr>
<td>3.2 Identify and report equipment wear and faults</td>
<td></td>
</tr>
<tr>
<td>3.3 Perform minor repairs within limits of authorisation</td>
<td></td>
</tr>
<tr>
<td>3.4 Replace defective parts and make adjustments</td>
<td></td>
</tr>
<tr>
<td>3.5 Seek expert help where difficulties are encountered</td>
<td></td>
</tr>
<tr>
<td>3.6 Update maintenance and calibration records</td>
<td></td>
</tr>
<tr>
<td>4.1 Assess evidence of pests and determine species of infestation</td>
<td></td>
</tr>
<tr>
<td>4.2 Locate areas of weed infestation, which may be reduced or eradicated and identify species</td>
<td></td>
</tr>
<tr>
<td>4.3 Select integrated control methods for pests and weeds</td>
<td></td>
</tr>
<tr>
<td>4.4 Schedule control methods at the optimum time that will have minimal damage to the crop</td>
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<tr>
<td>4.5 Maintain records of the severity of infestations and treatments</td>
<td></td>
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<tr>
<td>5.1 Maintain records of maintenance activities</td>
<td></td>
</tr>
<tr>
<td>5.2 Assess the results of maintenance works against the maintenance program</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - no equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG432 Supervise irrigation system maintenance

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out visual checks for blockages or signs of wear in components
- check connections and controllers
- check sprinkler output and function
- confirm operational pressures
- develop enterprise procedures for maintenance
- ensure proper operation of automatic flush valves
- inspect irrigation systems
- maintain testing equipment
- pressure testing systems
- service irrigation equipment
- test emitter output and function
- test irrigation equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of irrigation system maintenance supervision
- develop enterprise procedures for pre-season, irrigation and post-season maintenance
- drainage systems
- environmental impacts of irrigation maintenance
- equipment testing
- system components
- system inspection
• operating pressures and output
• operational and maintenance requirements
• pre and post-season maintenance covering
• pressure testing as per procedures
• pumping and distribution systems
• distribution uniformity
• visual checks for blockages or signs of wear in components
• work health and safety hazards and safe work procedures

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCIRG433 Manage irrigation systems

Modification History

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</table>

Application

This unit of competency covers the skills and knowledge required to manage an irrigation system.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Ensure the irrigation is prepared for operation</td>
<td>1.1 Assess staff training needs for carrying out pre-start checks and routine servicing and arrange training for those that require it</td>
</tr>
<tr>
<td></td>
<td>1.2 Program or adjust the irrigation controller to meet the required</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Develop procedures for adjusting valves and checking filters and</td>
<td>schedule</td>
</tr>
<tr>
<td>emitters</td>
<td>1.3 Develop procedures for adjusting valves and checking filters and emitters</td>
</tr>
<tr>
<td>2. Develop and implement start-up and shutdown procedures</td>
<td>2.1 Develop start-up procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Develop shut down sequence and isolation procedures</td>
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<td>2.3 Install safety or security lock off devices and signage</td>
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<td>3. Carry out trouble shooting for faults and blockages</td>
<td>3.1 Arrange access to faulty components and blockages</td>
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<td>3.2 Remove faulty components and repair or dispose of</td>
</tr>
<tr>
<td></td>
<td>3.3 Select appropriate replaceable components and install</td>
</tr>
<tr>
<td>4. Measure performance of the system</td>
<td>4.1 Identify and record variations in pressures</td>
</tr>
<tr>
<td></td>
<td>4.2 Measure and record water flow rates</td>
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<tr>
<td></td>
<td>4.3 Identify and record variations in water flow and distribution</td>
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<tr>
<td></td>
<td>4.4 Measure and record pump performance parameters as necessary</td>
</tr>
<tr>
<td></td>
<td>4.5 Measure and record variations in pump performance parameters where relevant</td>
</tr>
<tr>
<td></td>
<td>4.6 Inspect distribution and delivery systems and identify and fix malfunctions in system and record actions</td>
</tr>
<tr>
<td></td>
<td>4.7 Identify and record factors external to the system that may cause interference</td>
</tr>
<tr>
<td>5. Review system performance status</td>
<td>5.1 Record system pressures and variations</td>
</tr>
<tr>
<td></td>
<td>5.2 Record system flow rates and variations</td>
</tr>
<tr>
<td></td>
<td>5.3 Calculate and record distribution uniformity and mean application rates</td>
</tr>
<tr>
<td></td>
<td>5.4 Determine and record watering depth</td>
</tr>
<tr>
<td></td>
<td>5.5 Calculate energy use and water efficiency and compare to industry benchmarks</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - no equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG433 Manage irrigation systems

Modification History

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<td>1</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- access and prepare data records for both print-based and computer-based data
- apply measuring and testing techniques
- calculate pressure differentials, flow rates, crop yields, estimated water usage/actual water usage
- develop and supervise procedures for starting up, carrying out operational checks and shutting down
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- measure output and efficiency of an irrigation system
- measure, interpret and adjust flow rates and pressures
- monitor system effectiveness

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of irrigation system management
- best practices for reducing environmental impacts of irrigation
- component specifications
- environmental impacts of irrigation using water from any ground or underground source
- irrigation schedules
- pump types used in irrigation systems and their output and efficiency ratings
- soil moisture testing techniques
- irrigation technologies
- using records to review an irrigation system
- water in soils and plants
- water requirements of plants/crops consistent with sound environmental management

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG434 Manage surface irrigation systems

Modification History

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</table>

Application

This unit of competency covers the skills and knowledge required to manage a surface irrigation system.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Ensure the surface irrigation system is prepared for operation</td>
<td>1.1 Assess staff training needs for carrying out pre-start checks and routine servicing and arrange training for those that require it. 1.2 Program or adjust the irrigation controller to meet the required...</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>2. <strong>Develop and implement start-up and shutdown procedures for a surface irrigation system</strong></td>
<td>1.3 Develop procedures for adjusting valves and checking filters and emitters</td>
</tr>
</tbody>
</table>
| 3. **Measure performance of a surface irrigation system** | 2.1 Develop start-up procedures for the system  
2.2 Provide training in priming pumps and setting gates to commence irrigating  
2.3 Develop shut down sequence and isolation procedures  
2.4 Specify soil conditions for operation and maintain tracks to reduce compaction |
| 4. **Review system performance status** | 3.1 Record variations in pressures at the head works and control valves  
3.2 Water flow rates are measured and recorded in accordance with enterprise policy and procedures  
3.3 Measure and record water flow rates  
3.4 Identify and record variations in water flow and distribution  
3.5 Measure and record pump performance parameters as necessary  
3.6 Measure and record variations in pump performance parameters where relevant  
3.7 Inspect distribution, drainage and water measurement systems and identify and fix malfunctions in system and record actions  
3.8 Identify and record factors external to the system that may cause interference |
| 4.1 Record system pressures and variations  
4.2 Record system flow rates and variations  
4.3 Calculate and record distribution uniformity and mean application rates  
4.4 Determine and record watering depth  
4.5 Measure quantity and quality of tail water, and amount of water reused  
4.6 Calculate energy use and water efficiency and compare to industry benchmarks |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - No equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG434 Manage surface irrigation systems

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop procedures and providing training to staff to:
- carry out running repairs on irrigation delivery and drainage systems
- carry out shut down procedures
- check pressure at the head works and control valves
- set up pipes, system equipment and outlets
- use siphons
- develop procedures for starting up, carrying out operational checks and shutting down
- identify and record variations in water flow and distribution
- identify adverse environmental impacts of irrigation activities and take appropriate remedial action
- implement and follow workplace health and safety and environmental requirements
- measure and recording water flow rates
- provide supervision and training

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of surface irrigation management
- calculating irrigation efficiency using records to review an irrigation system
- critical measures for moisture availability:
- evapotranspiration
- field capacity
- infiltration rates
• readily available water
• water holding capacity
• wilting point
• environmental impacts of irrigation using water from any ground or underground source
• main components of surface irrigation systems
• physical soil characteristics such as infiltration rate, water holding capacity and wetted volume in the root zone
• pump types used in surface irrigation systems and their operating requirements
• pump types used in surface irrigation systems and their operation
• set up of headwater, tail water, channels and beds
• soil moisture testing techniques
• water in soils and plants
• water requirements of plants and crops consistent with sound environmental management

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG501 Audit irrigation systems

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to audit an irrigation system.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Collect and collate all available data | 1.1 Collate data on system performance  
1.2 Collate data on environmental and workplace health and safety issues  
1.3 Collate data on equipment supply and usage |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Collate data on crop production</td>
<td></td>
</tr>
<tr>
<td>1.5 Collate data on water use and quality</td>
<td></td>
</tr>
<tr>
<td>1.6 Collate data on climatic trends</td>
<td></td>
</tr>
<tr>
<td>1.7 Collate data on physical and chemical properties of soil</td>
<td></td>
</tr>
<tr>
<td>2. Assess actual data against benchmarks, specifications and predictions</td>
<td>2.1 Analyse system performance and compare with system specifications and performance predictions</td>
</tr>
<tr>
<td></td>
<td>2.2 Analyse supply and stock use and compare with previous and estimated usage and costs</td>
</tr>
<tr>
<td></td>
<td>2.3 Analyse crop production and compare with previous and predicted production</td>
</tr>
<tr>
<td></td>
<td>2.4 Analyse water usage and quality and compare with past and predicted usage and quality</td>
</tr>
<tr>
<td></td>
<td>2.5 Analyse climatic information and compare with predicted trends</td>
</tr>
<tr>
<td></td>
<td>2.6 Analyse soil properties and compare with previous and predicted properties</td>
</tr>
<tr>
<td></td>
<td>2.7 Analyse production costs related to irrigation system and compare with previous and predicted costs</td>
</tr>
<tr>
<td></td>
<td>2.8 Analyse net profits and compare with past and predicted profits</td>
</tr>
<tr>
<td>3. Compile a report of system evaluation</td>
<td>3.1 Examine indicators of good performance</td>
</tr>
<tr>
<td></td>
<td>3.2 Examine indicators of poor performance</td>
</tr>
<tr>
<td></td>
<td>3.3 Examine causes of deviations from performance specifications and requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Prepare a report that includes discussion of results of data analysis and conclusions reached on irrigation system performance in relation to crop production and business performance</td>
</tr>
<tr>
<td>4. Recommend alterations to achieve performance improvement</td>
<td>4.1 Make recommendations to modify or eliminate causes of poor performance, or to enhance current performance</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCIRG501A Audit irrigation systems.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG501 Audit irrigation systems

Modification History

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</table>

Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- analyse and organise data
- identify adverse environmental impacts of irrigation system activities and recommend appropriate remedial action
- recommend relevant work health and safety and environmental procedures
- solve performance problems and recommend solutions
- use computer software for irrigation auditing

Knowledge Evidence
The candidate must demonstrate knowledge of:

- environmental impacts of irrigation systems using water from any ground or underground source
- evaluation procedures
- irrigation system performance indicators
- relevant workplace health and safety legislation, codes of practice and enterprise requirements
- statistical data analysis procedures or software

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ce6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG502 Design irrigation system maintenance and monitoring programs

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to design irrigation system maintenance and monitoring programs.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Design an irrigation system maintenance program</td>
<td>1.1 Specify the resources needed to perform maintenance tasks 1.2 Specify repairs, replacements and servicing requirements for all equipment and machinery</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tr>
<tr>
<td>1.3 Specify activities required to maintain the irrigation site, system hardware and water quality</td>
<td></td>
</tr>
<tr>
<td>1.4 Analyse manufacturer’s operating manuals and use as guidance to specify maintenance activities, schedule and skills required</td>
<td></td>
</tr>
<tr>
<td>1.5 Take into account water supply authority constraints and requirements for water and maintenance when scheduling system maintenance program activities</td>
<td></td>
</tr>
<tr>
<td>1.6 Determine labour and work health and safety requirements for each activity and record</td>
<td></td>
</tr>
<tr>
<td>1.7 Ensure weed control, water storage and treatment maintenance form an integral part of the system maintenance program</td>
<td></td>
</tr>
<tr>
<td>1.8 Specify strategies to ensure that negative impacts of irrigation, drainage and water treatment systems are minimised, and positive impacts are maximised</td>
<td></td>
</tr>
<tr>
<td>2. Design a monitoring and scheduling program</td>
<td></td>
</tr>
<tr>
<td>2.1 Integrate procedures for monitoring and recording system hardware use and performance into the monitoring and scheduling program</td>
<td></td>
</tr>
<tr>
<td>2.2 Integrate procedures for scheduling, monitoring and recording water use</td>
<td></td>
</tr>
<tr>
<td>2.3 Include procedures for monitoring and recording operating costs</td>
<td></td>
</tr>
<tr>
<td>2.4 Develop contingency plans in the event of water restrictions being imposed</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG502A Design irrigation system maintenance and monitoring programs.

**Links**

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG502 Design irrigation system maintenance and monitoring programs

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- analyse and organising information
- design scheduling and recording procedures
- develop and include relevant work health and safety and environmental procedures
- identify adverse environmental impacts of irrigation, drainage and water treatment activities and taking appropriate remedial action
- identify and scheduling activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- drainage and water treatment using water from any ground or underground source
- environmental impacts of irrigation
- irrigation, drainage and water treatment maintenance activities
- maintenance and monitoring design requirements
- water quality guidelines for fresh and marine water including but not limited to ANZECC 1999
- water supply authority constraints
- work health and safety and environmental protection legislation, codes of practice and enterprise requirements for monitoring and maintenance programs

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG503 Design irrigation, drainage and water treatment systems

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to design irrigation, draining and water treatment systems.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine design requirements</td>
<td>1.1 Analyse water quantity and quality needs for a particular crop or situation so that an estimation can be made for sufficiency and timeliness</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 1.2 Evaluate water transfer, recharge, reuse and harvesting systems  
1.3 Determine water collecting and storing processes that do not degrade the water quality  
1.4 Determine construction specifications that satisfy organisational and regulatory requirements  
1.5 Identify and protect environmentally sensitive areas as required by local, State and National legislation  
1.6 Investigate regional geology and geography so that a prediction can be made on the sustainability of irrigation, drainage, storage and treatment system  
1.7 Conduct a site investigation to assess type of soil, depth of soil, depth of ground water, water salinity, and structural or chemical impediments and to determine the most cost effective irrigation, drainage, treatment and storage systems  
1.8 Document design calculations and decisions |
| 2. Define pumping and power systems | 2.1 Identify pumps that can deliver water efficiently when needed, from the water storage at the flow and at the pressure required to operate the distribution system to the design specifications  
2.2 Select pump motor combinations that are efficient, reliable, functional, serviceable and flexible for the intended application  
2.3 Determine energy requirements and layout of electricity lines and check with local authorities  
2.4 Optimise the relationship between capital and operational costs including a comparison of energy sources  
2.5 Document performance indicators, design calculations and decisions  
2.6 Design construction specifications that define work required to make suitable pumping and power systems available |
| 3. Design an irrigation distribution system | 3.1 Investigate regional geology and geography so that a prediction can be made on the sustainability of irrigation  
3.2 Evaluate distribution systems and design with respect to a range of key variables  
3.3 Size pipes, valves and fittings according to design system specifications so that capital cost is balanced against operation costs over the anticipated system life  
3.4 Calculate and document flows, water levels and pressures so that they are within the acceptable tolerances for optimum performance  
3.5 Include mechanisms for controlling and adjusting pressure and confirm isolation valves to direct water to areas with different irrigation schedules  
3.6 Design distribution and monitoring systems to meet industry requirements |
<table>
<thead>
<tr>
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<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>3.7</td>
<td>Design construction plans and specifications that define the work required to achieve the required standards of uniformity and efficiency of water application</td>
</tr>
<tr>
<td>4. Design a drainage, storage and treatment system</td>
<td>4.1 Document predictions of leaching fractions and salt movements and develop soil amelioration and drainage management plans</td>
</tr>
<tr>
<td></td>
<td>4.2 Determine the need for leachate interception and dewatering system, and if required, prepare construction specifications for interception and collection, water treatment, disposal and reuse or recycle</td>
</tr>
<tr>
<td></td>
<td>4.3 Design drainage, storage and treatment systems to meet industry recommendations and calculate distribution system flow and velocity</td>
</tr>
<tr>
<td></td>
<td>4.4 Produce construction plans and specifications that define the work required to achieve standards of uniformity and efficiency of the drainage, storage and treatment systems</td>
</tr>
<tr>
<td></td>
<td>4.5 Determine if drains and structures are capable of carrying the design water volumes and intensities</td>
</tr>
<tr>
<td></td>
<td>4.6 Minimise damage from drainage, storage and treatment system issues</td>
</tr>
<tr>
<td></td>
<td>4.7 Use hydrological calculations to predict volumes and rates of surface run-off</td>
</tr>
<tr>
<td>5. Determine capital expense budget</td>
<td>5.1 Document design calculations and decisions and communicate relevant information through plans, specifications and manuals</td>
</tr>
<tr>
<td></td>
<td>5.2 Determine and document materials requirements from plans and specifications</td>
</tr>
<tr>
<td></td>
<td>5.3 Estimate labour requirements based upon documented work schedule with reasonable allowance for variances in work schedules</td>
</tr>
<tr>
<td></td>
<td>5.4 Base costing attributed to each component on quoted information from suppliers, or sound analysis of individual elements</td>
</tr>
<tr>
<td></td>
<td>5.5 Confirm budget output by checking with an appropriately experienced and qualified person</td>
</tr>
<tr>
<td>6. Determine operating expense budget</td>
<td>6.1 Determine an operating expense budget that includes all expenses applicable to the completed irrigation, drainage, storage and treatment systems</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCIRG503A Design irrigation, drainage and water treatment systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG503 Design irrigation, drainage and water treatment systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect and analyse information
- compare costings
- develop budgets
- develop system specifications
- document outcomes
- identify adverse environmental impacts of irrigation, drainage, water treatment and storage activities and take appropriate remedial action
- identify system design requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- contractual development and obligations
- control and monitoring systems
- cost/benefit analysis
- design processes
- developments in irrigation, drainage, storage and treatment technology
- environmental impacts of irrigation, drainage and water treatment
- soil types and their impact on the systems
- work health and safety and environmental protection legislation and regulations, codes of practice and enterprise policies and procedures
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG504 Develop an irrigation and drainage management plan

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop an irrigation and drainage management plan.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Compile property background</td>
<td>1.1 Identify ownership details &lt;br&gt;1.2 Compile irrigation history</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| information | 1.3 Identify locality and property details  
| | 1.4 Identify agreements and easements with surrounding properties  
| | 1.5 Develop property maps to illustrate locality and property boundaries |
| 2. Compile information on infrastructure and topography | 2.1 Define significant topographical and infrastructure features  
| | 2.2 Identify opportunities and strengths of the property  
| | 2.3 Identify limitations and weaknesses of the property  
| | 2.4 Identify local planning issues that may affect the irrigation development  
| | 2.5 Develop a map overlay to illustrate topography and infrastructure |
| 3. Compile information on natural resources | 3.1 Gather soil survey information  
| | 3.2 Identify strategies to minimise and reduce soil erosion, and physical and chemical soil deterioration  
| | 3.3 Identify water source availability and quality  
| | 3.4 Identify ground water depth and salinity issues  
| | 3.5 Define climatic characteristics  
| | 3.6 Develop a map overlay to illustrate natural resource features |
| 4. Compile information on enterprise cropping and planting | 4.1 Define the suitability of soils and water quality for crops and plants  
| | 4.2 Identify any special irrigation requirements of crops and plants  
| | 4.3 Develop monthly and annual water budgets for each crop and plant program  
| | 4.4 Identify current yields and compare with benchmark crop yields  
| | 4.5 Establish targets with consideration for any factors which would limit optimum production  
| | 4.6 Define intended crop rotations  
| | 4.7 Develop a map overlay to illustrate crop and plant detail |
| 5. Compile information on existing irrigation and drainage system where used | 5.1 Evaluate current system performance  
| | 5.2 Compare current system performance to benchmark performance parameters  
| | 5.3 Develop scheduling procedures  
| | 5.4 Define drainage management performance including environmental authority compliance issues  
| | 5.5 Identify areas for improvement in system management and structure  
<p>| | 5.6 Develop a map overlay to illustrate irrigation system layout |
| 6. Develop an irrigation and drainage management plan with | 6.1 Summarise performance requirements for distribution, treatment and drainage systems |</p>
<table>
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<th>Element</th>
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</thead>
</table>
| specifications for new or up-graded irrigation and drainage system | 6.2 List new or replacement components  
6.3 Develop a development timetable  
6.4 Define proposed scheduling system  
6.5 Define performance monitoring procedures and work health and safety requirements  
6.6 Define drainage management processes  
6.7 Develop a map overlay to illustrate proposed irrigation and drainage development |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCIRG504A Develop an irrigation and drainage management plan.

**Links**

Assessment Requirements for AHCIRG504 Develop an irrigation and drainage management plan

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- compile and analyse complex information
- develop and implement relevant work health and safety and environmental procedures
- develop plans and reports
- identify adverse environmental impacts of irrigation system activities and recommend appropriate remedial action
- interpret statistical data and measurements
- use a range of irrigation and information management software

Knowledge Evidence

The candidate must demonstrate knowledge of:

- computerised irrigation systems
- enterprise policies and procedures
- environmental impacts of irrigation systems using water from any ground or underground source
- irrigation system options
- measuring and monitoring procedures
- methods and techniques of irrigation
- readily available water
- soil, plant and water relationships
- water table and salinity
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCIRG505 Establish and maintain an irrigation-related environmental protection program

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish and maintain an irrigation-related environmental protection program.

It applies to individuals who analyse information and exercise judgement to complete a range of skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Irrigation (IRG)

Elements and Performance Criteria

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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish and maintain an irrigation and drainage</td>
<td>1.1 Develop an irrigation and drainage environmental plan in consultation with property owner or manager</td>
</tr>
<tr>
<td></td>
<td>1.2 Define environmental responsibilities for the property and include</td>
</tr>
</tbody>
</table>

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Skills Impact
<table>
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<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>environmental protection program</td>
<td>in the duties of all personnel</td>
</tr>
<tr>
<td></td>
<td>1.3 Include financial and human resources to implement the environmental plan in a timely and consistent manner</td>
</tr>
<tr>
<td></td>
<td>1.4 Establish and maintain environmental records</td>
</tr>
<tr>
<td>2. Establish and maintain arrangements to ensure the involvement of all personnel in the environmental program</td>
<td>2.1 Develop procedures and processes that allow and encourage all personnel at all levels to have input into environmental issues</td>
</tr>
<tr>
<td></td>
<td>2.2 Address issues raised through involvement and consultation with personnel</td>
</tr>
<tr>
<td>3. Establish and maintain risk management procedures to protect the environment from irrigation practices and related activities</td>
<td>3.1 Establish and maintain procedures for identifying and assessing existing and potential risks to the environment arising from irrigation practices and related activities</td>
</tr>
<tr>
<td></td>
<td>3.2 Design work processes and procedures to reduce or eliminate risks and hazards to the environment</td>
</tr>
<tr>
<td></td>
<td>3.3 Establish and maintain organisational and administrative systems to control risks to the environment arising from irrigation practices and related activities</td>
</tr>
<tr>
<td></td>
<td>3.4 Establish and maintain procedures to monitor risks to the environment and compliance with relevant legislation and regulations</td>
</tr>
<tr>
<td>4. Establish and maintain procedures for responding to environmental pollution events</td>
<td>4.1 Identify potential environmental pollution events</td>
</tr>
<tr>
<td></td>
<td>4.2 Develop procedures to control the level of risk associated with pollution events in consultation with relevant environmental protection agencies and local government authorities</td>
</tr>
<tr>
<td></td>
<td>4.3 Provide appropriate information and training to personnel to ensure prompt implementation of response procedures</td>
</tr>
<tr>
<td>5. Establish and maintain an environmental protection induction and training program</td>
<td>5.1 Develop an environmental protection induction and training program and incorporate into the organisational personnel training program to ensure compliance with relevant legislation and regulations</td>
</tr>
<tr>
<td></td>
<td>5.2 Maintain records of environmental protection training</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCIRG505A Establish and maintain an irrigation-related environmental protection program.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCIRG505 Establish and maintain an irrigation-related environmental protection program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply and comply with environmental requirements
- audit data bases
- develop and implement relevant work health and safety and environmental procedures
- develop policies and procedures
- identify adverse environmental impacts of irrigation activities and take appropriate remedial action
- use technology to draft documents, develop environmental information and audit data bases

Knowledge Evidence

The candidate must demonstrate knowledge of:

- environmental impacts of irrigation, using water from any ground or underground source
- environmental planning for irrigation and drainage
- external factors that may affect the system
- relevant work health and safety and environmental protection legislation, codes of practice and enterprise procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCIRG505 Establish and maintain an irrigation-related environmental protection program

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW301 Supervise park visitor activities

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to give information and advice, and supervise public access and activities within a park or reserve.

All work is done in accordance with enterprise procedures, legislative and public health and safety requirements.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Provide information on opening and closing times | 1.1 Operate security systems  
1.2 Inform public of opening and closing times |
<table>
<thead>
<tr>
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</thead>
</table>
| 2. Advise public on park or reserve access and activities | 2.1 Communicate with public in a courteous, confident and effective manner  
2.2 Inform public of responsibilities and safety requirements when using park facilities  
2.3 Check park access and facilities are suitable for access  
2.4 Inform public of changes to access to park facilities when these have been affected by severe weather or other event |
| 3. Monitor visitor activities | 3.1 Monitor visitor activities to ensure there is no risk of environmental degradation or destruction or to biosecurity  
3.2 Monitor visitor activities to ensure the safety of staff and the general public  
3.3 Act upon non-compliance with site access conditions  
3.4 Report and respond to incidents |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW301A Supervise park visitor activities.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW301 Supervise park visitor activities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- advise public on park or reserve access and activities
- provide information on safety requirements
- monitor visitor activities to ensure compliance with park or reserve conditions of entry, safety and environmental requirements
- act on non-compliance activities promptly
- report incidents according to organisation procedures and legislative requirements
- use standard industry terminology
- follow work health and safety policies and procedures and monitor visitor activities to ensure safety of general public

Knowledge Evidence

The candidate must demonstrate knowledge of:

- limits to personal and legal authority to act on non-compliance with site access conditions
- enterprise procedures, work health and safety and legislative requirements
- enterprise security systems and communication equipment
- conditions for visitors entering park

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW303 Construct access tracks

Modification History

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Application

This unit of competency describes the skills and knowledge required to construct access tracks and clear vegetation on rural land.

This unit applies to workers in land management who are required to implement erosion control principles and apply specialised earthmoving techniques to fine tolerances. Work is often carried out in varied conditions and landscapes that require operators to develop skills that are unique to this sector.

All work is undertaken in accordance with relevant national, State, and local legislation and/or regulations.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

Licenses for vehicles and machinery may be required for this unit. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)
### Elements and Performance Criteria

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<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for construction of access track | 1.1 Confirm construction details and work sequence  
1.2 Confirm compliance with relevant regulatory planning and environmental legislation  
1.3 Confirm equipment is ready for work  
1.4 Match equipment and attachments to tasks and terrain  
1.5 Locate survey pegs and site indicators on work site  
1.6 Follow organisational work health and safety procedures  
1.7 Adhere to site environmental concerns  
1.8 Apply principles of erosion and sediment control to the construction of track  
1.9 Determine control points, required grades and water crossing points and structures from field observations and any available additional information  
1.10 Obtain permits or licences required for the construction  
1.11 Schedule and coordinate people, materials and equipment |
| 2. Construct access track | 2.1 Use earthworks methods and patterns for specific machines during construction according to job requirements  
2.2 Monitor and maintain optimum machine loads to suit prevailing conditions  
2.3 Use safe machine operating techniques and procedures to match terrain, site conditions and other operators  
2.4 Complete excavation, transport, dumping and compaction of material in line with job sequence and endorsed industry practices  
2.5 Clear vegetation according to industry best practice  
2.6 Liaise with neighbouring landholders, local authorities and interest groups during the construction activity  
2.7 Complete documentation required by organisation  
2.8 Communicate with staff, clients and contractors during construction  
2.9 Ensure work methods meet environmental sustainability, biosecurity and work health and safety requirements |
| 3. Apply final finish to track | 3.1 Use endorsed industry methods to surface track to achieve job specifications  
3.2 Retain site features and vegetation in line with work plan  
3.3 Clear site and remove debris in line with contract requirements |
Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLPW303A Construct access tracks.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW303 Construct access tracks

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select and prepare equipment
- determine control points, required grades and water crossing points and structures from field observations
- confirm that plans comply with legislative requirements by checking with a supervisor or authorised person
- construct tracks to organisational standards
- excavate, transport, dump and compact road material according to job sequence and endorsed industry practices
- finish track surface
- clean worksite to organisational standards
- operate machinery according to manufacturer and safe operating procedures
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- erosion and sediment control standards, principles and issues that apply to the construction of the access track, including:
  - soils and soil formation
  - earthmoving principles
  - total catchment issues
  - how to manage peak water flows
• subsurface and surface drainage principles and systems
• key concepts of the relevant wildlife, environmental, planning, ground water legislation
• biosecurity in the context of own work
• permits and licenses required for the construction of access tracks

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW304 Carry out inspection of designated area

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out an inspection of a designated area.

All work is undertaken in accordance with statutory and local authority requirements.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

Vehicle licenses apply to this unit. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Define area and target of inspection</td>
<td>1.1 Confirm location and size of area to be inspected</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify features of natural environment in target area</td>
</tr>
<tr>
<td></td>
<td>1.3 Set frequency of inspection according to management strategy</td>
</tr>
<tr>
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</tbody>
</table>
| 1.4 Determine targets of inspection from management strategy  
1.5 Confirm characteristics and favoured conditions for targets with management |
| 2. Carry out risk assessment and minimisation | 2.1 Check time and duration of inspection and notify relevant personnel  
2.2 Identify risks to the environment associated with the inspection  
2.3 Take precautions to minimise environmental risks associated with the inspection  
2.4 Identify safety hazards associated with the inspection  
2.5 Follow work health and safety policies and procedures to minimise safety risks |
| 3. Prepare for inspection | 3.1 Identify vehicles, equipment and materials required for the inspection  
3.2 Check vehicles, equipment and materials for serviceability |
| 4. Carry out inspection | 4.1 Operate vehicles and equipment  
4.2 Carry out inspection within the specified area  
4.3 Identify and record target occurrence as required by the management strategy  
4.4 Follow statutory requirements and enterprise protocols regarding entering private property  
4.5 Follow regulatory requirements and enterprise procedures for dealing with landholders or their employees  
4.6 Implement precautions to minimise risks to the environment and self  
4.7 Note and report incursions of non-targeted threats |
| 5. Establish the impact of the specified target | 5.1 Collect information on potential impacts from stakeholders  
5.2 Collect and analyse data on environmental hazards resulting from target presence |
| 6. Prepare a report | 6.1 Document collated data, inspection records and analysis of findings with appropriate recommendations  
6.2 Report targets as required by legislation or regulation  
6.3 Submit report to supervisor or other authority  
6.4 Ensure samples submitted comply with legislative requirements or regulations  
6.5 Clean and store equipment and materials according to industry standards |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLPW304A Carry out inspection of designated area.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW304 Carry out inspection of designated area

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- define the scope and criteria on which to base inspection
- define the hazards and risks to work health and safety and the environment associated with the inspection
- conduct inspections, complying with statutory requirements and enterprise protocols for entry to private property
- conduct inspections in a manner that minimises environmental impacts
- operate equipment and vehicles according to organisation procedures
- establish environmental impacts caused by the presence of the target
- document the inspection findings and recommend follow up actions
- apply work health and safety practices in the context of own work
- take precautions to minimise environmental risks during inspection

Knowledge Evidence

The candidate must demonstrate knowledge of:

- risk management processes
- characteristics of inspection targets
- inspection procedures and techniques
- monitoring techniques
- reporting protocols
- relevant legislative and regulatory requirements including environmental protection legislation
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW305 Perform diving for scientific purposes

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to dive to support scientific research, monitoring and inspection roles associated with places or areas of significance.

All work is undertaken to legislative, manufacturer, enterprise and code of practice requirements.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

This unit requires compliance with the current Australian Standard for Occupational Diving Operations: Scientific Diving.

Dive certificates and licensing apply for this unit and specific determination should be sought from the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

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<tr>
<td>essential outcomes</td>
<td>achievement of the element.</td>
</tr>
<tr>
<td>1. Plan diving operations</td>
<td>1.1 Determine dive objectives</td>
</tr>
<tr>
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<td>1.2 Assess number and type of dives to develop a dive program that will meet objectives</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine equipment and personnel required for dive operations</td>
</tr>
<tr>
<td></td>
<td>1.4 Consult appropriate people about the dive objectives and proposed program</td>
</tr>
<tr>
<td>2. Prepare for diving operations</td>
<td>2.1 Obtain equipment and personnel required for dive operations</td>
</tr>
<tr>
<td></td>
<td>2.2 Obtain appropriate notification and consents for dive plans</td>
</tr>
<tr>
<td></td>
<td>2.3 Check equipment condition</td>
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<td>2.4 Send faulty equipment for repair or replacement</td>
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<td></td>
<td>2.5 Assess requirements for and source consumables</td>
</tr>
<tr>
<td></td>
<td>2.6 Check personnel for competence and possession of a current medical clearance</td>
</tr>
<tr>
<td></td>
<td>2.7 Develop safety and emergency procedures for the dive program</td>
</tr>
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<td></td>
<td>2.8 Conduct a safety hazard analysis and risk assessment</td>
</tr>
<tr>
<td>3. Conduct dive</td>
<td>3.1 Establish communications procedures for all dives</td>
</tr>
<tr>
<td></td>
<td>3.2 Perform pre-dive checks</td>
</tr>
<tr>
<td></td>
<td>3.3 Complete assessment of environmental factors before entering the water</td>
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<td></td>
<td>3.4 Conduct dives within the parameters of the special dive plan, including entry, descent, working on dive objective and exit</td>
</tr>
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<td></td>
<td>3.5 Amend dive procedures within enterprise requirements, codes of practice and personal authority in light of dive conditions, and any changes to dive objectives</td>
</tr>
<tr>
<td></td>
<td>3.6 Monitor dive conditions and suspend or cancel dives where safety or equipment operation considerations warrant</td>
</tr>
<tr>
<td></td>
<td>3.7 Suspend dives where personnel have completed allowed number of dives according to no-decompression limit tables</td>
</tr>
<tr>
<td></td>
<td>3.8 Remove equipment from site at completion of dives</td>
</tr>
<tr>
<td></td>
<td>3.9 Log dives</td>
</tr>
<tr>
<td></td>
<td>Carry out dives according to Australian Standard</td>
</tr>
<tr>
<td>4. Debrief diving team</td>
<td>4.1 Review procedures and outcomes after dive</td>
</tr>
<tr>
<td></td>
<td>4.2 Amend procedures and dive plans</td>
</tr>
<tr>
<td></td>
<td>4.3 Record dive debriefing</td>
</tr>
<tr>
<td>5. Check and store equipment</td>
<td>5.1 Check dive equipment for condition and operation</td>
</tr>
<tr>
<td></td>
<td>5.2 Send faulty equipment for repair or replacement</td>
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<td></td>
<td>5.3 Test and store equipment</td>
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</tbody>
</table>
| 6. Review diving program | 6.1 Review dive plan in light of debriefing, outcomes achieved, risk assessments and safety analysis and future requirements  
6.2 Record and report review conclusions |
| 7. Respond to diving incidents | 7.1 Monitor dive operations to identify potential or actual incidents  
7.2 Suspend or cancel dive operations where potential or actual maladies have been identified  
7.3 Ensure a rescue plan has been developed for all dives and that the plan has been communicated to the dive team as part of the pre-dive briefing  
7.4 Apply diver first aid to injured or distressed personnel  
7.5 Notify emergency authorities where assistance is required  
7.6 Review procedures and dive plan in light of risks identified and potential or actual malady  
7.7 Record all incidents on the enterprise register |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW305A Perform diving for scientific purposes.

**Links**

Companion Volume implementation guides are found in VETNet - 
Assessment Requirements for AHCLPW305 Perform diving for scientific purposes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan to carry out a dive
- prepare to dive
- carry out pre-dive checks and safety risk assessments
- monitor dive conditions, respond to incidents and amend dive procedures if necessary
- debrief dive team
- store diving equipment
- dive safely and according to organisational policies and procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- interpretation of no-decompression limit tables to determine maximum length and number of dives allowed
- the physics of diving
- dive equipment
- safety risks associated with scientific dives
- dive planning
- Australian Standards for occupational diving
- rescue procedures
- oxygen administration procedures
- agency standing orders for notification
- emergency service procedures
- dive communication procedures and equipment
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCLPW306 Undertake sampling and testing of water

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and carry out sampling and testing of water quality as part of a monitoring program.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan for sampling and testing field work | 1.1 Confirm monitoring schedule  
  1.2 Identify water quality and environmental parameters  
  1.3 Identify samples to be collected  
  1.4 Determine and arrange equipment requirements for water sampling and testing  
  1.5 Assess range of likely operating conditions, hazards and difficult... |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Prepare equipment and resources          | 2.1 Obtain equipment required for sampling and testing  
2.2 Check and calibrate equipment for availability and serviceability  
2.3 Verify correct and accurate performance of equipment  
2.4 Repair and maintain field-based equipment and instruments  
2.5 Collect data or record sheets for use  
2.6 Install and protect equipment  
2.7 Brief staff undertaking sampling and testing on responsibilities |
| 3. Carry out sampling and testing of water  | 3.1 Undertake tests in accordance with monitoring plan  
3.2 Take and test samples in accordance with monitoring standards  
3.3 Prepare, package and send samples to laboratory for external analysis  
3.4 Make specific and general observations including information on relevant ambient and antecedent environmental conditions  
3.5 Inform appropriate person of obvious water quality or environmental issues immediately |
| 4. Complete water sampling and testing activities | 4.1 Clean, repair and store equipment and clothing  
4.2 Repair damaged or malfunctioning equipment on site or send to manufacturer or specialist  
4.3 Record test results and observations on data sheets  
4.4 Report changes in field conditions and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW306A Undertake sampling and testing of water.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW306 Undertake sampling and testing of water

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan a water sampling program under direction according to regulatory and organisation requirements
- test and calibrate equipment according to regulatory and organisation requirements
- sample and test water according to regulatory and organisation requirements
- record results on data sheets
- record and report water testing results to organisational standards
- report obvious water quality issues observed during sampling to supervisor or manager immediately
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- water monitoring schedules and guidelines
- standards for water quality
- sampling and testing methods

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW401 Process applications for changes in land use

Modification History

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Application

This unit of competency describes the skills and knowledge required to process applications from landowners to make changes in land use.

This unit applies to those whose job role includes assessing the impact of changes in land use, and processing applications.

These individuals have limited responsibility for others and apply judgement in known and sometimes changing contexts.

All work is carried out according to agency guidelines and best practice procedures and based on program guidelines.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks And Wildlife (LPW)

Elements and Performance Criteria

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<th>Performance criteria describe the performance needed to demonstrate</th>
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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
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<tr>
<td>1. Establish client requirements</td>
<td>1.1 Discuss and confirm the proposed changes with the landholder</td>
</tr>
<tr>
<td></td>
<td>1.2 Review the catchment characteristics in view of the proposed land use</td>
</tr>
<tr>
<td></td>
<td>1.3 Explain current impacting legislation and policies to the landholder</td>
</tr>
<tr>
<td></td>
<td>1.4 Discuss possible strategies with the landholder and confirm the best option</td>
</tr>
<tr>
<td>2. Determine scope of the request</td>
<td>2.1 Determine profile of site from survey and aerial photographs</td>
</tr>
<tr>
<td></td>
<td>2.2 Undertake initial inspection checks against legislative or agency procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Check native vegetation types against maps and local guidelines</td>
</tr>
<tr>
<td></td>
<td>2.4 Check threats to local species against local resources</td>
</tr>
<tr>
<td></td>
<td>2.5 Check catchment characteristics of the land</td>
</tr>
<tr>
<td></td>
<td>2.6 Determine the impact on soil and water of proposed land use and industry principles</td>
</tr>
<tr>
<td></td>
<td>2.7 Note cultural heritage issues according to agency guidelines</td>
</tr>
<tr>
<td></td>
<td>2.8 Consider the application against eligibility criteria, and relevant policies and legislation</td>
</tr>
<tr>
<td>3. Present finding</td>
<td>3.1 Provide applicant with technical data following program guidelines</td>
</tr>
<tr>
<td></td>
<td>3.2 Report findings relating to the formal application</td>
</tr>
<tr>
<td></td>
<td>3.3 Inform applicant of specific requirements relating to submitting a formal application</td>
</tr>
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<td></td>
<td>3.4 Communicate and confirm assessment process</td>
</tr>
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<td></td>
<td>3.5 Communicate potential risks associated with proceeding with the application</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLPW401A Process applications for changes in land use.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW401 Process applications for changes in land use

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- establish client intentions and requirements
- communicate the process, policies and relevant legislation to the applicant
- discuss the scope and application of the submission in light of preliminary discussion
- present findings and feedback to the applicant
- provide further information and explain the appeal process if application is rejected
- explain provisions within Federal and State legislation or relevant land use to landholder
- interpret aerial photographs, maps and geographical information systems to identify particular landmarks and areas
- undertake investigations to determine scope and impact of request

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevance and impact of Federal and State legislation and regulations related to land use
- catchment characteristics of land in question
- vegetation types native to area
- signs and landmarks in aerial photographs, maps and geographic information system (GIS)
- agency policies and procedures
- formats for presenting information to clients
- process for applying for changes in land use and process for appeals if application is rejected
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW402 Implement land and sea management practices

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement sustainable land and sea management practices.

This unit applies to those whose job role includes implementing sustainable Indigenous and non-Indigenous land and sea management practices required for a given area according to land and sea management plans and strategies, Community guidelines and cultural protocols.

This unit applies to individuals who have limited responsibility for others and apply judgement in known or changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine appropriate Indigenous land and</td>
<td>1.1 Observe cultural protocols in discussing and evaluating Indigenous land and sea management practices</td>
</tr>
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<td>Element</td>
<td>Performance criteria</td>
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</table>
| sea management practices | 1.2 Review land and sea management plans and priorities  
1.3 Assess the most appropriate Indigenous practices for a specified area  
1.4 Make comparisons with non-Indigenous land and sea management practices  
1.5 Define and quantify technology, materials and resources for Indigenous management practices for a specific area or practice  
1.6 Identify appropriate persons to provide advice and information on Indigenous land and sea management practices  
1.7 Determine cultural protocols and customs in relation to disclosure of information on Indigenous land and sea management practices |
| 2. Determine appropriate non-Indigenous land and sea management practices | 2.1 Identify legislative, enterprise and best practice parameters governing non-Indigenous land and sea management practices  
2.2 Review land and sea management plans and priorities  
2.3 Determine the most appropriate non-Indigenous practices for a specified area  
2.4 Make comparisons with Indigenous land and sea management practices  
2.5 Define technology, materials and resources for non-Indigenous land and sea management practices  
2.6 Identify and access relevant information sources on non-Indigenous land and sea management practices |
| 3. Develop approach to implementation of land and sea management practices | 3.1 Develop options based on comparison of Indigenous and non-Indigenous land and sea management practices  
3.2 Consult appropriate persons about available options  
3.3 Prepare staging strategy for preferred option with realistic costs  
3.4 Consult and involve owners and stakeholders of specific area in setting priorities for management work and practices |
| 4. Undertake land and sea management practice | 4.1 Undertake land and sea management practices in compliance with agreed approach  
4.2 Undertake work according to enterprise guidelines, industry best practice and community expectations and work health and safety policies and procedures  
4.3 Respect cultural customs and protocols throughout performance of work  
4.4 Ensure practices are carried out by appropriately authorised persons |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLPW402A Implement land and sea management practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW402 Implement land and sea management practices

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- consult with authorised Community members to determine appropriate Indigenous land and sea management practices using accepted protocols
- determine appropriate non-Indigenous land and sea management practices
- develop and discuss preferred options to implement land and sea management practices with Indigenous groups and other stakeholders
- undertake land and sea management practices in compliance with agreed approach and cultural customs and protocols
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- cultural protocols of local Aboriginal Communities that relate to land and sea management activities
- Indigenous land and sea management practices
- non-Indigenous land and sea management practices
- technology used for environmental management
- implementation strategies for land and sea management
- work health and safety, environmental legislation and codes of practice

Assessment Conditions

Assessor must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCLPW403 Inspect and monitor cultural places

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Application

This unit of competency describes the skills and knowledge required to inspect and monitor cultural places.

This unit applies to those whose job role includes inspecting and monitoring the fabric and setting of heritage or culturally significant places to identify non-conformities with conservation and management plans. A high level of cultural awareness and the need to observe cultural protocols are important in parts of the process.

This unit applies to individuals who undertake a range of routine and non-routine activities in known and changing contexts and provide solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

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</table>
| 1. Prepare for inspection | 1.1 Determine significance of place from conservation and management plans  
1.2 Determine specific facilities and equipment required for inspection according to operational request  
1.3 Obtain appropriate checklists relating to condition of cultural place and surrounds to suit the application |
| 2. Carry out comprehensive inspection | 2.1 Follow work health and safety policies and procedures for carrying out inspections  
2.2 Inspect condition of cultural place for deterioration and damage  
2.3 Record non-conformity with conservation and management plans  
2.4 Evaluate deterioration and damage to the cultural place to determine the short and long-term impact on the significance  
2.5 Determine threats to place  
2.6 Check records for accuracy  
2.7 Determine and schedule maintenance works for the cultural place  
2.8 Identify and detail potential safety risks and hazards |
| 3. Submit report and recommendations | 3.1 Address situations requiring urgent action in accordance with conservation management plan  
3.2 Provide draft reports to stakeholders  
3.3 Prepare and submit report to management  
3.4 Review frequency and scope of inspection requirements in management systems  
3.5 Ensure recommendations for future action are consistent with conservation management plan and industry best practice and comply with legislative requirements and international environmental standards, guidelines and charters  
3.6 Submit collected data and information for inclusion on information management system |
| 4. Monitor surroundings | 4.1 Monitor condition of surrounds and setting of the place or area for deterioration, damage and biological or geophysical changes and potential biosecurity risks  
4.2 Evaluate deterioration and damage to determine short and long-term impact on the significance of the place  
4.3 Plan restoration or modification of biological aspects of the setting including Indigenous and exotic species  
4.4 Plan required restoration or modification of geophysical aspects of the setting and surrounds  
4.5 Integrate maintenance, restoration and modification of place, setting and surrounds |
<p>| 5. Monitor stakeholder | 5.1 Consult stakeholders to determine their views on the significance |</p>
<table>
<thead>
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<th>Element</th>
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<tr>
<td>views on significance</td>
<td>and maintenance of the place and area</td>
</tr>
<tr>
<td>5.2 Consult visitors to obtain their views on the place and area</td>
<td></td>
</tr>
<tr>
<td>5.3 Assess changes in views for impact on cultural significance,</td>
<td></td>
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<tr>
<td>approach to maintenance, restoration and modification, and</td>
<td></td>
</tr>
<tr>
<td>current and proposed uses of the place or area</td>
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<tr>
<td>5.4 Report assessment of changed views to enterprise and Burra</td>
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<td>Charter processes or Indigenous places guidelines</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW403A Inspect and monitor cultural places.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW403 Inspect and monitor cultural places

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- establish the cultural value and significance of the place
- prepare or source checklists for inspection
- inspect the place to establish a schedule of maintenance and monitor site management
- prepare reports to enterprise standards
- submit report and recommendations based on requirements of contract including a review of existing management systems
- monitor surroundings to establish restoration, reclamation, modification and protection required in the immediate area
- conduct safety hazard analysis and risk assessments according to organisational policies and procedures
- monitor stakeholder views for impact on cultural significance, approach to maintenance, restoration and modification, and current and proposed uses of the place or area
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant aspects of Australian Heritage Commission legislation and requirements, State or Territory Heritage requirements and World Heritage requirements
- relevant environmental standards and best practice guidelines
- application of national and International Charters of the International Council on Monuments and Sites (ICOMOS), including the Burra Charter to monitoring of cultural places
- environmental legislation and codes of practice
• processes of environmental and artefact deterioration and damage
• maintenance, restoration and modifications that could be applied to place or area
• threats to place or area, including visitor impacts

Assessment Conditions

Assessment must comply with Community protocols and guidelines and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW404 Produce maps for land management purposes

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Application

This unit of competency describes the skills and knowledge required to access geographical information and incorporate it onto maps for use in land management.

This unit applies to those whose job role includes preparing maps by hand or by using geographical information systems (GIS) for land management purposes.

This unit applies to individuals who have limited responsibilities for others in known and changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Obtain information for a specific land management purpose</td>
<td>1.1 Define information required from data sets</td>
</tr>
<tr>
<td></td>
<td>1.2 Collect and present information from stakeholders on land management and production systems consistent with the local</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
|         | area management strategy  
| 1.3 Collect information to include temporal and spatial data  
| 1.4 Review information for relevance and accuracy |
| 2. Assess data availability | 2.1 Ascertain availability of required data sets from internal and external sources  
| 2.2 Confirm ownership of data and determine access and pricing  
| 2.3 Obtain data in accordance with industry standards, statutory requirements and enterprise policy  
| 2.4 Develop procedures to capture data |
| 3. Assess data quality | 3.1 Assess data for integrity and to determine suitability for task  
| 3.2 Investigate and resolve disparities between data sets |
| 4. Format and present data | 4.1 Identify compatible formats for data  
| 4.2 Assemble relevant data elements  
| 4.3 Select data formats to meet user's requirements  
| 4.4 Present information using suitable media  
| 4.5 Present information in accordance with appropriate enterprise requirements and Australian standards |
| 5. Incorporate data onto maps | 5.1 Use range of computer applications to transfer information from various data sources onto maps  
| 5.2 Produce draft maps showing spatial and temporal data consistent with development and implementation of the land management strategy  
| 5.3 Review and edit maps to confirm accuracy and develop a map key to identify natural resource features, structures and land uses  
| 5.4 Analyse maps for data to assist in development or implementation of land management plan |
| 6. Review customer satisfaction | 6.1 Seek feedback from users regarding satisfaction with information and presentation  
| 6.2 Resolve any areas of dissatisfaction  
| 6.3 Analyse and use customer feedback as a quality improvement tool |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLPW404A Produce maps for land management purposes.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW404 Produce maps for land management purposes

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- source data sets that provide the required information
- validate the data for currency and compare to ground observations
- present data to workplace requirements
- incorporate data onto a map
- use drafting and editing processes to ensure accuracy of data and maps and to ensure reports and maps meet organisational standards
- provide a map key and any supporting information required
- evaluate maps for suitability for purpose and value in making land management decisions

Knowledge Evidence

The candidate must demonstrate knowledge of:
- land management processes relevant to map being prepared
- mapping principles and conventions including layout, legends, scale, media, printing and presentation styles
- use of software and hardware such as GIS, computer-aided design (CAD), desktop publishing, desktop mapping, multimedia, graphic animation, plotters and printers

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW405 Monitor biodiversity

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor biodiversity in a given area, and record and analyse findings.

This unit applies to natural area managers and those seeking information on natural systems or areas. These individuals take limited responsibility in known or changing contexts within established guidelines.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select monitoring techniques</td>
<td>1.1 Select monitoring operations to obtain required data described in monitoring plan 1.2 Assess range of likely operating conditions, hazards and difficult or sensitive environments for impact on monitoring</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3</td>
<td>Consider alternative land, sea and air operations to collect data</td>
</tr>
<tr>
<td>1.4</td>
<td>Trial operations to test monitoring scheme for reliability, timeline and safety</td>
</tr>
<tr>
<td>2. Prepare equipment and resources</td>
<td>2.1 Obtain appropriate certificates, licenses and authorisations</td>
</tr>
<tr>
<td></td>
<td>2.2 Source equipment required for monitoring</td>
</tr>
<tr>
<td></td>
<td>2.3 Transport equipment and personnel to monitoring sites</td>
</tr>
<tr>
<td></td>
<td>2.4 Install and protect equipment from weather conditions</td>
</tr>
<tr>
<td></td>
<td>2.5 Test equipment and monitoring procedures in field conditions</td>
</tr>
<tr>
<td></td>
<td>2.6 Ensure equipment does not have lasting detrimental impacts on the environment</td>
</tr>
<tr>
<td></td>
<td>2.7 Develop systems to capture, maintain and analyse data</td>
</tr>
<tr>
<td>3. Monitor biodiversity</td>
<td>3.1 Make observations according to monitoring plan</td>
</tr>
<tr>
<td></td>
<td>3.2 Record data to monitoring plan and database requirements</td>
</tr>
<tr>
<td>4. Analyse data</td>
<td>4.1 Determine presence of ecosystems and flora, fauna and microorganism populations within specified area</td>
</tr>
<tr>
<td></td>
<td>4.2 Identify threats to specified area</td>
</tr>
<tr>
<td></td>
<td>4.3 Examine records of monitored data for consistency and accuracy within requirements of the monitoring plan</td>
</tr>
<tr>
<td></td>
<td>4.4 Determine whether the observations and measurements are addressing factors and issues consistent with the monitoring plan</td>
</tr>
<tr>
<td></td>
<td>4.5 Adjust monitoring techniques to overcome any deficiency or report need for adjustment to monitoring plan</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW405A Monitor biodiversity.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW405 Monitor biodiversity

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- use monitoring techniques suitable for the environment and species
- install and use monitoring equipment
- develop systems to capture, maintain and analyse data
- make observations and record data on species diversity and abundance
- analyse data
- ensure the monitoring process is correctly targeted and implemented

Knowledge Evidence

The candidate must demonstrate knowledge of:
- ecosystems
- plant and animal classification
- monitoring systems for flora, fauna and microorganism populations
- accepted scientific processes for monitoring biodiversity
- set up and use of monitoring equipment
- data recording and analysis techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW501 Develop a management plan for a designated area

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop a management plan for a designated area.

This unit applies to land managers who are responsible for the development of management strategies and the documentation of management plans with a defined emphasis on flora or fauna and covering the range of biodiversity present in a designated area.

These individuals apply judgement and have defined responsibilities in known and changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Define the need for a management plan</td>
<td>1.1 Identify management plan objectives for the designated area</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td><strong>Element</strong></td>
<td><strong>Performance criteria</strong></td>
</tr>
</tbody>
</table>
| 1. **Consult with client to achieve agreement on brief** | 1.2 Consult with client to achieve agreement on brief  
1.3 Identify planning team, including specialists and consultants |
| 2. **Undertake preliminary planning activities** | 2.1 Identify major stakeholders  
2.2 Ascertain availability of specialists to assist in management planning work and prepare contracts  
2.3 Establish timelines for development of the management plan and reporting arrangements to client  
2.4 Identify resources required for the development of management strategies |
| 3. **Prepare a site description** | 3.1 Identify and map landscape values of the area  
3.2 Identify and map physical features and characteristics of the area  
3.3 Research land uses and determine and record their effects on the designated area  
3.4 Assess and document physical condition of site including civil design concepts, where relevant  
3.5 Document biological characteristics of the site including the existence of native and pest fauna and flora populations, habitat requirements for fauna, seasonal and nutritional influences on lifecycles |
| 4. **Analyze site information and description** | 4.1 Evaluate information in terms of core principles and objectives  
4.2 Produce site plans, technical reports and maps  
4.3 Determine priorities and key conservation issues  
4.4 Prepare longitudinal projections of continuing impacts  
4.5 Assess land capability  
4.6 Identify and document opportunities and constraints to meeting planning objectives and goals  
4.7 Present to stakeholders and incorporate feedback into planning documentation |
| 5. **Identify management strategies** | 5.1 Identify management strategies that address defined objectives  
5.2 Design management strategies to alleviate existing impacts, pests, and diseases or to target management actions  
5.3 Cost and compare management strategies to existing budgets and available resources  
5.4 Plan staging of work to prioritise outcomes and management resource allocation  
5.5 Consult with stakeholders and incorporate feedback into planning documentation |
<p>| 6. <strong>Prepare the management plan</strong> | 6.1 Document site information and management strategies into a draft management plan for consultation |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Consult with stakeholders and clients</td>
</tr>
<tr>
<td>6.3</td>
<td>Make changes to the draft plan and prepare and present a final plan to client</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW501A Develop a management plan for a designated area.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW501 Develop a management plan for a designated area

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- discuss management plan objectives, deliverables and timeline with client
- prepare a site plan detailing landscape values, physical features and characteristics, past and present land uses, physical condition and biological characteristics
- assess land capability and identify conservation issues on and surrounding the site
- analyse site information and description to assess feasibility of management objectives
- develop and cost recommended actions in line with client requirements
- present a draft management plan to client for discussion
- consult with stakeholders and incorporate feedback into the final management plan
- prepare documentation to enterprise standards and to meet client needs

Knowledge Evidence

The candidate must demonstrate knowledge of:

- civil design concepts
- management planning principles and issues
- environmental assessment, survey and analysis techniques and practical application to a range of habitats and landscapes
- native fauna or flora physiology, habitat requirements, and seasonal and nutritional influences on life cycle
- wildlife habitats associated with the designated area and local geographic region
- pest plant and animal and disease identification, physiology, control techniques, and equipment, pesticides and habitat requirements
- land management strategies including:
- pest management or control techniques
Assessment Requirements for AIHLPW501 Develop a management plan for a designated area

- techniques and strategies for use in the management, rehabilitation and enterprise use of native Australian habitats, species and landscapes
- Indigenous flora regeneration and revegetation techniques, equipment and methods of application in relation to a range of landscape characteristics
- management and rehabilitation techniques for the wildlife and habitat relevant to the designated area
- soil, plant and water testing processes and procedures, interpretation and application of results

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW503 Assess applications for legislative compliance

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to assess legislative compliance of formal applications for changes in land use, and make recommendations.

All work follows legislative requirements and is completed in line with program guidelines and procedures according to enterprise guidelines and industry best practice.

This unit applies to individuals who apply judgement in assessing applications for legislative compliance and have defined responsibilities in known or changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for assessment</td>
<td>1.1 Review and confirm existing data concerning suitability of application for changes in land use</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>1.2 Communicate intention to process formal application</td>
</tr>
<tr>
<td></td>
<td>1.3 Complete title search</td>
</tr>
<tr>
<td></td>
<td>1.4 Communicate issues about collection of evidence aligning with technical guidelines</td>
</tr>
<tr>
<td></td>
<td>1.5 Establish timing of inspection and data collection with client</td>
</tr>
<tr>
<td>2. Collect site evidence</td>
<td>2.1 Check accuracy of site details using site maps, aerial photographs and geographic information systems</td>
</tr>
<tr>
<td></td>
<td>2.2 Collect relevant data</td>
</tr>
<tr>
<td></td>
<td>2.3 Check threats to species diversity</td>
</tr>
<tr>
<td></td>
<td>2.4 Assess soil and water impact consistent with proposed land use</td>
</tr>
<tr>
<td></td>
<td>2.5 Investigate and record cultural heritage issues</td>
</tr>
<tr>
<td>3. Compile final report</td>
<td>3.1 Check detail and accuracy of site data against assessment criteria</td>
</tr>
<tr>
<td></td>
<td>3.2 Report recommendations in accordance with legislative and agency requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Present final report and supporting documentation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW503A Assess applications for legislative compliance.

**Links**

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW503 Assess applications for legislative compliance

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- review existing data on land use changes according to program guidelines
- undertake title searches
- schedule physical inspection with land holder
- collect evidence from the site on potential impacts on species diversity and soil and water quality according to legislative requirements and enterprise procedures
- record any evidence of issues with cultural values of the site
- interpret aerial photographs, maps and geographic information systems
- compile reports to agency standards and make recommendations supported by evidence

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant Federal and State legislation and regulations that apply to vegetation clearance and land use
- agency policies and procedures
- formats for reporting
- assessment approaches for area of notification

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCILPW503 Assess applications for legislative compliance Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW505 Implement natural and cultural resource management plans

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Application

This unit of competency describes the skills and knowledge required to implement natural and cultural resource management plans.

This unit applies to individuals whose job role includes implementing natural and cultural resource management plans, and demonstrate judgement and defined responsibilities in known or changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Determine priorities within the conservation or resource</td>
<td>1.1 Identify priorities in plan that conserve places of high significance, address threats to significance, manage risks, and generate revenue from the resources</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>management plan</td>
<td>1.2 Express priorities in the plan in terms of new or continuing investigations into natural or cultural significance, new procedures, and new or continuing development or maintenance projects</td>
</tr>
<tr>
<td></td>
<td>1.3 Develop procedures to address conservation priorities within the context of legislation, park or reserve procedures and Codes of Practice</td>
</tr>
<tr>
<td>2. Develop projects to priorities</td>
<td>2.1 Determine development and maintenance projects according to Burra Charter and Australian National Heritage Charter guidelines</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify outcomes and key project steps</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify project steps and funding requirements</td>
</tr>
<tr>
<td>3. Obtain and manage funds</td>
<td>3.1 Develop budget and estimate funds to develop operations and projects</td>
</tr>
<tr>
<td></td>
<td>3.2 Make applications for funds</td>
</tr>
<tr>
<td></td>
<td>3.3 Manage budget</td>
</tr>
<tr>
<td>4. Brief staff on plan, priorities and project</td>
<td>4.1 Brief staff on the plan objectives, priorities and planned actions</td>
</tr>
<tr>
<td></td>
<td>4.2 Train staff in new procedures developed to address plan objectives, including work health and safety, sustainability and biosecurity policies and procedures</td>
</tr>
<tr>
<td></td>
<td>4.3 Develop project implementation details</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW505A Implement natural and cultural resource management plans.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW505 Implement natural and cultural resource management plans

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine priorities based on areas of high significance, the level of risk to sensitive areas, and the potential for revenue generation
- identify projects from the agreed priorities
- develop budgets for projects and apply for funding
- brief and train staff to carry out tasks and projects safely and in accordance with organisation policies, procedures and the management plan
- apply work health and safety policies and procedures to plans and strategies
- apply biosecurity measures to plans and strategies
- apply appropriate sustainability practices to plans and strategies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- park or reserve management approaches
- human resource and financial management
- works and project management practices
- policies applying across all levels of government and within the specific region, including those under catchment plans
- Australian Natural Heritage Charter and the Burra Charter and the interpretation of the charters
- good planning practice and enterprise planning procedures and timelines
Assessment Conditions

Any assessment undertaken on Aboriginal Country must comply with Community protocols and guidelines and be supported by Elders and Custodians of Country.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLPW601 Coordinate the preparation of a regional resource management plan

Modification History

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Application

This unit of competency describes the skills and knowledge required to engage stakeholders and coordinate the development of regional natural resource management plans. This unit applies to individuals who coordinate the preparation of a regional resource management plan at a strategic level with the capacity to devolve responsibilities and tasks to specialist planners and others.

All work is undertaken according to legislative, program, enterprise and contract requirements.

This unit applies to individuals who demonstrate judgement and defined responsibility in known and changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Lands, Parks and Wildlife (LPW)

Elements and Performance Criteria

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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
<tr>
<td>1. Review existing information</td>
<td>1.1 Review scoping or prior resource management plans to determine starting point for planning process 1.2 Identify sources of additional information for use 1.3 Examine natural resource management issues previously identified to determine current and future impacts 1.4 Identify scope and potential solutions from documentation for use in planning process</td>
</tr>
<tr>
<td>2. Form groups to support process</td>
<td>2.1 Approach key stakeholder groups to obtain views on consultative structures and processes 2.2 Form groups to obtain stakeholder views and assistance on plan development 2.3 Develop structure of groups that allow diversity and promote involvement, ownership and co-operation</td>
</tr>
<tr>
<td>3. Plan consultations</td>
<td>3.1 Ensure all stakeholders have the opportunity to comment 3.2 Record formal consultations for reporting 3.3 Organise consultations to include Indigenous cultural heritage</td>
</tr>
<tr>
<td>4. Coordinate the collection of data</td>
<td>4.1 Coordinate data collection and surveys 4.2 Develop rules and relationships between various data sets where required for loading into a database 4.3 Engage process data specialists for reporting to planning process 4.4 Record data in a database for further processing and reporting 4.5 Manage data collection and recording within budgetary constraints</td>
</tr>
<tr>
<td>5. Coordinate the development of goals and strategies</td>
<td>5.1 Use technical advisory groups to coordinate the development of goals and strategies 5.2 Obtain technical advice on issues at regional and local levels for integration into goals and strategies 5.3 Provide advice to groups to assist in the development of goals and strategies 5.4 Facilitate groups to provide suggestions for goals and strategies and their formulation at a regional level 5.5 Review original scope and basis for planning process at major developmental stages</td>
</tr>
<tr>
<td>6. Coordinate the preparation of a draft plan</td>
<td>6.1 Coordinate preparation of draft plan using technical and stakeholder input 6.2 Coordinate personnel to structure the draft plan 6.3 Ensure draft plan includes goals, strategies and outcomes that reflect consultation and technical advice</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tr>
<tr>
<td>6.4</td>
<td>Review plan against legislative requirements and government and regional policies and processes</td>
</tr>
<tr>
<td>6.5</td>
<td>Submit draft plan for editing, review and approval processes before public comment</td>
</tr>
<tr>
<td>7.1</td>
<td>Revise draft plan to reflect consultation comments</td>
</tr>
<tr>
<td>7.2</td>
<td>Use technical advice to develop responses to comments</td>
</tr>
<tr>
<td>7.3</td>
<td>Submit revised plan for editing, review and approval processes before final approval</td>
</tr>
<tr>
<td>7.4</td>
<td>Submit revised plan to regional planning groups before final approval</td>
</tr>
<tr>
<td>7.5</td>
<td>Submit revised plan for editing, review and approval processes before final approval</td>
</tr>
<tr>
<td>8.1</td>
<td>Submit final plan for approval and publication</td>
</tr>
<tr>
<td>8.2</td>
<td>Evaluate planning process and outcomes to identify potential future improvements in process and outcomes</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW601A Coordinate the preparation of a regional resource management plan.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLPW601 Coordinate the preparation of a regional resource management plan

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- review existing planning documents and sources of information to inform the plan
- identify land management issues and potential solutions
- identify stakeholders to form discussion groups and seek individual input to planning
- organise for the collection and analysis of data to inform planning and monitor progress
- work with stakeholders and technical advisers to develop goals and performance criteria
- develop a draft plan for widespread consultation and feedback
- finalise the regional resource management plan
- complete all documentation to enterprise standards

Knowledge Evidence

The candidate must demonstrate knowledge of:

- regional and rural planning concepts from town planning, rural industry planning, and natural resource planning perspectives
- impact of government processes and industry activities in social and economic terms
- consultative techniques that take into consideration cross-cultural and cultural factors relevant to social structures
- local government operations that affect the regional resource management plan
- natural resource management and issues
- sources of technical advice

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC101 Support landscape work

Modification History

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Application

This unit of competency covers the skills and knowledge required to provide support to others undertaking landscape works in public, commercial and domestic situations.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Landscape [LSC]

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare materials, tools and equipment for landscaping work         | 1.1 Identify the required materials, tools and equipment according to lists provided or supervisor's instructions  
1.2 Conduct checks on materials, tools and equipment with insufficient or faulty items reported to the supervisor  
1.3 Demonstrate correct manual handling techniques when loading and unloading materials  
1.4 Select and check suitable personal protective equipment (PPE)  
1.5 Provide landscaping support according to workplace health and safety requirements and workplace information  
1.6 Identify and report workplace hazards to the supervisor |
## AHCLSC101 Support landscape work

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Undertake landscape work as directed | 2.1 Follow instructions and directions provided by supervisor and seek clarification when necessary  
2.2 Undertake landscape work in a safe and environmentally appropriate manner  
2.3 Carry out interactions with other staff and customers in a positive manner  
2.4 Follow enterprise policy and procedures in relation to workplace practices, handling and disposal of materials  
2.5 Report problems or difficulties in completing work to required standards or timelines to supervisor |
| 3. Handle materials and equipment | 3.1 Store waste material and debris produced during landscape work in a designated area according to supervisor's instructions  
3.2 Handle and transport materials, equipment and machinery according to supervisor's instructions and enterprise guidelines  
3.3 Maintain a clean and safe work site while undertaking landscaping activities |
| 4. Clean up on completion of landscaping work | 4.1 Return materials to store or dispose of according to supervisor's instructions  
4.2 Clean, maintain and store tools and equipment according to manufacturer's specifications and supervisor's instructions  
4.3 Make good the site according to supervisor's instructions  
4.4 Report work outcomes to the supervisor |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCLSC101A Support landscape work.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC101 Support landscape work

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- apply safe work practices in landscape construction and maintenance
- clean up on completion of landscaping work
- prepare materials, tools and equipment for landscaping work
- undertake landscape work as directed

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for supporting landscape work
- safe work practices
- preparing for landscape work and cleaning up on project completion
- basic construction techniques
- landscaping tools and equipment
- maintenance practices for planted areas
- repair and maintenance of landscape features
- workplace health and safety and safe work practices

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCLSC201 Assist with landscape construction work

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to provide support to others undertaking landscape works in public, commercial and domestic situations.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare materials, tools and equipment for landscaping work | 1.1 Identify required materials, tools and equipment according to lists provided and supervisor’s instructions  
1.2 Check all materials, tools and equipment and tell supervisor if there are insufficient or faulty items  
1.3 Use correct manual handling techniques when loading and unloading material to minimise damage to the materials and the vehicle  
1.4 Select and maintain suitable personal protective equipment (PPE) |
## Element | Performance criteria
--- | ---

| 1.5 Identify and report any workplace health and safety hazards to supervisor |

<table>
<thead>
<tr>
<th>2. Undertake landscape work as directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Follow instructions and directions provided by supervisor and ask for clarification when necessary</td>
</tr>
<tr>
<td>2.2 Communicate with other staff and clients in a positive and professional manner</td>
</tr>
<tr>
<td>2.3 Handle and dispose of materials as directed</td>
</tr>
<tr>
<td>2.4 Tell supervisor if there are problems or difficulties in completing work to required standards or timelines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Handle materials and equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Store waste material and debris produced during landscape work in a designated area</td>
</tr>
<tr>
<td>3.2 Handle and transport materials, equipment and machinery</td>
</tr>
<tr>
<td>3.3 Maintain a clean and safe work site while undertaking landscaping activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Clean up on completion of landscaping work</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Return materials to store or dispose of as directed</td>
</tr>
<tr>
<td>4.2 Clean, maintain and store tools and equipment</td>
</tr>
<tr>
<td>4.3 Restore site according to supervisor’s instructions</td>
</tr>
<tr>
<td>4.4 Tell supervisor of work outcomes</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCLSC201A Assist with landscape construction work.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6c399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC201 Assist with landscape construction work

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare materials, tools and equipment
- undertake landscape work as directed
- handle materials and equipment
- follow safe work practices and safety directions
- clean up on completion of landscape work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of assisting with landscape construction work
- basic construction techniques
- how to repair and maintain landscape features
- landscaping tools and equipment
- maintenance practices for planted areas
- safe work practices

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC202 Construct low-profile timber or modular retaining walls

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to construct low-profile timber or modular retaining walls in landscape settings.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan and prepare work | 1.1 Read work instructions relating to constructing the retaining wall and confirm instructions with the supervisor  
1.2 Prepare tools and equipment and use according to the supervisor's instructions  
1.3 Identify and report to supervisor any manual handling and other work health and safety hazards |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Select, use and maintain personal protective equipment (PPE) and clothing</td>
</tr>
<tr>
<td>1.5</td>
<td>Check the quantity and quality of materials to make sure they conform to the requirements of the job plans</td>
</tr>
<tr>
<td>1.6</td>
<td>Locate and mark out services</td>
</tr>
<tr>
<td>2. Mark out site for retaining wall</td>
<td>2.1 Mark out the position of the retaining wall according to site plans</td>
</tr>
<tr>
<td>2.2</td>
<td>Determine the location and depth of excavations</td>
</tr>
<tr>
<td>2.3</td>
<td>Establish profiles to conform to the designated tolerances</td>
</tr>
<tr>
<td>2.4</td>
<td>Establish survey benchmarks</td>
</tr>
<tr>
<td>3. Prepare footings according to industry standards</td>
<td>3.1 Excavate foundations for the retaining wall to the required depth and dimensions as designated on the site plans</td>
</tr>
<tr>
<td>3.2</td>
<td>Remove soil and waste material and stockpile to ensure a safe working area</td>
</tr>
<tr>
<td>3.3</td>
<td>Locate reinforcing or steps in the excavated site and position accordingly</td>
</tr>
<tr>
<td>3.4</td>
<td>Position pegs to maintain levels of even depth and horizontal plane to the top of footings</td>
</tr>
<tr>
<td>3.5</td>
<td>Place, consolidate and finish footings to determined levels, to ensure coverage of reinforcement as necessary</td>
</tr>
<tr>
<td>4. Prepare and install retaining wall components</td>
<td>4.1 Prepare and lay out components for installation</td>
</tr>
<tr>
<td>4.2</td>
<td>Mark components to be cut to length and shape, and cut to the requirements of profiles already established</td>
</tr>
<tr>
<td>4.3</td>
<td>Install drainage media</td>
</tr>
<tr>
<td>4.4</td>
<td>Construct base layer of retaining wall to a point above the top of the drainage media and form weep holes where indicated</td>
</tr>
<tr>
<td>4.5</td>
<td>Back-fill and compact fill material behind base of retaining wall</td>
</tr>
<tr>
<td>4.6</td>
<td>Construct retaining wall components to required dimensions, profiles and levels as specified on the site plans</td>
</tr>
<tr>
<td>4.7</td>
<td>Set capping to top of retaining wall to specified levels with a tolerance appropriate to the style of capping</td>
</tr>
<tr>
<td>5. Clean up site and store tools and equipment</td>
<td>5.1 Dispose of or recycle soil and waste material from the site to minimise damage to the environment</td>
</tr>
<tr>
<td>5.2</td>
<td>Store and stack unused construction materials for future re-use</td>
</tr>
<tr>
<td>5.3</td>
<td>Clean and store all tools and equipment</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSC202A Construct low-profile timber or modular retaining walls.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC202 Construct low-profile timber or modular retaining walls

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</tbody>
</table>

Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can
- read and interpret site and construction plans
- identify work health and safety hazards
- calculate materials required and mark out the area to be retained
- mark out the site and assemble materials
- construct footings and place reinforcing
- construct retaining walls as specified
- clear up the site and dispose of waste

Knowledge Evidence
The candidate must demonstrate knowledge of:
- the principles and practices of low profile retaining walls
- construction approaches and methods
- construction materials for retaining walls
- safe lifting practices for large and heavy components
- methods of disposing soil and waste materials in order to minimise damage to the environment
- the environmental effects of altering water flow when installing retaining walls with or without drainage media
- the environmental impact of soil disturbance when excavating an area to be retained

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCLSC202 Construct low-profile timber or modular retaining walls

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC203 Install aggregate paths

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to install aggregate paths in landscape projects.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan and prepare for installation | 1.1 Confirm work instructions with the supervisor  
1.2 Prepare tools and equipment for use  
1.3 Check the quantity and quality of materials  
1.4 Identify and report to supervisor manual handling issues and other
AHCLSC203 Install aggregate paths

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>work health and safety hazards</td>
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</tr>
<tr>
<td>1.5 Select, use and maintain personal protective equipment (PPE) and clothing</td>
<td></td>
</tr>
<tr>
<td>1.6 Put in place measures to avoid environmental impacts before starting work</td>
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</tr>
</tbody>
</table>

| 2. Set out the site for path construction | 2.1 Mark out the location of the proposed path |
| | 2.2 Put public risk protection measures in place |

| 3. Undertake ground preparation | 3.1 Clear the area of debris and excavate to base level |
| | 3.2 Relocate or dispose of soil and waste materials |
| | 3.3 Place and compact base material to the required finished level |
| | 3.4 Install drainage structures |
| | 3.5 Install edge restraints, where required |
| | 3.6 Check set out work at regular intervals with supervisor, according to the site plan |

| 4. Lay surface aggregate materials | 4.1 Spread surface aggregate materials over the area to the designated depth |
| | 4.2 Screed material to ensure consistent depth of materials |
| | 4.3 Level aggregate materials to the designated level and falls |
| | 4.4 Compact aggregate materials using appropriate machinery |

| 5. Make good the site | 5.1 Dispose of or recycle soil and waste material from the site |
| | 5.2 Reinstall areas disturbed by installation works |
| | 5.3 Clean and store all tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSC203A Install aggregate paths.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC203 Install aggregate paths

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- plan and prepare for installation and site safety
- read and interpret site plans
- undertake ground preparation for the path
- lay base material and surface aggregate materials
- set the path out
- reinstate site at completion of work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of aggregate path installation
- base and aggregate materials and their performance
- environmental impacts of soil disturbance when installing paths
- types of machinery used in path construction
- types of signs and barriers that need to be erected around the site
- tools and equipment used for installing paths

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCLSC204 Lay paving

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to lay modular paving in landscape projects.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan and prepare for paving work</td>
<td>1.1 Confirm work instructions with the supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Prepare tools and equipment</td>
</tr>
<tr>
<td></td>
<td>1.3 Select, use and maintain personal protective equipment (PPE) and clothing</td>
</tr>
<tr>
<td></td>
<td>1.4 Check the quantity and quality of materials to make sure they</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>Element</td>
<td>conform to the requirements of the job plans</td>
</tr>
<tr>
<td>1.5 Identify work health and safety hazards, assess risks and report to supervisor</td>
<td></td>
</tr>
<tr>
<td>2. Set out and prepare paving area</td>
<td>2.1 Mark out the area to be paved according to site plan</td>
</tr>
<tr>
<td></td>
<td>2.2 Assist with pegging the reduced levels of the proposed paving area according to site plans and supervisor's instructions</td>
</tr>
<tr>
<td>3. Undertake ground preparation</td>
<td>3.1 Excavate the area to shape, depth and dimensions to sub-base level</td>
</tr>
<tr>
<td></td>
<td>3.2 Trim the sub base to the designated level and falls to ensure that the final level of paving can be achieved</td>
</tr>
<tr>
<td></td>
<td>3.3 Construct drainage systems as necessary according to site plan</td>
</tr>
<tr>
<td></td>
<td>3.4 Place and compact base material to the required finished level</td>
</tr>
<tr>
<td>4. Lay bedding material</td>
<td>4.1 Establish screed rails to ensure the bedding course is maintained</td>
</tr>
<tr>
<td></td>
<td>4.2 Spread bedding material loosely over the area to ensure the designated bedding depth can be attained</td>
</tr>
<tr>
<td></td>
<td>4.3 Level bedding material to the designated level and falls</td>
</tr>
<tr>
<td>5. Lay pavers to a given pattern</td>
<td>5.1 Set grid string lines to required levels to ensure the designated pattern of the project is attained and to maintain straight lines of components</td>
</tr>
<tr>
<td></td>
<td>5.2 Set out pavers to the required dimensions and pattern</td>
</tr>
<tr>
<td></td>
<td>5.3 Lay whole pavers and compact to the established finish level</td>
</tr>
<tr>
<td></td>
<td>5.4 Mark, cut and fit pavers to fill gaps in the pattern within nominated tolerances</td>
</tr>
<tr>
<td></td>
<td>5.5 Install permanent edge constraints to prevent movement of pavers</td>
</tr>
<tr>
<td></td>
<td>5.6 Spread sand on the paved area and compact to the finished level</td>
</tr>
<tr>
<td>6. Clean site and store tools and equipment</td>
<td>6.1 Sweep paving to produce a clean and flat surface free of debris</td>
</tr>
<tr>
<td></td>
<td>6.2 Dispose of or recycle soil and waste material from the site to ensure minimal impact on the environment</td>
</tr>
<tr>
<td></td>
<td>6.3 Clean and store all tools and equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSC204A Lay paving.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC204 Lay paving

Modification History

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<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- read, interpret and apply information from a site plan
- prepare the site for paving
- lay bedding material
- lay pavers to pattern
- clean up the site and dispose of waste

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of paving
  - methods of disposing of soil and waste materials
  - pavers
  - paving styles and methods
  - site layout and planning
  - the potential environmental impact of a paving project
  - the types of signs and barriers that need to be erected around an area to be paved

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC205 Install tree protection devices

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to protect trees during construction work by installing protective devices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to install</td>
<td>1.1 Read work instructions relating to the task and confirm with the supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Prepare tools and equipment and use according to the supervisor's instructions</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Identify and report manual handling and other work health and safety hazards</td>
</tr>
<tr>
<td>1.</td>
<td>Select, use and maintain personal protective equipment (PPE) and clothing</td>
</tr>
<tr>
<td>1.</td>
<td>Identify trees to be protected, and method of protection to be used</td>
</tr>
<tr>
<td>1.</td>
<td>Collect protection devices or materials to assemble devices and check against requirements as indicated in tree protection plan</td>
</tr>
<tr>
<td>2.</td>
<td>Install protection devices</td>
</tr>
<tr>
<td>2.1</td>
<td>Assemble and install tree protection devices</td>
</tr>
<tr>
<td>2.2</td>
<td>Carry out work in a manner that minimises risk of damage to trees and the surrounding environment</td>
</tr>
<tr>
<td>3.</td>
<td>Complete installation activities</td>
</tr>
<tr>
<td>3.1</td>
<td>Check protection devices for their effectiveness</td>
</tr>
<tr>
<td>3.2</td>
<td>Report damaged and ineffective devices to the supervisor</td>
</tr>
<tr>
<td>3.3</td>
<td>Maintain a clean and safe area throughout and on completion of work</td>
</tr>
<tr>
<td>3.4</td>
<td>Record workplace outcomes and report to the supervisor</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSC205A Install tree protection devices.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC205 Install tree protection devices

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- read and interpret site and tree protection plans
- select and operate tools and equipment for protecting trees, constructing and assembling tree protection devices and for traffic control
- measure materials used in constructing and assembling tree protection devices
- assemble and build protection devices
- clean up materials and maintain worksite

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of installing tree protection devices
- how to care and maintain trees during protection operations
- techniques for assembling or constructing a range of tree protection devices
- the application of a range of tree protection devices suitable to the requirements of the tree species
- the damage that can occur to trees during construction work
- principles and techniques relating to the choice of tools and equipment for installing tree protection devices

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC301 Set out site for construction works

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to set out a site for construction works in accordance with site plans and specifications. This may be done in advance of proposed works or in conjunction with construction works already being carried out.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan and prepare work</td>
<td>1.1 Interpret plans and specifications</td>
</tr>
<tr>
<td></td>
<td>1.2 Compare site plan and specifications with other available plans</td>
</tr>
<tr>
<td></td>
<td>1.3 Select tools and equipment required for setting out construction</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>AHCLSC301 Set out site for construction works</td>
<td>Identify hazards, assess risks and implement controls. Consider environmental impact of proposed construction works in interpreting site plans.</td>
</tr>
<tr>
<td>2. Locate and mark out position of construction works</td>
<td>Locate existing site features from the site plan. Locate position of proposed construction works. Using the correct scale transfer, measure lines, shapes, angles and dimensions from the site plan to site. Mark out the shape of proposed construction works on site.</td>
</tr>
<tr>
<td>3. Establish datum point and survey benchmarks on site</td>
<td>Establish datum point to ensure all existing and proposed construction works can be linked by survey equipment. Select and establish survey benchmarks on positions or structures on site according to site plans or specifications.</td>
</tr>
<tr>
<td>4. Take and verify site levels</td>
<td>Set up levelling equipment and check for accuracy of readings. Adjust instruments which are out of specification. Take levels and verify and record in accordance with established datum point and survey benchmarks. Clean, maintain and store tools and equipment.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSC301A Set out site for construction works.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC301 Set out site for construction works

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret site plans and specifications
- use mathematical and geometrical principles to mark out a site for construction work
- use a range of surveying instruments
- establish datum points and survey benchmarks on site
- take and verify site levels

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of site set out for landscape works
- how other plans may be referred to in assisting setting out a site
- how to determine if other plans may be referred when setting out a site

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC302 Construct landscape features using concrete

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to construct concrete structures and features as a component of landscape project works.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan and prepare work | 1.1 Interpret plans and specifications  
1.2 Check the quantity and quality of materials  
1.3 Select tools and equipment and check for serviceability  
1.4 Identify hazards, assess risks and implement controls  
1.5 Select and use personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1.6 Identify and ameliorate environmental impacts of proposed concrete works | 2.1 Determine and locate services  
2.2 Mark out the position of the structure or feature according to plans  
2.3 Establish profiles to conform to the nominated tolerances  
2.4 Prepare subsoil by removing all debris, vegetable matter and topsoil to provide a solid foundation for concrete  
2.5 Install drainage systems according to plans and specifications  
2.6 Install form work to the site in a manner that will ensure it remains rigid during concrete pouring operations  
2.7 Place and compact sub-base material to the required finished levels  
2.8 Complete preparation of the site according to the type of structure or feature to be constructed  
2.9 Place reinforcement as designated in plans and specifications |
| 3.1 Determine proportions for concrete mix according to the strength requirements of the project  
3.2 Determine the volume of dry materials necessary to produce final concrete mix  
3.3 Mix together all dry ingredients and required additives to ensure a thorough blending of all materials is achieved  
3.4 Introduce sufficient water to produce a concrete mix to the required consistency  
3.5 Pour concrete to designated levels in a manner to avoid segregation of materials  
3.6 Consolidate concrete using an approved vibration method | 4.1 Screed concrete to the desired finished level  
4.2 Trowel surface to desired finish  
4.3 Finish concrete off according to plans and specifications |
| 5.1 Inspect the quality of finished works to ensure the required standard has been achieved  
5.2 Remove and clean form work to allow reuse  
5.3 Ensure all clean-up works minimise impact to the environment  
5.4 Clean, maintain and store tools and equipment |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSC302A Construct landscape features using concrete.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC302 Construct landscape features using concrete

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret site plans and specifications
- set out and prepare a site for concrete
- measure and construct profiles
- establish levels using levelling equipment
- place reinforcement
- pour, consolidate and finish concrete

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of constructing concrete landscape features
- industry standards in relation to reinforcing and consolidating concrete
- MPA testing theory and what affects MPA specifications in a concrete mix
- sub-base and sub-grade materials and preparation
- the comparative environmental implications associated with soil removal and the placement of concrete

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC303 Construct brick and block structures and features

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to construct brick structures and features or block structures and features, or both as a component of a landscaping project.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan and prepare work | 1.1 Interpret plans and specifications  
|  | 1.2 Check the quantity and quality of materials  
|  | 1.3 Select tools and equipment and check for serviceability  
|  | 1.4 Identify hazards, assess risks and implement controls accordingly |
### AHCLSC303 Construct brick and block structures and features

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Set out and prepare the site | 1.5 Identify and ameliorate the potential environmental impacts of proposed brick and block construction works  
1.6 Select and use suitable personal protective equipment (PPE)  
2.1 Determine and locate services  
2.2 Mark out the position of the structure or feature according to site plans  
2.3 Establish profiles to conform to the nominated tolerances  
2.4 Prepare subsoil by removing all debris, vegetable matter and topsoil to provide a solid foundation for construction  
2.5 Install drainage systems according to site plans and specifications  
2.6 Place and compact sub-base to material the required finished levels  
3. Construct structure or feature | 3.1 Mix mortar to determined ratio and add bonding and colouring agents and other appropriate admixes, in accordance with specifications  
3.2 Lay damp proofing and base course of brick or block work  
3.3 Lay courses of brick or block work using designated bond(s) in a manner that will ensure the viability and stability of the structure  
3.4 Apply finishes to brick or block work  
4. Check quality of work and clean-up site | 4.1 Inspect the quality of finished works to ensure the standard of the finished structure or feature has been achieved  
4.2 Clean down brick or block work surfaces in an environmentally safe and sensitive manner  
4.3 Clean, store and maintain all tools and equipment |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCLSC303A Construct brick and block structures and features.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC303 Construct brick and block structures and features

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret site plans and specifications
- measure and construct profiles using mathematical techniques
- construct brick or block structure or feature
- establish levels using levelling equipment
- check quality of work and cleaning up of site

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of brick and block construction
- components of mortar, including bonding and colouring agents
- environmental impacts of bricks and block construction works

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC304 Erect timber structures and features

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to erect timber structures and features as a component of landscape project works.

This unit applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Plan and prepare work</td>
<td>1.1 Interpret plans and specifications</td>
</tr>
<tr>
<td></td>
<td>1.2 Check the quantity and quality of materials to ensure they conform to design drawings and specifications</td>
</tr>
<tr>
<td></td>
<td>1.3 Select tools and equipment and check for serviceability</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify hazards, assess risks and implement controls accordingly</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
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<td>---------</td>
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</tr>
<tr>
<td>1.5</td>
<td>Select and use suitable personal protective equipment (PPE)</td>
</tr>
</tbody>
</table>
| 2. Set out the site and prepare the profile and footings | 2.1 Determine and locate services  
2.2 Mark out the position of the structure or feature  
2.3 Establish profiles to conform to the nominated tolerances  
2.4 Excavate and prepare footings according to the type of structure to be erected |
| 3. Prepare and cut timber components | 3.1 Prepare components for assembly  
3.2 Mark out the length of components and the positions of cuts and joints  
3.3 Cut, check and accurately drill components in preparation for joining and assembly |
| 4. Assemble and erect structure | 4.1 Fix, join or assemble timber components into position and fix into place  
4.2 Install remaining components and fix into position  
4.3 Finish off structure to ensure all components are secure and complete  
4.4 Apply coatings |
| 5. Check quality of work and clean-up site | 5.1 Inspect the quality of finished works to ensure the required standard has been achieved  
5.2 Clean debris from structure and site  
5.3 Dispose of waste material in an environmentally safe and sensitive manner  
5.4 Clean, store and maintain tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSC304A Erect timber structures and features.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC304 Erect timber structures and features

Modification History

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<tr>
<th>Release Number</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- mark out a site for timber structures and features according to design drawings and specifications
- apply a variety of surface finishes
- establish levels and prepare footings where required
- estimate quantities
- use levelling equipment
- excavate footings
- fix, join or assemble timbers using a variety of recognised methods
- use a power tools efficiently and safely

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices for erecting timber structures
- common timber joins
- levelling principles and techniques
- footings for timber structures and their construction methods
- timber fixing methods and products
- timber properties and characteristics

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC305 Construct stone structures and features

Modification History

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</table>

Application

This unit of competency covers the skills and knowledge required to construct stone structures and features as a component of landscape project works.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan and prepare work</td>
<td>1.1 Interpret plans and specifications</td>
</tr>
<tr>
<td></td>
<td>1.2 Check the quantity and quality of materials to ensure they conform to design drawings and specifications</td>
</tr>
<tr>
<td></td>
<td>1.3 Select tools and equipment and check for serviceability</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify workplace health and safety hazards, assess risks and</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 2. Set out and prepare the site | 2.1 Locate services from site plans  
2.2 Mark out the position of the structure or feature according to design drawings and specifications  
2.3 Prepare base by removing all debris, vegetable matter and topsoil to provide a solid foundation for construction  
2.4 Install drainage systems according to design drawings and specifications  
2.5 Place and compact sub-base material to the finished levels |
| 3. Construct structure or feature | 3.1 Mix mortar and add bonding and colouring agents and other admixes as required, in accordance with specifications  
3.2 Lay damp proofing and base course of stone work according to design drawings and specifications  
3.3 Lay courses of stone work using designated bond/s in a manner that will ensure the viability and stability of the structure and according to design drawings and specifications |
| 4. Install stone paving | 4.1 Set out and prepare area to be paved according to the site plan  
4.2 Excavate the area to shape, depth and dimensions to sub-base level  
4.3 Trim the sub base to the designated level and falls and place and compact base material to the finished level  
4.4 Spread bedding material over the area and level to the designated level and falls  
4.5 Place stone and fit to accurately fill gaps in the pattern within tolerances nominated within the site plan  
4.6 Install edge constraints as required by the site plan |
| 5. Check quality of work and clean-up site | 5.1 Inspect finished works to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications  
5.2 Clean stone work surfaces in an environmentally safe and sensitive manner  
5.3 Clean and store tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSC305A Construct stone structures and features.

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCLSC305 Construct stone structures and features

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret plans and specifications
- prepare the site and install drainage systems
- set out base for paving
- use levelling equipment
- construct stone work with correct mortar ratio

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for constructing stone structures and features
- comparative environmental implications associated with soil disturbance and the establishment of drainage systems
- bonding and colouring agents and other admix components of mortar used in the construction of stone structures and features
- stone structure construction

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC306 Implement a paving project

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to install and construct a paved surface to a prepared base within a documented scope of works incorporated in a project across a range of situations and environments.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for paving project | 1.1 Clarify the requirements of the paving project  
1.2 Select and use tools, equipment and machinery and check for serviceability  
1.3 Identify workplace health and safety hazards, assess risks and |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 1. Implement controls | 1.4 Identify and ameliorate environmental impacts of proposed works  
1.5 Select, use and maintain personal protective equipment (PPE)  
1.6 Organise delivery of materials to site according to workplace priorities |
| 2. Set out and prepare the site | 2.1 Erect site bunting, control pedestrian access and place safety signage  
2.2 Locate services  
2.3 Make provision for irrigation lines to cross paved areas  
2.4 Mark out the paving pattern according to plans and specifications  
2.5 Place and compact sub-base material to the required finished levels  
2.6 Incorporate surface drainage as specified |
| 3. Implement paving project | 3.1 Construct paving  
3.2 Install appropriate drainage  
3.3 Use tools, equipment and machinery safety in accordance with enterprise safe operating procedures and work health and safety requirements |
| 4. Check quality of work and clean-up site | 4.1 Inspect the quality of finished works to ensure they have met the required drawings and specifications standards  
4.2 Clean work-site and dispose of debris in an environmentally safe and sensitive manner  
4.3 Clean, maintain and store tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSC306A Implement a paving project.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC306 Implement a paving project

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine project requirements from plans
- calculate material and resource requirements
- organise work and use tools and equipment
- use tools and equipment to construct paving
- clean up, store and maintain tools, machinery and equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of paving
- landscape paving materials
- methods and practices for maintaining and repairing paved areas
- methods of work schedule programming
- set-out techniques
- the range and use of required materials, equipment and machinery

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC307 Implement a retaining wall project

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to install and construct a retaining wall.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
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<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for retaining wall project</td>
<td>1.1 Interpret plans and specifications</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify equipment and material resource requirements according to the scope of the construction work</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify workplace health and safety hazards, assess risks and implement controls</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.4 Identify and ameliorate environmental impacts of the proposed works</td>
<td></td>
</tr>
<tr>
<td>1.5 Select, use and maintain personal protective equipment (PPE)</td>
<td></td>
</tr>
<tr>
<td>1.6 Select tools and equipment and check for serviceability</td>
<td></td>
</tr>
<tr>
<td>1.7 Organise delivery of materials to site according to workplace priorities</td>
<td></td>
</tr>
<tr>
<td>2. Mark out site for retaining wall</td>
<td>2.1 Erect site bunting and place safety signage</td>
</tr>
<tr>
<td>2.2 Locate services</td>
<td></td>
</tr>
<tr>
<td>2.3 Mark out the position of the retaining wall</td>
<td></td>
</tr>
<tr>
<td>2.4 Determine the location and depth of excavations from construction plans</td>
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<tr>
<td>2.5 Establish profiles to conform to the designated tolerances</td>
<td></td>
</tr>
<tr>
<td>2.6 Establish survey benchmarks</td>
<td></td>
</tr>
<tr>
<td>3. Construct retaining wall</td>
<td>3.1 Assemble or install retaining wall components in accordance to plans and specifications</td>
</tr>
<tr>
<td>3.2 Install appropriate drainage in accordance with plans and specifications</td>
<td></td>
</tr>
<tr>
<td>3.3 Use tools and equipment safely and in accordance with enterprise safe operating procedures and work health and safety requirements</td>
<td></td>
</tr>
<tr>
<td>4. Check quality of work and clean-up site</td>
<td>4.1 Inspect the quality of finished works to ensure the required standard has been achieved</td>
</tr>
<tr>
<td>4.2 Clean paved surfaces and dispose of all debris in an environmentally safe and sensitive manner</td>
<td></td>
</tr>
<tr>
<td>4.3 Clean, maintain and store tools and equipment</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSC307A Implement a retaining wall project.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCLSC307 Implement a retaining wall project

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- read and interpret documentation associated with retaining wall projects
- calculate material and resource requirements
- establish survey benchmarks
- excavate and profile soil levels
- use tools and equipment to construct retaining wall projects

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of retaining walls
- environmental impacts of landscape works
- landscape retaining wall materials and construction techniques
- legislative requirements and codes of practice affected by landscape works
- local council permit requirements for landscape works
- materials, equipment and machinery that may be required for the project
- methods and practices for maintaining and repairing retaining walls
- set out techniques
- work health and safety issues

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC308 Install metal structures and features

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to install metal structures and features as a component of landscape project works.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.2 Check the quantity and quality of materials</td>
<td>1.3 Select tools and equipment and check for serviceability</td>
</tr>
<tr>
<td>1.4 Identify hazards, assess risks and implement controls</td>
<td>1.5 Select and use personal protective equipment (PPE)</td>
</tr>
<tr>
<td>2. Set out the site for the structure</td>
<td>2.1 Determine and locate services</td>
</tr>
<tr>
<td>2.2 Mark out the position of the structure or feature</td>
<td>2.3 Establish profiles to conform to nominated tolerances</td>
</tr>
<tr>
<td>2.4 Excavate and prepare footings according to the type of structure to be erected</td>
<td></td>
</tr>
<tr>
<td>3. Prepare and cut metal components</td>
<td>3.1 Lay components out for assembly</td>
</tr>
<tr>
<td>3.2 Mark the length of components and the positions of joins</td>
<td>3.3 Cut, check and join components in preparation for joining and assembly</td>
</tr>
<tr>
<td>4. Assemble and erect structure</td>
<td>4.1 Fix, join or assemble metal components into position and fix into place</td>
</tr>
<tr>
<td></td>
<td>4.2 Install remaining components and fix into position</td>
</tr>
<tr>
<td></td>
<td>4.3 Finish off structure to ensure all components are secure and complete</td>
</tr>
<tr>
<td></td>
<td>4.4 Apply coatings</td>
</tr>
<tr>
<td>5. Check quality of work and clean-up site</td>
<td>5.1 Inspect the quality of finished works to ensure they have met the required drawings and specifications standards</td>
</tr>
<tr>
<td></td>
<td>5.2 Clean debris from structure and site</td>
</tr>
<tr>
<td></td>
<td>5.3 Remove and dispose of all debris in a manner that minimises risk to the environment</td>
</tr>
<tr>
<td></td>
<td>5.4 Store unused metal components for future re-use</td>
</tr>
<tr>
<td></td>
<td>5.5 Clean, maintain and store tools and equipment</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC308 Install metal structures and features

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- plan and prepare metal structures and features using plans and specifications
- mark out sites for metal structures and features using design drawings and specifications
- use surveying instruments
- establish levels and prepare footings
- excavate footings
- estimate quantities
- use power tools efficiently and safely
- measure and mark lengths of metal components
- fix, join or assemble metal components using a variety of recognised methods
- apply a variety of surface finishes.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of installing metal structures and features
- levelling principles and techniques
- footings for metal structures and their construction methods.
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC309 Install water features

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to install water features. Water features may include waterfalls, ponds, waterways and fountains. They may be prefabricated as supplied by irrigation suppliers and garden centres or formed 'in situ'.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
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<tr>
<td></td>
<td>1.2 Check the quantity and quality of materials</td>
</tr>
<tr>
<td></td>
<td>1.3 Select tools and equipment and check for serviceability</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify work health and safety hazards, assess risks and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1. Implement controls | 1.5 Select and use personal protective equipment (PPE)  
1.6 Identify the environmental implications of constructing water features |
| 2. Set out and prepare the site | 2.1 Locate services as specified  
2.2 Determine the exact location and depth of excavations and mark out accordingly  
2.3 Excavate site to the shape, depth and dimensions as marked out  
2.4 Construct drainage systems as specified  
2.5 Place and compact bedding material to the required finished levels  
2.6 Sort and stockpile soil and waste material ready for removal, reuse or recycling |
| 3. Install water feature and accessories | 3.1 Install the waterproof membrane, prefabricated shell or formed 'in situ' feature as specified  
3.2 Install all accessories to the feature as specified with consideration to safety issues  
3.3 Fill the feature with water, test for leaks and repair accordingly  
3.4 Treat water to remove or neutralise contaminants resulting from excavation and installation work |
| 4. Check quality of work and clean-up site | 4.1 Check any mechanical features and adjust to ensure correct operation  
4.2 Clean debris from structure and site  
4.3 Dispose of soil and waste material in an environmentally safe and sensitive manner  
4.4 Clean, maintain and store tools and equipment  
4.5 Inspect quality of finished works to ensure standard of the finished works is in accordance with drawings and specifications |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSC309A Install water features.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC309 Install water features

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- determine project requirements from plans
- use surveying instruments
- Set out and prepare a water feature site
- measure and calculate area, depth and volume
- use tools and equipment to construct a water feature
- clean up the site

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of water feature installation
- pipe sizes, types and applications
- pumping systems and accessories associated with water features
- set-out techniques
- water treatment methods

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC310 Implement a tree transplanting program

Modification History

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<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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Application

This unit of competency describes the skills and knowledge required to implement a tree transplanting program.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for tree transplantation</td>
<td>1.1 Liaise with local authorities and information services to determine location of services and utilities, local by-laws and regulations governing the transplanting and transportation of trees</td>
</tr>
<tr>
<td></td>
<td>1.2 Inspect tree to ensure the appropriate transplanting operations are implemented</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1.3 Identify hazards, assess risks and implement control measures  
1.4 Select and use personal protective equipment (PPE)  
1.5 Select, prepare and use tools, equipment and machinery necessary to implement tree transplanting  
1.6 Select, prepare and use root ball and crown treatments according to the requirements of the species to ensure the tree remains viable throughout the transplanting process  
1.7 Notify local residents and authorities where necessary as part of preparing site for transplanting activities  
1.8 Confirm assets, property and vegetation related to work zone activities are protected, relocated, or secured from potential damage during transplanting |
| 2. Implement transplanting operations | 2.1 Excavate the soil around the root zone and undercut the root ball with minimum stress to the plant  
2.2 Prune roots where required to meet the appropriate Australian Standard  
2.3 Stabilise tree as the root system is undercut and apply anti-transpirants as a root soak or foliar spray to maintain viability of the plant  
2.4 Bind root ball with appropriate material to ensure adequate soil is retained and keep moist prior to transportation and installation  
2.5 Lift tree and secure for potential storage or transportation using safe lifting techniques  
2.6 Prepare and handle tree or shrub to minimise damage during transportation  
2.7 Implement appropriate drainage and soil improvements  
2.8 Re-install and stabilise the tree |
| 3. Maintain health and viability of transplanted tree | 3.1 Apply water to the transplanted tree over a sustained period to minimise leaf loss and promote new growth  
3.2 Apply anti-transpirants and provide nutritional requirements of the species  
3.3 Install tree protection devices to provide adequate support and protection  
3.4 Monitor tree condition and site to ensure the plant remains healthy  
3.5 Clean, maintain and store tools, equipment and machinery at completion of work  
3.6 Record completed transplanting program and report to management or the client |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSC310A Implement a tree transplanting program.

Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC310 Implement a tree transplanting program

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- locate existing services and utilities, local by-laws and regulations
- determine tree transplanting requirements from specifications
- prepare tools and equipment, tree and new site for tree transplanting
- calculate tree mass and size for safe removal
- bind and wrap root balls and crowns
- lift, reinstall and stabilise a tree

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of tree transplanting
- causes of stress in trees resulting from transplanting, storage and transportation
- environmental impact of tree removal and transplantation
- principles and methods of operating tree moving equipment
- problems and methods relating to the aftercare of trees during their establishment period
- requirements for securing and signage when transporting trees on road vehicles
- safety procedures and potential hazards of removing and transplanting trees
- the relevant Australian Standards and codes of practice
- tree anatomy and physiology as it relates to transplanting trees
- tree transplanting techniques
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC401 Supervise landscape project works

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise landscape project works.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify scope of landscape project works</td>
<td>1.1 Identify the nature of the landscape project work and extent of responsibilities and check against landscape documentation</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify personnel and other resources required to undertake landscape works according to scope of project</td>
</tr>
<tr>
<td></td>
<td>1.3 Develop a work program to ensure that project outcomes are</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>-------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>reached within designated time lines</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify workplace health and safety hazards, assess risks and implement controls</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify environmental impact of proposed landscape project works</td>
</tr>
<tr>
<td>1.6</td>
<td>Select and use personal protective equipment (PPE)</td>
</tr>
<tr>
<td>2. Coordinate the supply of materials and equipment</td>
<td>2.1 Calculate material quantities and equipment requirements to ensure an ongoing work program is maintained</td>
</tr>
<tr>
<td></td>
<td>2.2 Order material and equipment, check for quantity and quality and store as required</td>
</tr>
<tr>
<td></td>
<td>2.3 Convey and confirm any specific delivery instructions with suppliers to ensure materials are delivered according to work program</td>
</tr>
<tr>
<td></td>
<td>2.4 Send any rejected material back to supplier and re-order</td>
</tr>
<tr>
<td>3. Monitor project works</td>
<td>3.1 Monitor work program and adjust to ensure the site is developed and that project outcomes are reached within designated timelines</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify, record and report variations to the work program, issues likely to cause delays, and contingencies beyond the scope of the project</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor the work site to ensure it remains in a clean, tidy and safe condition throughout and on completion of works</td>
</tr>
<tr>
<td>4. Complete site works</td>
<td>4.1 Inspect site prior to practical completion to ensure all works have been undertaken according to client needs and relevant documentation</td>
</tr>
<tr>
<td></td>
<td>4.2 Note any works not complying and rectify</td>
</tr>
<tr>
<td></td>
<td>4.3 Produce a completed landscape project works report for client</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSC401A Supervise landscape project works.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC401 Supervise landscape project works

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify scope of landscape project work
- identify personnel and other resource requirements
- develop a project plan
- calculate materials and equipment
- control the quality of supplied materials
- monitor, record and report on progress of a works program
- complete a landscape works report
- liaise with clients

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of supervising landscape works
- causes of disruption to work programs and their effect on quality and time schedules
- environmental impacts of landscape works
- hazard identification, assessment and control
- how to conduct site assessment and work site establishment
- issuing of instructions, variations and requests for information
- format, frequency and documentation for job reporting requirements
- legislative requirements and legal responsibilities
- contracts, plans and specifications for project documentation
- supervision techniques of staff and sub-contractors
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCLSC501 Survey and establish site levels

Modification History

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Application

This unit of competency describes the skills and knowledge required to undertake site surveys and map levels and issues of levels in gardens.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Undertake the site survey | 1.1 Determine survey items from the existing plan or client brief  
1.2 Measure survey items and relevant landscape features  
1.3 Take measurements and reduce with reference to the design |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Check and record measurements</td>
<td></td>
</tr>
<tr>
<td>2. Read maps and plans</td>
<td>2.1 Take current magnetic declinations and magnetic bearings</td>
</tr>
<tr>
<td></td>
<td>2.2 Determine differences between true and magnetic north and place north points on plans</td>
</tr>
<tr>
<td></td>
<td>2.3 Transfer magnetic bearings to true north points on plans</td>
</tr>
<tr>
<td>3. Record site details</td>
<td>3.1 Record orientation and levels on site plan</td>
</tr>
<tr>
<td></td>
<td>3.2 Produce scale plan for a garden design</td>
</tr>
<tr>
<td></td>
<td>3.3 Present plan of site to the client</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSC501A Survey and establish site levels.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC501 Survey and establish site levels

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- read maps and plans
- record levels of survey items and site features
- orientate a landscape site
- use survey equipment
- analyse surveying and levelling results
- map orientation and levels and issues of levels on a scale plan
- book and log results
- produce scale drawings for designs and costings
- Liaise with clients

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of establishing site levels
- techniques to deal with different garden shapes
- surveying tools and equipment used in landscape projects

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCLSC502 Manage landscape projects

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage landscape projects.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Landscape (LSC)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify issues relating to the landscape project</td>
<td>1.1 Identify the goals and objectives of the project and discuss with the client</td>
</tr>
<tr>
<td></td>
<td>1.2 Analyse landscape documentation to determine the nature and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3 Identify potential constraints to the success of the project</td>
<td></td>
</tr>
<tr>
<td>1.4 Consider the environmental impact of the proposed landscape project works</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify work health and safety hazards, assess risks and implement controls</td>
<td></td>
</tr>
<tr>
<td>2. Maintain effective client liaison</td>
<td>2.1 Clarify responsibilities of all parties involved in the project according to the contract</td>
</tr>
<tr>
<td></td>
<td>2.2 Clarify procedures to vary the contract to the satisfaction of all stakeholders</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify emergency procedures according to contract terms and conditions</td>
</tr>
<tr>
<td></td>
<td>2.4 Establish communication obligations in respect of the work program according to contractual obligations and sound business principles</td>
</tr>
<tr>
<td>3. Develop work schedule</td>
<td>3.1 Identify and document work schedules and timelines of operations in a form that is accessible and understandable to all relevant personnel</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify resources required for the landscape project according to the contract and landscape design</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify and document quantity, quality and timing of supply of each input and service</td>
</tr>
<tr>
<td></td>
<td>3.4 Establish key performance outcomes and indicators to measure performance of all operations and personnel</td>
</tr>
<tr>
<td>4. Manage contractors</td>
<td>4.1 Prepare standard contracts for specific works in line with the landscape design and contract</td>
</tr>
<tr>
<td></td>
<td>4.2 Monitor progress of works against contract according to industry standards</td>
</tr>
<tr>
<td></td>
<td>4.3 Identify, negotiate, implement and record variations</td>
</tr>
<tr>
<td></td>
<td>4.4 Identify, rectify and record non-conforming elements of the contract</td>
</tr>
<tr>
<td></td>
<td>4.5 Initiate progress payments and final payments according to the terms of contract</td>
</tr>
<tr>
<td>5. Submit works for handover</td>
<td>5.1 Undertake site inspection with relevant personnel at completion of works and prior to handover</td>
</tr>
<tr>
<td></td>
<td>5.2 Note, record and rectify all items below specification</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSC502A Manage landscape projects.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC502 Manage landscape projects

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare landscape project documentation
- develop and cost a bill of quantities
- develop a schedule of works
- organise and manage the works program and works team
- identify sub-contracted work and program
- manage sub-contractors
- identify, negotiate and implement variations to the contract
- identify and rectify non-conforming elements to the contract
- liaise with clients

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of managing landscape projects
- project management principles
- public liability and legal responsibilities
- regulations having possible bearing on landscape projects
- the environmental implications of a landscape project
- types of landscape machinery and equipment

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSC503 Manage a tree transplanting program

Modification History

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</table>

Application
This unit of competency describes the skills and knowledge required to manage a tree transplanting program.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Landscape (LSC)

Elements and Performance Criteria

<table>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess the sites and trees</td>
<td>1.1 Undertake site assessments to identify site conditions which may impact upon transplanting activities at the lifting site and the transplant site</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.2</td>
<td>Identify work health and safety hazards, assess risks and implement suitable controls</td>
</tr>
<tr>
<td>1.3</td>
<td>Liaise with authorities and information services to determine location of services and utilities, and regulations governing the transplanting and transportation of trees</td>
</tr>
<tr>
<td>1.4</td>
<td>Assess trees for viability for transplanting to ensure the best time and conditions are chosen according to tree species characteristics</td>
</tr>
<tr>
<td>2.1</td>
<td>Identify the appropriate tools, equipment, machinery and specialist contractors</td>
</tr>
<tr>
<td>2.2</td>
<td>Identify the tree species to be transplanted</td>
</tr>
<tr>
<td>2.3</td>
<td>Determine excavation methods and root ball preparation according to the characteristics of the species</td>
</tr>
<tr>
<td>2.4</td>
<td>Determine crown reduction and protection tasks according to the characteristics of the species and the appropriate Australian Standard</td>
</tr>
<tr>
<td>2.5</td>
<td>Calculate root ball and tree mass to determine appropriate lifting and transport requirements</td>
</tr>
<tr>
<td>2.6</td>
<td>Coordinate labour requirements to ensure trees are prepared, lifted, transported and re-installed with minimum stress to the trees, and with regard to safety and environmental factors</td>
</tr>
<tr>
<td>2.7</td>
<td>Identify a transport route with regard to the size and shape of the tree and road transport vehicle requirements</td>
</tr>
<tr>
<td>2.8</td>
<td>Determine and document an aftercare plan outlining monitoring frequency and methods to maintain the health and viability of the transplanted trees in the program</td>
</tr>
<tr>
<td>3.1</td>
<td>Document the transplanting program</td>
</tr>
<tr>
<td>3.2</td>
<td>Document resources and costing details</td>
</tr>
<tr>
<td>3.3</td>
<td>Communicate transplanting program for implementation</td>
</tr>
<tr>
<td>3.4</td>
<td>Assess completed tree transplanting program to ensure that transplantation was undertaken according to the identified program and budget guidelines</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSC503A Manage a tree transplanting program.

Links
Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSC503 Manage a tree transplanting program

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess tree viability for transplantation
- liaise with authorities and information services regarding transplanting and transporting trees
- calculate project resources and costs
- calculate root ball and tree mass and size
- assess crown and root reduction requirements
- determine transplant and transportation requirements and removal methods
- develop transport plan
- develop a budget
- document and communicate transplanting program, contingency planning and after-care plan
- assess and control risks

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of tree transplanting management
- aftercare management
- causes of stress in trees resulting from resulting from transplanting, storage and transportation
- current practices and techniques in tree preparation, lifting, transportation and replanting
- local government tree protection and preservation regulations
- methods of managing tree moving operations
- planning considerations and environmental implications of transplanting activities
Assessment Requirements for AHCLSC503 Manage a tree transplanting program

- requirements for securing and signing trees for road transportation
- the relevant Australian Standards and Codes of Practice
- tree anatomy, physiology and biochemistry
- tree transplanting techniques appropriate to the specific requirements of the species

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK101 Support extensive livestock work

**Modification History**

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</tbody>
</table>

**Application**

This unit of competency describes the skills and knowledge required to analyse and interpret animal, crop and horticultural production data.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who take responsibility for their own work. They undertake a range of routine and non-routine activities and work in known and changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

**Pre-requisite Unit**

Nil

**Unit Sector**

Livestock (LSK)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
### Elements describe the essential outcomes.

<table>
<thead>
<tr>
<th>1. Prepare materials, tools and equipment for extensive livestock work</th>
<th>1. Prepare materials, tools and equipment for extensive livestock work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify the required materials, tools and equipment using provided lists and supervisor's instructions</td>
<td>1.1 Identify the required materials, tools and equipment using provided lists and supervisor's instructions</td>
</tr>
<tr>
<td>1.2 Carry out checks on all materials, tools and equipment and report insufficient or faulty items to the supervisor</td>
<td>1.2 Carry out checks on all materials, tools and equipment and report insufficient or faulty items to the supervisor</td>
</tr>
<tr>
<td>1.3 Use safe manual handling techniques when loading and unloading materials and equipment</td>
<td>1.3 Use safe manual handling techniques when loading and unloading materials and equipment</td>
</tr>
<tr>
<td>1.4 Select and use suitable personal protective equipment (PPE) and check prior to use</td>
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<tr>
<td>1.5 Identify hazards and report to supervisor</td>
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<table>
<thead>
<tr>
<th>2. Undertake extensive livestock work as directed</th>
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<tbody>
<tr>
<td>2.1 Follow instructions and directions provided by supervisor and seek clarification when necessary</td>
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</tr>
<tr>
<td>2.2 Carry out work in a safe and environmentally appropriate manner</td>
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</tr>
<tr>
<td>2.3 Interact with other staff and customers in a positive and professional manner</td>
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<tr>
<td>2.4 Report problems or difficulties in completing work to required standards or timelines to supervisor</td>
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</tr>
<tr>
<td>2.5 Carry out livestock handling and husbandry activities in line with enterprise animal welfare policies</td>
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<table>
<thead>
<tr>
<th>3. Handle materials and equipment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1 Store waste material produced during work in a designated area according to supervisor's instructions</td>
<td>3.1 Store waste material produced during work in a designated area according to supervisor's instructions</td>
</tr>
<tr>
<td>3.2 Handle and transport materials, equipment and machinery appropriately</td>
<td>3.2 Handle and transport materials, equipment and machinery appropriately</td>
</tr>
<tr>
<td>3.3 Maintain a clean and safe work site</td>
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<tr>
<th>4. Clean up on completion of work</th>
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<tbody>
<tr>
<td>4.1 Return materials to store or dispose of appropriately</td>
<td>4.1 Return materials to store or dispose of appropriately</td>
</tr>
<tr>
<td>4.2 Clean, maintain and store tools and equipment</td>
<td>4.2 Clean, maintain and store tools and equipment</td>
</tr>
<tr>
<td>4.3 Report work outcomes to supervisor</td>
<td>4.3 Report work outcomes to supervisor</td>
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</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

<table>
<thead>
<tr>
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<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCLSK101 Support extensive livestock work Release 1</td>
<td>Minor typographical errors corrected</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK101 Support extensive livestock work

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow safe work practices
- participate in teams and contribute to team objectives
- understand instructions
- read labels and work health and safety symbols
- use safe animal handling techniques
- use livestock handling tools and equipment
- assist in monitoring livestock health and welfare
- provide assistance to repair and maintain facilities
- follow work health and safety policies
- follow enterprise animal welfare and sustainability practices.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- safe work practices
- animal handling techniques including animal welfare requirements
- tools and equipment
- repair and maintenance of facilities
- work health and safety and environmental protection legislation and enterprise procedures.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCLSK102 Support intensive livestock work

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to provide support to others undertaking intensive livestock production.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy. They undertake defined routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare materials, tools and equipment for intensive livestock | 1.1 Identify required materials, tools and equipment from lists and instructions provided by enterprise and supervisor  
1.2 Carry out checks on all materials, tools and equipment and report |
### Element | Performance criteria
--- | ---
work | insufficient or faulty items to the supervisor
 | 1.3 Use safe manual handling techniques when loading and unloading materials and equipment
 | 1.4 Select, check and use suitable personal protective equipment (PPE)
 | 1.5 Identify work health and safety hazards and report to or seek support from supervisor

2. Undertake intensive livestock work as directed | 2.1 Follow instructions and directions provided by supervisor and seek clarification when necessary
 | 2.2 Carry out work in a safe and environmentally appropriate manner
 | 2.3 Carry out livestock work in line with enterprise animal welfare policies
 | 2.4 Interact with other staff and customers in a positive and professional manner
 | 2.5 Report problems or difficulties in completing work to required standards or timelines to supervisor

3. Handle materials and equipment | 3.1 Store waste material produced during work in a designated area according to supervisor's instructions
 | 3.2 Handle and transport materials, equipment and machinery appropriately
 | 3.3 Maintain a clean and safe work site

4. Clean up on completion of work | 4.1 Return materials to store or dispose of appropriately
 | 4.2 Clean, maintain and store tools and equipment appropriately
 | 4.3 Report work outcomes to supervisor

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCLSK102A Support intensive livestock work
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK102 Support intensive livestock work

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- follow work health and safety procedures and instructions provided by enterprise and supervisor
- prepare materials, tools and equipment for intensive livestock work
- undertake intensive livestock work as directed
- handle materials and equipment appropriately
- clean up on completion of work appropriately
- follow enterprise environmental, animal welfare and biosecurity policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- relevant work health and safety, animal welfare and biosecurity requirements and sustainability practices
- materials, tools and equipment used for intensive livestock work
- safe manual handling techniques for loading and unloading materials and equipment
- use, maintenance and storage of appropriate Personal Protective Equipment
- animal handling techniques including animal welfare
- positive and professional communication
- methods of waste storage
- handling and transportation of materials, equipment and machinery
- methods for maintenance of a clean and safe work site
- storage of materials
- cleaning, maintenance and storage of tools and equipment
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK201 Assist with feeding in a production system

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist with the process of preparing and providing feed and water for livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare and distribute feed</td>
<td>1.1 Check requirements for the daily feeding program with supervisor</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1.2 Identify hazards and report to supervisor | 1.3 Select, use and maintain suitable personal protective equipment  
1.4 Select and check tools, machinery and equipment for readiness  
1.5 Provide assistance for weighing and measuring feed  
1.6 Load feed into trolleys from silos or other storage bins and distribute feed  
1.7 Check automatic or computerised feeders, where used, for blockages and correct functioning  
1.8 Report abnormalities or irregularities with feed stocks to supervisor |
| 2. Check watering systems   | 2.1 Adjust watering systems for height or position where appropriate  
2.2 Check water level and flow and make adjustments accordingly  
2.3 Empty and clean watering containers or lines where necessary |
| 3. Keep workplace records   | 3.1 Keep basic feeding records and report to supervisor  
3.2 Clean, maintain and store tools, machinery and equipment  
3.3 Apply enterprise biosecurity and environmental policies |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK201A Assist with feeding in a production system

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK201 Assist with feeding in a production system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify hazards and follow safety directions
- identify a range of feed types and qualities
- identify feed contaminants
- prepare and distribute feed
- check watering systems
- recognise and rectify minor operational faults
- interpret and apply task instructions, communicate with work team and supervisor and record and report faults, workplace hazards and accidents
- complete records and documentation of feed use and volumes for the enterprise section
- use machinery and equipment associated with providing feed
- report on feeding to supervisors
- follow enterprise work health and safety policies
- follow enterprise biosecurity and environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- silo operations, tractors and associated feeding machinery and equipment
- cleaning and storage of machinery, equipment and materials
- enterprise recording and reporting procedures
- common grains, meals, pelleted and liquid feeds
- evidence of spoilage and handling of spoilt feeds
- enterprise work health and safety, biosecurity and environmental policies
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK202 Care for health and welfare of livestock

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to care for the health and welfare of livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1. Prepare to work | 1.1 Discuss work requirements with supervisor and seek clarification where necessary  
1.2 Identify work health and safety risks and inform supervisor  
1.3 Prepare and use suitable personal protective equipment  
1.4 Select and prepare appropriate tools and equipment |
| 2. Monitor and assess livestock health and welfare | 2.1 Check livestock regularly to assess health and welfare  
2.2 Recognise and report symptoms of injuries, ill health or abnormal behaviour  
2.3 Handle livestock in line with enterprise animal welfare policies |
| 3. Implement livestock health and welfare procedures | 3.1 Follow quarantine and biosecurity procedures as instructed to minimise the risk of disease  
3.2 Maintain thorough personal hygiene practices in all activities associated with handling livestock to reduce risks from diseases that are transmissible to humans  
3.3 Treat sick and injured livestock or make arrangements to humanely destroy livestock if necessary  
3.4 Recognise environmental implications associated with livestock husbandry practices and follow relevant procedures  
3.5 Follow the regulations and codes of practice appropriate for the industry  
3.6 Follow enterprise animal welfare emergency procedures where required |
| 4. Administer drenches, vaccines and prescribed treatments to livestock | 4.1 Prepare livestock treatment site and facilities  
4.2 Prepare livestock treatments  
4.3 Move, yard and control livestock and inspect for treatment requirements  
4.4 Use safe work practices with regard to livestock handling  
4.5 Administer treatment if required as instructed or under supervision |
| 5. Monitor treated livestock and maintain records | 5.1 Monitor livestock post-treatment for signs of treatment effectiveness  
5.2 Recognise and report livestock health and condition abnormalities  
5.3 Record disease incidence, livestock losses, and treatments  
5.4 Report post-treatment information to the supervisor so that prevention strategies can be planned and implemented |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Complete work</td>
<td>6.1 Dispose of treatment materials appropriately</td>
</tr>
<tr>
<td></td>
<td>6.2 Clean, maintain and store equipment, materials and facilities</td>
</tr>
<tr>
<td></td>
<td>6.3 Dispose of livestock residues and waste in an environmentally responsible manner</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK202A Care for health and welfare of livestock

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK202 Care for health and welfare of livestock

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- handle livestock safely and humanely
- monitor and assess livestock health and welfare
- select, use and maintain specialised animal health equipment
- prepare treatment site, facilities and equipment
- administer treatments to livestock
- monitor the effectiveness of treatments and report issues
- keep and maintain records
- dispose of unused treatments safely and in an environmentally correct manner
- recognise ill health and abnormal behaviour in livestock
- recognise fear and aggressive behaviour in livestock
- recognise heat stress
- follow enterprise animal welfare emergency procedures
- follow enterprise work health and safety policies
- follow enterprise biosecurity, animal welfare and sustainability policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- water quality and animal requirements
- feed requirements and quality
- workplace biosecurity and euthanasia procedures
- safe handling of sick and dead livestock
- livestock handling principles and livestock behaviour
• signs of heat stress
• symptoms of ill-health in livestock
• the range of common diseases affecting livestock
• vaccination programs
• relevant legislation and regulations relating to waste and environment management, livestock health, stock medicines and animal welfare
• relevant work health and safety legislation, regulations and codes of practice

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK203 Carry out birthing duties

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist animals and their newborn at birthing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

### 1. Prepare for birthing
1.1 Check animal records and confirm anticipated birthing date where possible
1.2 Check condition and health status of pregnant animal and monitor prior to imminent birthing
1.3 Check birthing equipment, resources and materials and prepare for use
1.4 Give females access to shelter to give birth in during severe weather conditions
1.5 Identify hazards and report to supervisor
1.6 Use safe work practices

### 2. Assist at the birthing process
2.1 Monitor environment and animals to ensure birth progresses normally
2.2 Check for presence of predators and implement control measures where necessary and report to supervisor
2.3 Handle animals calmly with minimal disruption to the birthing process and in line with enterprise animal welfare policies
2.4 Identify animals experiencing birthing difficulties and intervene as appropriate
2.5 Seek supervisor or veterinary advice if birth complications cannot be resolved

### 3. Provide post-birthing assistance
3.1 Monitor post-birthing health and bonding of female and newborn
3.2 Maintain birthing environment, facilities and equipment in a safe, hygienic and operational state and report or fix faults
3.3 Keep records of birth

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

This unit is equivalent to AHCLSK203A Carry out birthing duties
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCLSK203 Carry out birthing duties

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- implement predator control strategies
- prepare birthing environment, materials and resources to industry standards
- recognise signs of imminent birthing of animals
- apply contingency measures for birthing in the event of adverse weather conditions
- monitor birthing and provide assistance if required or refer on if birthing difficulties require veterinary assistance
- recognise abnormalities in newborn animals
- provide a non threatening environment and access to adequate feed and water immediately post birthing.
- carry out animal husbandry procedures associated with birthing
- monitor animal condition and recognise abnormal behaviour
- provide due care and handle animals humanely in line with enterprise animal welfare policies
- maintain a safe and secure post-birthing environment
- select birthing equipment and materials and check for operation
- demonstrate safe and environmentally responsible workplace practices
- identify hazards and use safe work practices in the birthing environment
- communicate abnormalities, equipment faults and workplace hazards and report and maintain animal records

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant animal behaviour, basic health and nutritional requirements
• birthing environment requirements for animals
• birthing equipment and materials, their components and functions
• birthing intervention and non-intervention strategies
• effects of adverse weather conditions on birthing process and newborn animals
• effects of inadequate nutrition on animals and newborn
• enterprise policies with regard to treating animals, recording and reporting routines
• environmental impacts and minimisation measures associated with animal production
• hazards associated with handling animals
• relevant livestock gestation and appropriate birthing and husbandry procedures
• personal protective clothing and equipment and when and how it should be used
• problems associated with birthing and remedial treatment
• procedures for cleaning and maintaining treatment equipment and materials
• predator behaviour and control procedures
• relevant State/Territory legislation, regulations and codes of practice with regard to work health and safety and animal welfare.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK204 Carry out regular livestock observation

Modification History

<table>
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<tr>
<th>Release Number</th>
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<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to carry out regular livestock observation.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to work with livestock | 1.1 Discuss work to be undertaken with supervisor and seek clarification where necessary  
1.2 Discuss tasks with other workers who may be affected to ensure continued smooth operation of the process  
1.3 Select and check tools and equipment suitable for the work to be undertaken and maintain if necessary  
1.4 Select, use and maintain suitable personal protective equipment in line with work health and safety policies  
1.5 Identify hazards and report to supervisor |
| 2. Carry out livestock checks | 2.1 Check livestock for signs of illness, injuries and abnormalities and report to supervisor  
2.2 Use safe handling techniques while handling livestock  
2.3 Carry out all husbandry and handling activities in line with enterprise animal welfare policies |
| 3. Deal with livestock emergencies | 3.1 Follow enterprise biosecurity policies where required  
3.2 Recognise common signs of livestock injury or life threatening conditions and report to supervisor  
3.3 Use basic emergency and livestock first aid procedures until professional help arrives  
3.4 Report serious cuts and abrasions to livestock to the supervisor or veterinarian |
| 4. Provide veterinary procedure support | 4.1 Treat cuts, abrasions and bruises under instruction from the veterinarian or supervisor  
4.2 Examine animals for signs of distress, injury, illness and abnormal behaviours after completing procedures and report to supervisor  
4.3 Apply appropriate treatment as instructed by a supervisor or veterinarian |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK204A Carry out regular livestock observation

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK204 Carry out regular livestock observation

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and follow safe operating procedures
- check livestock regularly
- handle livestock safely and humanely
- identify signs of ill health, injury and abnormality
- identify symptoms of ill health or injury
- deal efficiently and calmly with livestock emergencies
- complete basic livestock first aid procedures
- record and report serious issues or injuries.
- follow enterprise work health and safety policies
- follow enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- range of ailments that may occur or affect livestock
- application of a range of basic treatments under veterinary supervision
- behaviour of the relevant species
- environmental controls and codes of practice applicable to the enterprise
- organisations livestock production and management plans
- relevant work health and safety legislative requirements
- relevant animal welfare and biosecurity legislation and codes of practice
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK205 Handle livestock using basic techniques

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to safely move, draft and control livestock using basic methods and procedures in an agricultural enterprise.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Livestock (LSK)
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td><strong>1. Prepare to handle livestock</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Confirm work plan with supervisor</td>
<td></td>
</tr>
<tr>
<td>1.2 Identify, prepare and maintain livestock handling areas, gates and access routes</td>
<td></td>
</tr>
<tr>
<td>1.3 Select, check and prepare handling equipment for use and report missing equipment, malfunctions and need for maintenance as required</td>
<td></td>
</tr>
<tr>
<td>1.4 Recognise hazards in the workplace and report safety concerns</td>
<td></td>
</tr>
<tr>
<td>1.5 Select appropriate personal protective equipment and ensure correct fit</td>
<td></td>
</tr>
<tr>
<td><strong>2. Handle livestock</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Locate and identify livestock for handling</td>
<td></td>
</tr>
<tr>
<td>2.2 Observe and anticipate behavioural characteristics of livestock and use appropriate handling methods</td>
<td></td>
</tr>
<tr>
<td>2.3 Move livestock to designated handling areas and carry out procedures to control, draft and sort livestock with due care and in line with enterprise animal welfare policies</td>
<td></td>
</tr>
<tr>
<td>2.4 Carry out restraint procedures safely and with minimum stress and discomfort to livestock and in line with enterprise animal welfare policies</td>
<td></td>
</tr>
<tr>
<td>2.5 Monitor and anticipate continually livestock behaviour during moving and drafting processes to ensure wellbeing of livestock and safety of handlers</td>
<td></td>
</tr>
<tr>
<td>2.6 Conduct or tally livestock numbers or livestock count of groups/mobs and record or report as required</td>
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</tr>
<tr>
<td>2.7 Recognise and report environmental implications associated with livestock production</td>
<td></td>
</tr>
<tr>
<td><strong>3. Complete handling procedure</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Confirm livestock dispersal plan with supervisor as required</td>
<td></td>
</tr>
<tr>
<td>3.2 Prepare gates and access routes for livestock departure</td>
<td></td>
</tr>
<tr>
<td>3.3 Move livestock to designated areas safely and with minimal stress</td>
<td></td>
</tr>
<tr>
<td>3.4 Ensure adequate clean water and feed at destination as required</td>
<td></td>
</tr>
<tr>
<td>3.5 Clean and maintain handling areas and equipment and store surplus materials</td>
<td></td>
</tr>
<tr>
<td>3.6 Report handling area maintenance requirements and equipment faults or malfunctions</td>
<td></td>
</tr>
<tr>
<td>3.7 Dispose of livestock residues and waste in accordance with environmental practices</td>
<td></td>
</tr>
<tr>
<td>3.8 Record and report relevant information</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK205A Handle livestock using basic techniques

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK205 Handle livestock using basic techniques

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare handling areas, gates and access routes for livestock movement
- monitor and anticipate livestock behaviour
- recognise enterprise livestock identification systems
- identify and draft livestock during handling operations
- move and control livestock using low stress livestock handling techniques
- minimise undue stress and risk to livestock and handlers
- recognise livestock abnormalities
- assess, calculate and record livestock numbers
- control the environmental impacts associated with livestock production within the limitations of own responsibility
- follow enterprise work health and safety policies
- follow enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- livestock behavioural characteristics and movement in handling areas
- components and functions of handling equipment
- handling techniques and restraint methods
- enterprise livestock identification systems
- environmental codes of practice with regard to livestock production
- regulatory controls with regard to handling livestock on public roads where required
- common livestock breeds
- basic nutritional and welfare requirements
- range of common livestock abnormalities, illnesses and injuries and associated signs
- relevant work health and safety requirements
- relevant animal welfare and biosecurity legislation and codes of practice

**Assessment Conditions**

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK206 Identify and mark livestock

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to carry out the identification and marking of livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to identify and mark animals | 1.1 Select and check appropriate equipment for correct operation, and maintain or replace as required  
1.2 Select appropriate materials and ensure adequate quantities for required task  
1.3 Identify, clean and prepare suitable marking sites and facilities  
1.4 Prepare and ensure adequate quantities of animal preventative health treatments as instructed  
1.5 Identify hazards, control risks as appropriate and report to supervisor  
1.6 Select, use and maintain suitable personal protective equipment |
| 2. Identify and mark animals | 2.1 Muster animals and identify, draft and move young animals to marking site in readiness for identifying and marking  
2.2 Carry out animal identifying and marking operations in line with enterprise animal welfare policies  
2.3 Carry out contingency plans as instructed in the event of adverse weather conditions  
2.4 Identify environmental implications associated with enterprise operations for identifying and marking animals and report to the supervisor |
| 3. Complete identifying and marking operation | 3.1 Keep tally or record animal numbers as required during operations and assist to conduct and record animal counts at completion of tasks  
3.2 Prepare animals and move along a planned route without damage to person, livestock, property or environment  
3.3 Clean, maintain and store equipment, materials and facilities  
3.4 Report equipment faults or malfunctions  
3.5 Dispose of animal residues and waste appropriately  
3.6 Monitor livestock behaviour and wellbeing post-operations, and mother-up young animals if required  
3.7 Apply enterprise biosecurity and environmental policies where required |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK206A Identify and mark livestock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK206 Identify and mark livestock

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards, control risks and implement safe operating procedures
- prepare and maintain appropriate identifying and marking sites and facilities to industry standards
- handle animals in a safe and humane manner in line with enterprise and industry animal welfare policies
- operate and maintain equipment
- determine identifying and marking methods
- carry out identifying and marking operations
- monitor animal's behaviour post-marking for health and well-being, mother-up animals and their young if required
- apply contingency measures in the event of adverse weather conditions
- tally, count, calculate and record animal numbers during marking operations if required
- demonstrate safe and environmentally responsible workplace practices
- follow enterprise work health and safety policies
- follow enterprise biosecurity and environmental policies as required

Knowledge Evidence

The candidate must demonstrate knowledge of:

- components and functions of animal handling equipment
- animal marking methods and identification systems
- animal preventative health requirements and procedures
- relevant livestock behaviour
- basic livestock health and nutritional requirements
• environmental codes of practice with regard to animal production
• relevant work health and safety requirements
• relevant animal welfare and biosecurity legislation and codes of practice

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK207 Load and unload livestock

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to load and unload animals for transport.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td><strong>Element describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Check facilities and equipment for sound working conditions</td>
<td>1.1 Identify facilities and equipment required for the task and confirm with supervisor&lt;br&gt;1.2 Prepare loading facilities and equipment according to enterprise procedures&lt;br&gt;1.3 Check the work site, facilities and equipment for hazards and operation, control risks where appropriate and report safety concerns to supervisor&lt;br&gt;1.4 Carry out or organise repairs and maintenance of facilities and equipment required for loading or unloading livestock where necessary&lt;br&gt;1.5 Select appropriate personal protective equipment and ensure correct fit</td>
</tr>
<tr>
<td>2. Load animals</td>
<td>2.1 Identify, muster, yard or secure animals using safe working methods in line with enterprise animal welfare policies&lt;br&gt;2.2 Inspect animals for signs of ill health, injury or abnormal behaviours and separate animals unsuitable for transport&lt;br&gt;2.3 Prepare animals for transport&lt;br&gt;2.4 Record identification details of animals and fit individual animal tags as required&lt;br&gt;2.5 Count, record and load livestock safely and with minimal stress to ensure no injury to co-workers or animals in line with enterprise animal welfare policies&lt;br&gt;2.6 Complete vendor declarations and any other required documentation</td>
</tr>
<tr>
<td>3. Unload animals</td>
<td>3.1 Unload livestock in a safe manner to ensure no injury to other workers or animals&lt;br&gt;3.2 Record numbers and individual identification details of livestock&lt;br&gt;3.3 Inspect livestock for signs of ill health, injury or abnormal behaviours and report to appropriate persons&lt;br&gt;3.4 Check documentation and reach agreement on condition of animals with the receiving or dispatching party where required</td>
</tr>
<tr>
<td>4. Perform appropriate animal health procedure</td>
<td>4.1 Sort stock, and separate distressed, injured or ill livestock if required&lt;br&gt;4.2 Undertake animal health treatments off truck if required&lt;br&gt;4.3 Feed and water animals as instructed&lt;br&gt;4.4 Apply enterprise biosecurity policies where required</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK207A Load and unload livestock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK207 Load and unload livestock

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- check loading facilities for correct operation and hazards to animals and workers
- sort livestock as required and separate unsuitable animals for transport
- load and unload livestock
- anticipate animal behaviour
- provide and maintain appropriate animal feed and water
- complete relevant documentation and affix individual tags if required
- monitor animal health and welfare
- read and interpret mustering, work and loading plans and maps
- calculate animal numbers to assess and calculate feed and water requirements
- follow relevant work health and safety requirements
- follow relevant biosecurity policies as required
- follow relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- animal handling and movement methods and techniques
- basic animal health and nutritional requirements
- animal herding and flocking behaviour
- techniques and uses of working dogs where appropriate
- types of animal health treatments that may be required
- common diseases and injuries in livestock
- common abnormal livestock behaviours
• causes of livestock being unfit for transport
• legislative documentation requirements for livestock transport
• relevant work health and safety, biosecurity and animal welfare requirements

Assessment Conditions
Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK208 Monitor livestock to parturition

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor animal health, wellbeing and welfare to parturition.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
Elements and Performance Criteria

<table>
<thead>
<tr>
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<tr>
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</tbody>
</table>
| 1. Check health status of animals | 1.1 Check condition and health status of animals and confirm against enterprise health strategies and records  
1.2 Recognise signs of poor health and condition or abnormal behaviour and report to the supervisor for remedial action  
1.3 Arrange preventative health treatments and administer as instructed  
1.4 Identify hazards and report to supervisor  
1.5 Identify environmental implications associated with production and report to the supervisor |
| 2. Identify pregnant animals | 2.1 Identify animals and separate on basis of pregnancy status  
2.2 Identify dry animals and implement appropriate procedures  
2.3 Report additional assistance required for assessing pregnancy status to the supervisor for remedial action |
| 3. Feed pregnant animal | 3.1 Identify nutritional needs of pregnant animals and confirm against the feeding plan  
3.2 Identify animals with special feeding needs and give them preferential feeding and record  
3.3 Implement supplementary feeding as required and record accordingly  
3.4 Maintain a safe and secure environment for pregnant animals  
3.5 Handle animals with minimum stress and discomfort to the animals without excessive yarding or shedding in line with enterprise animal welfare policies |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK208A Monitor livestock to parturition
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCLSK208 Monitor livestock to parturition

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and follow safety directions
- observe livestock health and wellbeing from joining
- maintain appropriate nutritional and environmental requirements
- recognise and report abnormalities for remedial action
- provide a safe and secure environment for the promotion of the welfare and wellbeing of pregnant animals through to birthing.
- administer preventative health treatments
- calculate animal numbers, measure feed, assess rate and frequency of feeding, and calculate animal gestation
- communicate orally and in writing, animal behaviour and identified abnormalities
- control environmental impacts associated with animal production
- handle pregnant animals with due care
- observe and accurately report animal behaviour
- observe local climatic conditions
- follow relevant work health and safety requirements
- follow relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- effects of adverse weather conditions and inadequate nutrition on pregnant animals and their newborn
- effect of local climatic conditions on the timing of shearing, separating and transporting pregnant animals
- environment codes of practice with regard to animal production
- correct livestock handling techniques for dry and pregnant animals
- health and nutritional requirements for pregnant animals
- housing requirements for intensively produced animals
- livestock identification methods
- pregnant animals behaviour and abnormalities
- pregnancy checking and confirmation procedures (including scanning)
- health treatments, procedures and methods to livestock when required
- relevant work health and safety requirements
- relevant animal welfare and biosecurity legislation and codes of practice

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK209 Monitor water supplies

Modification History

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<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to monitor the supply of potable water for livestock from water storages and sources.

All work must be carried out to comply with workplace procedures, work health and safety, legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
### Elements describe the essential outcomes.

<table>
<thead>
<tr>
<th>1. Monitor water supplies</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1 Inspect water supplies routinely</td>
</tr>
<tr>
<td></td>
<td>1.2 Recognise high and low water levels and report to supervisor</td>
</tr>
<tr>
<td></td>
<td>1.3 Carry out treatment of water quality problems or pathogens according to enterprise procedures</td>
</tr>
<tr>
<td></td>
<td>1.4 Record and report information on water supplies</td>
</tr>
<tr>
<td>2. Inspect and clear intake and outlet points</td>
<td>2.1 Inspect intakes and outlets</td>
</tr>
<tr>
<td></td>
<td>2.2 Report potential blockages and clear actual blockages</td>
</tr>
<tr>
<td></td>
<td>2.3 Check and replace water filters as required</td>
</tr>
<tr>
<td></td>
<td>2.4 Reposition intake lines as necessary to ensure unobstructed suction</td>
</tr>
<tr>
<td></td>
<td>2.5 Clear strainers of debris and sludge</td>
</tr>
<tr>
<td>3. Operate water delivery equipment</td>
<td>3.1 Identify hazards and risks and report to supervisor</td>
</tr>
<tr>
<td></td>
<td>3.2 Prepare and check water delivery equipment</td>
</tr>
<tr>
<td></td>
<td>3.3 Operate water delivery equipment</td>
</tr>
<tr>
<td></td>
<td>3.4 Check outflow to ensure water delivery equipment is operating correctly</td>
</tr>
<tr>
<td></td>
<td>3.5 Shut down water delivery equipment as required</td>
</tr>
<tr>
<td></td>
<td>3.6 Report on activities and water delivery equipment</td>
</tr>
</tbody>
</table>

### Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Unit Mapping Information

<table>
<thead>
<tr>
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<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCLSK209 Monitor water supplies Release</td>
<td>Minor edits to clarify PC 1.3 and to correct evidence requirements</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for AHCLSK209 Monitor water supplies

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and follow safety procedures
- record and report water supply information, activities and system performance
- read and follow manufacturers procedures
- problem solve to identify potential as well as actual blockages
- undertake basic poly pipe repairs
- check outflow rates
- clear blockages using safe working procedures
- check flow rates
- inspect and report on water supplies with only routine supervision
- follow work health and safety requirements.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- water delivery systems and components and their operation
- common water quality problems
- enterprise procedures for carrying out inspections, recording and reporting water information and system performance
- environmental impacts and procedures for water supplies
- relevant work health and safety requirements.
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK210 Muster and move livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to muster and move livestock as part of a team.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
# Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for muster | 1.1 Identify mustering requirements and confirm with supervisor  
1.2 Arrange transport requirements and check and confirm for operation  
1.3 Identify and access additional information relevant to livestock movements  
1.4 Identify hazards and safety concerns and report to the supervisor  
1.5 Select and use personal protective equipment |
| 2. Carry out muster | 2.1 Locate livestock identified in the muster plan and aggregate in preparation for movement  
2.2 Carry out muster processes in line with enterprise animal welfare policies |
| 3. Move livestock | 3.1 Carry out livestock movement with minimal stress to livestock and without damage to person, property or environment  
3.2 Monitor and maintain livestock welfare during movement with adequate provision of rest, water and feeding points  
3.3 Confine and pasture livestock at destination  
3.4 Count and record numbers of livestock  
3.5 Follow enterprise biosecurity policies where required |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCLSK210A Muster and move livestock
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCLSK210 Muster and move livestock

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and follow safe work procedures
- read and interpret muster plans and maps
- prepare equipment and working dogs (when used) for handling livestock
- implement directions for mustering
- monitor livestock behaviour and recognise abnormalities
- muster and move livestock along prepared routes in a calm and controlled manner
- handle livestock safely and humanely, monitor welfare of mustered stock
- monitor and minimise impacts to the environment
- communicate effectively with the muster team
- calculate livestock numbers and assess and calculate feed and water requirements
- follow relevant work health and safety requirements
- follow relevant biosecurity requirements where required
- follow relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- mustering and movement methods and techniques
- livestock basic health and nutritional requirements
- livestock herding/flocking behaviour
- environmental codes of practice with regard to livestock production
- working dogs uses and techniques (where appropriate)
- legislative requirements for stock movement along public roads
Assessment Requirements for AHCLS K210 Muster and move livestock

- environmental impacts and procedures for livestock movements and musters
- relevant work health and safety requirements
- relevant animal welfare and biosecurity legislation and codes of practice

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK211 Provide feed for livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare and provide feed for livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Unit Sector
Livestock (LSK)
## Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Prepare for feeding | 1.1 Check and record condition and health status of livestock  
1.2 Confirm feed and feed supplements and prepare in line with feeding plan  
1.3 Check and maintain water supply, quality and quantity to meet livestock requirements  
1.4 Identify hazards and report to the supervisor  
1.5 Select and use suitable personal protective clothing and equipment |
| 2. Feed livestock | 2.1 Provide feed and feed supplements in line with feeding plan  
2.2 Monitor feeding process to ensure livestock are feeding effectively  
2.3 Safely handle livestock in line with enterprise animal welfare policies  
2.4 Follow procedures to minimise feed wastage and spillage, and dispose of and recycle feed waste appropriately  
2.5 Note variations to individual eating and drinking patterns and report |
| 3. Complete the feeding process | 3.1 Record feeding abnormalities and report to the supervisor  
3.2 Maintain a clean and safe working area  
3.3 Maintain records  
3.4 Follow enterprise biosecurity policies where required |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCLSK211A Provide feed for livestock
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK211 Provide feed for livestock

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work procedures
- monitor and record livestock condition
- provide feed and feed supplements in accordance with feeding plan
- monitor livestock health and condition, and recognise abnormalities
- employ safe and environmentally responsible systems and procedures with regard to the handling of livestock and feed
- read and interpret feeding plan, work plan and supervisors’ instructions
- communicate and report livestock feeding abnormalities and workplace hazards, and maintain livestock records
- assess and calculate herd/flock numbers, measure feed and rate and frequency of feeding
- safely handle livestock in line with enterprise animal welfare policies
- report feeding abnormalities and maintain records
- follow relevant work health and safety requirements
- follow relevant biosecurity requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- nutritional requirements for livestock (including water)
- types of feed and feed supplements (including pastures and grazing)
- types of noxious and toxic plants relevant to feeding areas
- livestock health and behaviour
- livestock scoring and weighing methods
• environmental impact of livestock
• safe livestock handling techniques and procedures
• hazards associated with handling livestock and control measures
• personal protective clothing and equipment
• relevant work health and safety requirements
• relevant animal welfare and biosecurity legislation and codes of practice

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK213 Clean out production sheds

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to clean out sheds used for the production of livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to clean shed</td>
<td>1.1 Confirm work to be undertaken with supervisor 1.2 Identify work health and safety hazards and seek advice from</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>supervisor for implementation of suitable risk controls</td>
</tr>
<tr>
<td></td>
<td>1.3 Select, maintain and use suitable personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify the potential environmental and biosecurity impacts of cleaning the shed and seek advice from supervisor for managing these impacts</td>
</tr>
<tr>
<td></td>
<td>1.5 Raise, dismantle or remove equipment from the shed for cleaning and clean equipment to appropriate industry standards</td>
</tr>
<tr>
<td></td>
<td>1.6 Cover or seal electrical switchboards and other equipment to prevent entry of water if appropriate</td>
</tr>
<tr>
<td>2. Clean shed and surrounds</td>
<td>2.1 Service and prepare machinery for cleaning operation</td>
</tr>
<tr>
<td></td>
<td>2.2 Remove and dispose of litter where these are used</td>
</tr>
<tr>
<td></td>
<td>2.3 Remove and dispose of manure appropriately</td>
</tr>
<tr>
<td></td>
<td>2.4 Remove dust and cobwebs from all surfaces</td>
</tr>
<tr>
<td></td>
<td>2.5 Service filters and flush drinker lines and tanks</td>
</tr>
<tr>
<td></td>
<td>2.6 Empty and clean silos where appropriate</td>
</tr>
<tr>
<td></td>
<td>2.7 Prepare and use cleaning agents in line with safe working procedures</td>
</tr>
<tr>
<td></td>
<td>2.8 Air shed to completely remove traces or vapours of the cleaning agent prior to re-entry of staff and re-installation of equipment</td>
</tr>
<tr>
<td></td>
<td>2.9 Handle chemical agents safely and use in accordance with relevant work health and safety and industry practices</td>
</tr>
<tr>
<td></td>
<td>2.10 Dry clean electrical equipment</td>
</tr>
<tr>
<td></td>
<td>2.11 Ensure run-off from cleaning activity complies with enterprise, industry and regulatory effluent and waste management procedures</td>
</tr>
<tr>
<td></td>
<td>2.12 Ensure all cleaning and hygiene processes are completed to industry standards</td>
</tr>
<tr>
<td>3. Complete cleaning operation</td>
<td>3.1 Clean and store equipment appropriately at end of operation</td>
</tr>
<tr>
<td></td>
<td>3.2 Dispose of containers, leftover fluids, waste and debris from the cleaning operations appropriately</td>
</tr>
<tr>
<td></td>
<td>3.3 Complete records and documentation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK213A Clean out production sheds

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK213 Clean out production sheds

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify work health and safety hazards, follow safe work practices and use personal protective equipment appropriately
- make appropriate preparations for cleaning out shed
- clean shed and surrounds
- complete cleaning operation
- complete records
- follow relevant environmental and biosecurity practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of sheds and equipment found in sheds
- methods to handle and transport equipment found in sheds
- methods of sealing or covering shed equipment to prevent entry of water
- methods for dry cleaning electrical equipment
- environmental and biosecurity impacts of shed cleaning operation, and measures to mitigate these impacts
- equipment and machinery used for shed cleaning operation, and the maintenance, servicing and storage of such equipment and machinery
- environmental and biosecurity impacts and methods of disposal of effluent, bio-waste and waste generated by the cleaning operation
- cleaning, maintenance and servicing of filters, drinker lines, tanks and silos
- types, handling, use and disposal of cleaning agents, work health and safety and environmental practices for these agents
• types of documentation and records that need to be completed after the cleaning operations
• relevant work health and safety requirements

Assessment Conditions
Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK214 Maintain production growing environments

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain growing environments for livestock under production.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

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</tbody>
</table>
| **1. Maintain environment systems** | 1.1 Carry out biosecurity procedures, including access to sheds and boot washing  
1.2 Carry out maintenance work according to enterprise work health and safety standards for hazards identification, risk assessment and risk control measures  
1.3 Carry out shed heating, cooling and ventilation systems maintenance  
1.4 Check litter and manure conditions and report changes  
1.5 Maintain lighting programs specified for the production unit and report variations  
1.6 Clean light globes regularly and report malfunctions  
1.7 Check feed program is working according to enterprise procedures and report malfunctions  
1.8 Check feeding times and feed rate when restricted feeding is practised and report malfunctions  
1.9 Carry out maintenance work as necessary  
1.10 Check waterers in sheds and report malfunctions |
| **2. Observe and assess livestock health** | 2.1 Check livestock regularly  
2.2 Recognise and report ill health of livestock  
2.3 Carry out disease prevention strategies appropriate to the unit as instructed and in line with biosecurity codes |
| **3. Handle livestock** | 3.1 Handle livestock in accordance with animal welfare requirements and codes of practice  
3.2 Count and identify livestock  
3.3 Recognise and identify injured, malformed or non-productive livestock, and report to enterprise or supervisor  
3.4 Treat livestock under direction of the unit supervisor, and report the effects of treatment |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK214A Maintain production growing environments

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2 322cf72
Assessment Requirements for AHCLSK214 Maintain production growing environments

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify work health and safety hazards and follow safe work practices
- follow relevant biosecurity practices
- maintain environment systems
- observe and assess livestock health
- follow relevant animal welfare practices when handling or treating livestock

Knowledge Evidence

The candidate must demonstrate knowledge of:
- relevant biosecurity requirements
- relevant animal welfare requirements
- relevant work health and safety requirements and sustainability practices
- shed heating, cooling and ventilations systems, their functions, maintenance and servicing, and impact of changes on livestock
- types of litter, functions and impact of litter changes on livestock
- impact of manure conditions on livestock
- lighting programs and impact of variations in lighting programs on livestock
- types of lighting, functions, maintenance and servicing
- feeding programs and impact of changes and malfunctions on livestock
- restricted feeding and impact of changes and malfunctions on livestock
- watering systems, functions, maintenance and servicing, and the impact of changes and malfunctions on livestock
- types of maintenance work that need to be carried out in a livestock production unit
Assessment Requirements for AHCSI5K214 Maintain production growing environments

- signs of health, anatomy, physiology and behaviour of the livestock species
- signs of ill health in the livestock species
- signs of injury, malformation and non-productiveness in livestock
- types of disease prevention strategies and their functions
- methods for handling livestock
- methods for counting and identifying livestock
- types of treatment in livestock and assessment of treatment effectiveness

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK215 Carry out alpaca handling and husbandry operations

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to move and control alpacas using basic handling methods and procedures.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1 Prepare to handle alpacas** | 1.1 Identify, prepare and maintain alpaca handling areas, gates and access routes  
1.2 Locate and identify alpacas for handling according to supervisor instructions  
1.3 Observe and anticipate behavioural characteristics of alpacas and select appropriate handling methods  
1.4 Select, check for soundness and prepare handling equipment  
1.5 Identify hazards and report to supervisor  
1.6 Recognise hazards to animals and report to supervisor  
1.7 Observe site quarantine and other biosecurity protocols  
1.8 Select and use suitable personal protective equipment |
| **2 Handle alpacas** | 2.1 Follow procedures to control and sort alpacas safely and in line with enterprise animal welfare policies  
2.2 Classify alpacas according to age, sex and husbandry tasks to be performed  
2.3 Carry out restraint procedures with minimum stress and discomfort to alpacas  
2.4 Transport alpacas when required according to animal welfare requirements  
2.5 Monitor and anticipate alpaca behaviour during moving and handling processes to ensure wellbeing of alpacas and safety of handlers  
2.6 Conduct alpaca count record  
2.7 Recognise environmental impacts of alpaca handling and husbandry tasks and report to supervisor |
| **3 Carry out alpaca husbandry tasks** | 3.1 Carry out alpaca husbandry safely and in line with enterprise animal welfare policies  
3.2 Identify unhealthy stock and abnormal conditions and behaviour and report  
3.3 Provide adequate feed and clean water to stock  
3.4 Recognise plants poisonous to alpacas and report to supervisor |
| **4 Complete alpaca handling activities** | 4.1 Complete alpaca husbandry tasks as instructed, and prepare gates and access routes for alpacas' departure  
4.2 Clean and maintain handling areas and equipment and store surplus materials  
4.3 Report equipment faults or malfunctions |
Element | Performance criteria
--- | ---
 | 4.4 Dispose of alpaca residues and waste appropriately
 | 4.5 Record and report relevant information about particular animals and the husbandry tasks performed

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK215A Carry out alpaca handling and husbandry operations

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK215 Carry out alpaca handling and husbandry operations

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and apply safe work practices
- assess and calculate alpaca numbers
- prepare handling areas, gates and access routes for alpaca movement
- monitor and anticipate alpaca behaviour in handling operations
- identify, sort, move and control alpacas for handling and husbandry operations
- use correct equipment, and calming and humane methods to minimise undue stress and risk to alpacas or handlers
- carry out typical basic alpaca husbandry tasks
- recognise and report signs of unusual behaviour, unhealthy animals or abnormal conditions
- control environmental impacts associated with alpaca handling and husbandry
- feed and provide adequate clean water to alpacas
- identify a range of plants poisonous to alpacas
- provide due care in the handling of alpacas
- read and comprehend oral and written information and instructions and maintaining alpaca handling records
- use enterprise alpaca identification systems
- follow relevant work health and safety requirements
- follow relevant biosecurity requirements
- follow relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
• alpaca behavioural characteristics and movement in handling areas
• classes of alpacas and their basic nutritional and welfare requirements
• components and functions of handling equipment
• enterprise identification systems for alpacas
• environmental codes of practice with regard to alpaca production
• correct handling techniques and restraint methods
• alpaca husbandry procedures and why they are carried out
• regulatory controls relating to the transport of animals on public roads
• relevant work health and safety requirements
• relevant animal welfare and biosecurity legislation and codes of practice

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK216 Clean and maintain livestock pens

Modification History

<table>
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Application

This unit of competency describes the skills and knowledge required to clean and maintain livestock pens.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock
Elements and Performance Criteria

<table>
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<td>Elements describe the essential outcomes.</td>
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</table>
| 1. Prepare to clean pens | 1.1 Confirm work to be undertaken with supervisor  
1.2 Identify work health and safety hazards and seek advice from supervisor for implementation of suitable risk controls  
1.3 Select, maintain and use suitable personal protective equipment  
1.4 Identify the potential environmental and biosecurity impacts of cleaning the pens and seek advice from supervisor for managing these impacts  
1.5 Raise, dismantle or remove equipment from the pens for cleaning if required and clean equipment to appropriate industry standards |
| 2. Clean pens | 2.1 Service and prepare machinery and tools for cleaning operation  
2.2 Remove and dispose of manure appropriately  
2.3 Clean feeding and watering troughs or equipment appropriately  
2.4 Ensure run-off from cleaning activity complies with enterprise, industry and regulatory effluent and waste management procedures  
2.5 Ensure all cleaning and hygiene processes are completed to industry standards |
| 3. Maintain pens | 3.1 Repack worn and uneven pen surface appropriately  
3.2 Repair damaged feed bunks and leaking water troughs as required  
3.3 Repair pen fences, gates and shade structures as required |
| 4. Complete cleaning and maintenance operation | 4.1 Clean and store equipment appropriately at end of operation  
4.2 Dispose of containers, leftover fluids, waste and debris from the cleaning operations appropriately  
4.3 Complete records and documentation |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
No equivalent unit.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK216 Clean and maintain livestock pens

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify work health and safety hazards, follow safe work practices and use personal protective equipment appropriately
- make appropriate preparations for cleaning livestock pens
- clean and maintain pens
- complete cleaning and maintenance operation
- follow relevant environmental and biosecurity practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- requirements and methods of cleaning livestock pens
- environmental and biosecurity impacts of pen cleaning operation and measures to mitigate these impacts
- types and use of tools, equipment and machinery for pen cleaning operation and the maintenance, servicing and storage of such tools, equipment and machinery
- environmental and biosecurity impacts and methods of disposal of effluent, bio-waste and waste generated by the cleaning operation
- cleaning and maintenance of feeding and watering troughs or similar equipment
- types of documentation and records that need to be completed after the cleaning operations
- relevant work health and safety, biosecurity and environmental management policies
Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK217 Apply animal welfare principles to handling and husbandry of livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to apply animal welfare principles to the handling and husbandry of animals to ensure their welfare.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>
| 1. Identify animal welfare requirements | 1.1 Identify legislative, regulatory and industry animal welfare requirements  
1.2 Identify the principles of animal welfare |
| 2. Comply with animal welfare requirements | 2.1 Follow enterprise work health and safety policies  
2.2 Carry out animal handling and husbandry activities in compliance with relevant animal welfare codes of practice and workplace requirements  
2.3 Recognise animal welfare issues in the workplace and report to supervisor or management  
2.4 Take appropriate corrective action as instructed by supervisor  
2.5 Complete appropriate record keeping of workplace animal welfare concerns and actions taken as required |
| 3. Participate in animal welfare process | 3.1 Participate in workplace or industry animal welfare induction programs and training  
3.2 Participate in workplace or industry animal welfare emergency training |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK217 Apply animal welfare principles to handling and husbandry of livestock

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow enterprise work health and safety policies
- identify animal welfare requirements in relevant legislation, regulations, codes of practice and workplace procedures
- apply animal welfare principles to animal handling and husbandry activities in compliance with relevant animal welfare codes of practice and workplace requirements
- recognise and report animal welfare issues to supervisor
- participate in workplace or industry animal welfare emergency training

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant animal welfare legislation, regulations and codes of practice
- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice
- workplace or industry animal welfare procedures and animal emergency procedures
- workplace or industry procedures for reporting and recording animal welfare concerns, non-conformance and malpractice in the workplace
- relevant work health and safety requirements

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK218 Ride educated horses to carry out basic stock work

Modification History

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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to handle and ride calm horses educated to muster and move livestock. It addresses the potential risks associated with working with and around horses and livestock.

The unit applies to individuals who have experience in riding horses assessed as calm, consistent and obedient. They work under general supervision, with some accountability for their own work, identifying and providing solutions to a limited range of predictable problems.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

The prerequisite units of competency for this unit are:
- ACMEQU202 Handle horses safely
- ACMEQU206 Perform horse riding skills at walk, trot and canter.

Note the following chain of prerequisites that also applies to this unit.
Unit of competency | Prerequisite requirement
---|---
ACMEQU202 Handle horses safely | ACMEQU205 Apply knowledge of horse behaviour
ACMEQU206 Perform horse riding skills at walk, trot and canter | ACMEQU202 Handle horses safely

Unit Sector
Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tbody>
</table>
| 1. Maintain horse health and condition | 1.1 Monitor horses for signs of ill health, injury, or poor condition as part of daily routines  
1.2 Report horse condition to supervisor  
1.3 Administer treatments for common ailments safely and humanely under supervision of veterinarian or supervisor  
1.4 Carry out hoof care and cleaning according to safe workplace practices  
1.5 Apply workplace biosecurity and sustainability policies and follow workplace procedures |
| 2. Prepare horses for work | 2.1 Assess work to be undertaken and confirm with supervisor  
2.2 Identify hazards, assess risks, and implement control measures for working safely with horses  
2.3 Select and check equipment suitable for the work to be undertaken  
2.4 Select and use appropriate personal protective equipment (PPE) during preparation activities  
2.5 Identify horses by sex, colour, markings, and brands  
2.6 Safely and humanely catch assigned horse, assess for health and soundness, and promptly report any issues to supervisor |
## Elements

**Elements describe the essential outcomes.**

**Performance criteria describe the performance needed to demonstrate achievement of the element.**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>2.7 Confirm with supervisor that the assigned horse is suitable for required work and own skill level</td>
<td></td>
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<tr>
<td>2.8 Prepare horse for ridden work including a pre-exercise groom</td>
<td></td>
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<tr>
<td>2.9 Fit and adjust, for individual horses, the appropriate working gear to manage and control horse for required work</td>
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</tr>
</tbody>
</table>

### 3. Ride horses for stock work

3.1 Select and use equipment (PPE) for riding

3.2 Lunge horse safely and humanely to check gear fit and horse behaviour

3.3 Mount horse safely

3.4 Safely control the horse at walk, trot, and canter prior to beginning stock work

3.5 Practise appropriate safety drills and safely perform emergency manoeuvres including one-rein stops

3.6 Using safe riding techniques, ride quiet, consistent and obedient horses to carry out basic stock work duties

3.7 Work and safely control horse at a walk, trot, and canter as part of stock husbandry routines

3.8 Safely dismount horse

3.9 Report and record stock work activities

### 4. Provide post ride care

4.1 Remove gear and groom, wash, or clean horse, according to workplace policy

4.2 Water and feed horse in line with workplace policy

4.3 Release horse safely to appropriate enclosure, paddock, or yard

4.4 Check, clean, maintain, and store working gear and PPE

4.5 Report damaged or repair working gear as instructed

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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Approved  
© Commonwealth of Australia, 2019
Skill | Description
--- | ---
Writing | • Record data and observations about livestock in workplace forms accurately
Oral communication | • Use active listening and questioning techniques to clarify and confirm instructions and report information
Navigate the world of work | • Follow workplace procedures, including safe work and safe horse handling practices and animal welfare principles, in own role and work area
Get the work done | • Plan and organise tasks and assemble equipment to complete basic livestock activities, taking safety and risk factors into consideration

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>current version</td>
<td>previous version</td>
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</tr>
<tr>
<td>AHCLSK218 Ride educated horses to carry out basic stock work Release 2</td>
<td>AHCLSK218 Ride educated horses to carry out basic stock work Release 1</td>
<td>Minor changes to wording to clarify safety requirements and addition of foundation skills descriptions</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK218 Ride educated horses to carry out basic stock work

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Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has safely ridden at least two different calm, consistent and obedient horses educated for stock work to carry out at least three assigned jobs involving riding horses for basic stock work duties. For each job there must be evidence that the individual has:

- prepared for the job by:
  - recognising hazards and implementing required risk control measures
  - identifying relevant work health and safety requirements
  - selecting and using suitable personal protective equipment (PPE)
  - selecting suitable saddlery and equipment
  - identifying the assigned horse by gender, colour markings, and brands
  - catching assigned horse and assessing for health and soundness
  - communicating with supervisor to discuss concerns and suitability of horse for the assigned job

- handled horse safely and humanely during job including:
  - safely and correctly fitting, then checking and adjusting working gear to suit individual horse
  - mounting horse safely
  - riding and controlling horse, at a walk, trot, and canter, to perform basic stock work duties
  - adhering to animal welfare policies when working around horses and livestock
  - minimising stress of livestock when checking, mustering, and moving livestock
  - dismounting horse safely

- completed post-ride activities including:
Assessment Requirements for AHCLS12108 Ride educated horses to carry out basic stock work

- cleaning, feeding and watering horse
- checking, cleaning and maintaining tack
- completing records as required by workplace.

In addition, there must be evidence that the individual has monitored the condition of at least one horse (which may be one of the above-mentioned three horses), including:

- identifying signs of ill health, injury, or poor condition, and reporting to supervisor
- safely and humanely administering basic treatments under supervision
- carrying out basic hoof care and cleaning safely and humanely.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key features of work health and safety, animal welfare codes of practice, biosecurity requirements, and sustainability practices in the context of own job role
- basic pre-activity risk assessment for basic stock work
- common horse gender, colours, markings, and other identifying features
- common basic features of horse behaviour and psychology
- the features of livestock behaviour and how this is utilised to minimise stress for horse and livestock
- relevant workplace procedures, industry standards, and guidelines for horse riding and riding safety, including lungeing or riding in a yard before outside and one-rein stops
- basic care and husbandry, and procedures for horses
- the common signs of disease or injury in horses, basic anatomy and physiology of the horse
- the use of horses for workplace operations
- care and maintenance of working gear.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions, including livestock handling yards and paddocks
- resources, equipment and materials:
  - various live, calm, consistent and obedient horses educated for stock work and assessed as suitable for the experience and skill of the individual
  - livestock to muster, move, and check
  - appropriate tack for individual, horse and activity
  - personal protective equipment (PPE) correctly fitted and applicable to activity for the individual
• specifications:
  • work instructions and procedures for carrying out basic stock work.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCLSK301 Administer medication to livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to apply preventative health treatments and other medications to livestock under professional supervision.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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## Element

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<tr>
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<td>achievement of the element.</td>
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</tbody>
</table>
| 1. Prepare for treatment of livestock | 1.1 Select equipment and materials and check for safe and sound operation and confirmed against work plan  
1.2 Prepare livestock treatment site and facilities  
1.3 Prepare livestock treatments  
1.4 Identify hazards, assess risk and implement risk controls |
| 2. Treat livestock | 2.1 Muster livestock and yard, control, inspect and identify for treatment in line with enterprise requirements and animal welfare policies  
2.2 Use low risk operating procedures with regard to livestock handling  
2.3 Calculate dose rates and calibrate equipment  
2.4 Administer treatment  
2.5 Identify and minimise environmental impacts  
2.6 Minimise risks of resistance to veterinary medicines and chemicals |
| 3. Complete treatment process | 3.1 Prepare livestock and move along planned route without damage to person, property or environment  
3.2 Clean, maintain and store equipment, materials and facilities used for treatments  
3.3 Dispose of livestock residues and waste appropriately |
| 4. Monitor effectiveness of treatment | 4.1 Monitor livestock post-treatment for signs of treatment effectiveness  
4.2 Recognise abnormalities in livestock health and condition and treat appropriately  
4.3 Record livestock treatment process and outcomes including withholding periods  
4.4 Apply enterprise biosecurity policies where required |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK301A Administer medication to livestock

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCLSK301 Administer medication to livestock

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work practices
- prepare, clean and maintain treatment site, facilities and equipment to industry standards
- select and utilise equipment and materials appropriate for treating requirements and match to work tasks
- muster, move and handle livestock for health treatments
- administer preventative health treatments in accordance with work plan
- monitor effectiveness of treatments and provide follow up if required
- maintain records of treatments
- assess and calculate herd/flock numbers, measure dosage and quantities
- monitor livestock behaviour and recognise abnormalities
- apply contingency measures for administering treatments in the event of adverse weather conditions
- carry out animal husbandry procedures
- provide due care and handle livestock humanely
- communicate abnormalities, equipment faults and workplace hazards
- read and interpret manufacturers specifications, work and maintenance plans, veterinary chemical labels and Safety Data Sheets (SDS’s)
- apply relevant work health and safety requirements
- apply relevant biosecurity requirements
- apply relevant animal welfare practices
- apply relevant environmental sustainability practices
Knowledge Evidence

The candidate must demonstrate knowledge of:

- equipment and materials for treating livestock, their components and functions
- livestock health treatments, procedures and methods
- livestock identification methods
- mustering and moving techniques
- withholding periods for residues in meat, milk or wool
- technique of disposing of livestock residues and waste appropriately
- hazards associated with handling livestock and veterinarian medicines and chemicals
- implications and management of veterinary medicine and/or chemical resistance
- personal protective clothing and equipment and when and how it should be used and maintained
- procedures for cleaning and maintaining treatment equipment and materials
- enterprise policies with regard to treating livestock, recording and reporting routines
- relevant State/Territory legislation, regulations and codes of practice with regard to work health and safety, animal welfare, biosecurity and the use and control of hazardous substances

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK302 Mate and monitor reproduction of alpacas

Modification History

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Application

This unit of competency describes the skills and knowledge required to mate and monitor the reproduction of alpacas.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Prepare animals for mating  | 1.1 Select male and female animals to be mated from the stud’s mating plan  
1.2 Determine condition of animals selected for mating and record body scores are recorded to comply with recognised industry practices  
1.3 Adjust nutritional program where required and monitor to produce optimum condition for mating  
1.4 Make preparations where females are over-fleeced to ensure that tail and vulva area are clean and free of fleece  
1.5 Check animals for signs of infection or other reason not to proceed with the planned mating and take remedial action as appropriate |
| 2. Facilitate mating           | 2.1 Identify receptive females  
2.2 Ensure paddock or pen mating areas are secure and provide access for handlers during joining  
2.3 Use mating procedures and handling techniques that minimise stress and discomfort to animals and meet work health and safety and animal welfare requirements  
2.4 Supervise pen mating and intervene when required to maximise conception rates |
| 3. Complete mating procedures  | 3.1 Undertake or commission pregnancy at earliest opportunity to identify pregnancy status of animals and take suitable action as required  
3.2 Record of mating details |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK302A Mate and monitor reproduction of alpacas.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK302 Mate and monitor reproduction of alpacas

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implementing safe operating procedures
- accurately score alpaca condition
- assist with ultrasonography and blood collection if requested by professional service providers
- clean up work site and safely dispose of waste
- monitor the condition of female and male alpacas
- recognise ovulation and detect oestrus in females
- supervise alpaca mating and assisting as appropriate
- conduct a spit off
- conduct and commission pregnancy tests
- identify and implement action required as a result of pregnancy tests
- communicate effectively with other team members and veterinarians
- apply relevant work health and safety requirements
- apply relevant biosecurity policies requirements
- apply relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- alpaca handling and assisted joining techniques
- alpaca health and abnormalities
- alpaca movement and behavioural characteristics
- enterprise and industry identification system for alpaca
enterprise and industry policies regarding recording and reporting routines for matings
management of female and male body conditions core through nutrition programs
Johne's disease status mating procedures
mobile mating procedures
relevant Personal Protective Equipment (PPE) and when and how it should be used
pregnancy testing techniques, including detection of ovulation
state and territory animal welfare legislation and codes of practice
relevant state and territory legislation, regulations and codes of practice with regard to
work health and safety and biosecurity

Assessment Conditions
Competency is to be assessed in the work place or workplace and simulated environments that
accurately reflect performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCLSK303 Carry out feedlot operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out feedlot operations.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes or practice and sustainability practices.

This unit applies to corporate, small scale or opportunity lot feeding of cattle, sheep and goats.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to work with livestock feed | 1.1 Check work to be undertaken from work program and confirm with supervisor where necessary.  
1.2 Identify work health and safety hazards, assess risks and apply suitable control measures  
1.3 Select, use and maintain suitable personal protective equipment  
1.4 Select, check and maintain tools and equipment suitable for the work to be undertaken  
1.5 Identify environmental impacts of undertaking work, assess likely outcomes and, if necessary, take responsible action |
| 2. Mix feed | 2.1 Calibrate scales and containers to be used for measurements  
2.2 Identify ingredients from instructions and obtain from storage locations  
2.3 Measure ingredients in the specified ratios and quantities  
2.4 Blend ingredients adequately and hygienically in the manner specified using appropriate equipment  
2.5 Carry out grinding, where required, in the manner specified and using appropriate equipment |
| 3. Feed livestock | 3.1 Store feed appropriately  
3.2 Check the physical quality, quantity and type of feed on their arrival to the shed  
3.3 Feed livestock at scheduled time, rate and frequency  
3.4 Maintain quality and hygiene of feed throughout the feeding process |
| 4. Apply and maintain feedlot hygiene and biosecurity procedures | 4.1 Examine livestock entering feedlot, check their documentation and quarantine them for specified period  
4.2 Maintain cleanliness and hygiene by selecting and using appropriate cleaning methods  
4.3 Maintain thorough personal hygiene practices in all activities associated with handling livestock, including reducing risks from diseases transmissible to humans (zoonotic diseases)  
4.4 Dismantle and clean equipment and fittings and replace correctly  
4.5 Place and dispose of waste and debris in allocated areas, and ensure run-off is managed according to the Feedlot Code of Practice, environmental legislation and public health standards  
4.6 Check and sign in visitors to feedlot according to enterprise and industry procedures |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK303A Carry out feedlot operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK303 Carry out feedlot operations

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply relevant work health and safety requirements, identify hazards and implement safe work procedures
- prepare equipment and machinery mixing feed
- identify a range of grain and feed types and qualities
- mix livestock feed
- feed livestock
- follow relevant procedures for the safe and environmentally responsible disposal of waste
- apply and maintain relevant feedlot hygiene and biosecurity procedures
- apply relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant work health and safety requirements
- relevant biosecurity requirements
- relevant animal welfare practices
- tools and equipment used for working with livestock feed, their functions and maintenance
- environmental impacts of working with livestock feed and mitigation methods
- measurement systems for livestock feed, and calibration and maintenance of measuring equipment
- types of grains and feed ingredients (grains, meals, vitamins, minerals and premix formulations) used for feeding livestock, their functions, characteristics and quality assessment methods
• methods and equipment for blending and grinding of feed
• methods of storage and handling of livestock feed and impact of feed quality changes on livestock
• livestock feeding programs and impact of program changes or variations on livestock
• impact of biosecurity practices on livestock in a feedlot
• cleaning methods, cleaning agents, their proper use and disposal, and relevant Work Health and Safety practices
• common zoonoses and their impacts on human and livestock health
• management and disposal of waste, debris and run-offs according to relevant biosecurity and environmental regulations, codes of practice, industry and enterprise standards
• management of and biosecurity requirements for visitors to the feedlot

**Assessment Conditions**

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK304 Carry out post-mortem examination of livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out post-mortem examination of livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities, work in a range of known contexts and use discretion and judgement in the selection and use of available resources.

Individuals must comply with national and local regulations for disposal of the carcass.

Individuals must comply with regulations for sending of biological samples by post.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare to conduct post-mortem / necropsy</td>
<td>1.1 Select site for post-mortem, ensuring compliance with biosecurity and environmental requirements 1.2 Prepare the site to be used for the post-mortem 1.3 Obtain and collate all relevant preliminary information about the carcass to be examined 1.4 Identify work health and safety and biosecurity hazards, assess risks and take appropriate action 1.5 Select and use personal protective equipment 1.6 Obtain and prepare required equipment and resources 1.7 Move the animal to be examined to the post mortem area using appropriate manual lifting techniques and equipment 1.8 Seek expert assistance if required</td>
</tr>
<tr>
<td>2. Carry out post-mortem examination</td>
<td>2.1 Carry out external assessment and note outward signs of disease or injury 2.2 Seek expert advice and assistance before proceeding where unusual symptoms are present 2.3 Perform post mortem of the carcass in a systematic and safe manner using appropriate techniques and equipment, without causing artificial damage to organs and tissues 2.4 Examine organs, tissues and joints 2.5 Take samples of organs and tissues where appropriate, and place in properly labelled containers to meet laboratory requirements 2.6 Record relevant data and details of the post mortem examination and suggest the cause of death where possible</td>
</tr>
<tr>
<td>3. Carry out post necropsy procedures</td>
<td>3.1 Dispose of carcass and biological materials using appropriate equipment and comply with biosecurity and environmental requirements, and national and local regulations for carcass disposal 3.2 Send labelled and packaged samples to the laboratory for analysis and comply with regulations for sending biological samples by post 3.3 Collate all information about the livestock examined and the records made during the post-mortem, and forward to supervisor or veterinarian for analysis and establishing a diagnosis 3.4 Clean and disinfect all equipment used and store appropriately 3.5 Clean and disinfect site used for the post-mortem 3.6 Disinfect disposable personal protective equipment before disposing them 3.7 Wash hands and exposed body areas thoroughly 3.8 Change clothing and place in appropriate bin for laundering and disinfect boots</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK304A Carry out post-mortem examination of livestock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK304 Carry out post-mortem examination of livestock

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for post mortem, ensuring appropriate handling and use of equipment, personal protective equipment and disinfectants
- identify work health and safety and biosecurity hazards and implement risk controls
- handle carcasses safely and appropriately
- perform external examination and post mortem examination of carcass
- dispose of carcass appropriately
- carry out post necropsy procedures of cleaning and disinfection of equipment, post mortem site and personal protective equipment
- prepare biological samples for sending to the laboratory where appropriate
- carry out procedures for personal hygiene
- apply relevant work health safety environmental and biosecurity requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- sequence of actions in conducting a post mortem examination
- appropriate handling and use of post mortem equipment, personal protective equipment and disinfectants
- requirements for correct preparation, labelling and packaging of biological samples
- anatomy and physical features of the species being examined
- common causes of death for the species being examined
- typical signs of pathology in major organs
- typical symptoms and clinical signs of notifiable diseases in the relevant species
• relevant work health and safety environmental and biosecurity requirements, and carcass disposal regulations

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessments for the following performance evidence must be conducted on a livestock carcass:
• carry out post mortem examination

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK305 Maintain livestock water supplies

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain livestock water supplies.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify maintenance requirements</td>
<td>1.1 Check livestock water supplies for quality and inspect for signs of contamination or deterioration, and low or interrupted supply</td>
</tr>
<tr>
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<td>1.2 Check components of water supply systems for wear,</td>
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</tr>
<tr>
<td>1. Check and confirm identified maintenance requirements according to the maintenance plan</td>
<td></td>
</tr>
<tr>
<td>2. Prepare for maintenance</td>
<td>2.1 Select tools, equipment and materials appropriate to the job requirements and check for serviceability</td>
</tr>
<tr>
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<td>2.2 Identify faulty or unsafe tools and segregate for repair or replacement</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td></td>
<td>2.4 Select and use personal protective equipment</td>
</tr>
<tr>
<td>3. Carry out maintenance procedures</td>
<td>3.1 Maintain water systems and equipment to manufacturers specifications, livestock requirements and maintenance plan</td>
</tr>
<tr>
<td></td>
<td>3.2 Carry out maintenance and repair of motors where necessary, including fault finding</td>
</tr>
<tr>
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<td>3.3 Report more complex faults and repair requirements to the supervisor</td>
</tr>
<tr>
<td>4. Complete maintenance activities</td>
<td>4.1 Clean worksite, tools and materials, return to operating order and store</td>
</tr>
<tr>
<td></td>
<td>4.2 Report malfunctions, faults, and wear or damage to tools for repair or replacement</td>
</tr>
<tr>
<td></td>
<td>4.3 Collect, treat and dispose of or recycle unwanted materials and waste from maintenance activities</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK305A Maintain livestock water supplies

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK305 Maintain livestock water supplies

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work procedures
- estimate water requirements based on average and peak demand for water
- test and monitor machinery and equipment for correct operation and recognise minor faults and report major faults
- identify the components of a range of water supply systems
- arrange water supply system components and materials
- use hand and power tools safely
- carry out routine servicing and minor repairs on a range of water supply systems and equipment
- work as part of a contract team as required
- demonstrate safe and positive environmental working practices
- test water quality as directed
- read and interpret a water supply plan
- measure and calculate lubrication requirements
- apply relevant work health and safety requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- livestock requirements and average and peak demand for water
- operational principles of various pumps and pumping systems
- functions and components of a range of water supply systems
- operation and maintenance of diesel and petrol engines
• factors which affect water quality, various water contaminants and remedial action
• advantages and disadvantages of different types of water supply systems
• State and Territory work health and safety legislative requirements relevant to the job role
• relevant legislative requirements with regard to property water supply systems
• environmental code of practices associated with maintenance activities.

Assessment Conditions
Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK306 Coordinate and monitor production performance

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Application

This unit of competency describes the skills and knowledge required to coordinate resources and monitor the work of others within an intensive production process.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work, including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare for work in the production area</td>
<td>1.1 Confirm work to be undertaken from work program where necessary, and clarify with supervisor if required</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>1.</td>
<td>Identify hazards, assess risks and implement suitable controls</td>
</tr>
<tr>
<td></td>
<td>Select and use suitable personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>Select, check and maintain tools and equipment suitable for the work to be undertaken</td>
</tr>
<tr>
<td></td>
<td>Communicate the personal protective equipment and other safety requirements to staff and contractors, and obtain confirmation of understanding</td>
</tr>
<tr>
<td>2.</td>
<td>Coordinate work activities</td>
</tr>
<tr>
<td></td>
<td>Communicate the work required to staff and contractors clearly and unambiguously following the production plan and program</td>
</tr>
<tr>
<td></td>
<td>Meet work schedules, plans and priorities according to the needs of the organisation or situation</td>
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<tr>
<td></td>
<td>Ensure the allocation of work optimises resources and the existing competencies of staff</td>
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<tr>
<td></td>
<td>Provide feedback to staff and management on request, or as necessary</td>
</tr>
<tr>
<td>3.</td>
<td>Monitor daily operations</td>
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<tr>
<td></td>
<td>Assess manure and litter consistency and treat to prevent deterioration, where appropriate</td>
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<td></td>
<td>Implement the designated lighting and internal environment programs for the unit</td>
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<tr>
<td></td>
<td>Check that effluent storage and disposal systems are operated according to the production program and manufacturer’s instructions</td>
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<tr>
<td></td>
<td>Ensure that all rubbish and used consumables are removed from production site according to the requirements of the production program</td>
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<td>Ensure work, health and safety requirements are being observed and followed</td>
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<td>Communicate with operational staff and any contractors regularly to ensure smooth operation and progress</td>
</tr>
<tr>
<td>4.</td>
<td>Monitor herd/flock health</td>
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<tr>
<td></td>
<td>Observe herd/flock and shed conditions for signs of ill health, and record and report changes</td>
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<tr>
<td></td>
<td>Examine livestock for evidence of disease through post-mortem techniques in line with individual unit standard and veterinary advice</td>
</tr>
<tr>
<td></td>
<td>Identify disease status of unit stock and request serviceman or veterinary assistance when required</td>
</tr>
<tr>
<td></td>
<td>Check components of quarantine/biosecurity procedures for compliance</td>
</tr>
<tr>
<td></td>
<td>Comply with enterprise animal welfare policies</td>
</tr>
<tr>
<td>5.</td>
<td>Complete records and documentation</td>
</tr>
<tr>
<td></td>
<td>Collate information gathered throughout production operations</td>
</tr>
<tr>
<td></td>
<td>Graph collated information where required, and prepare for</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>presentation to supervisor or manager ensuring easy recognition and extraction of data</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK306A Coordinate and monitor production performance

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK306 Coordinate and monitor production performance

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- maintain biosecurity procedures and report concerns immediately
- read and interpret cost sheets, production information, target statistics, quantities of feed and other inputs
- read and interpret production and other information in a manner that is readily accessible for both management and operators
- monitor shed temperature and adjust as required
- read and interpret spreadsheet information using a software package
- discuss production performance, risk and hazard potential, quality of output, and methods of production with both management and operators
- read and interpret the activities contained in livestock production plans
- observe, identify and react appropriately to work health and safety hazards and environment risks
- recognise when performance standards are not met and investigate and report findings in written form
- provide supervision of staff including allocating duties and feedback on performance
- read and interpret cost sheets, production information, target statistics, quantities of feed and other inputs
- prepare and present production and other information in a manner that is readily accessible for both management and operators
- apply relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
Assessment Requirements for AHCLS306 Coordinate and monitor production performance

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK307 Euthanase livestock

Modification History

<table>
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<tr>
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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to euthanase livestock without distress or suffering prior to cessation of their vital life functions.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities, work in a range of known contexts and use discretion and judgement in the selection and use of available resources.

Individuals must hold firearms licenses if they are using firearms to euthanase livestock.

Individuals must comply with national and local regulations for disposal of the carcass.

Pre-requisite Unit

Nil

Unit Sector

Livestock (LSK)
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong> describe the essential outcomes.</td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Prepare for euthanasia | 1.1 Confirm criteria for decision to destroy livestock conforms to workplace procedures and approval of supervisor where required  
1.2 Confirm the method selected to destroy livestock is suitable for the species and meets animal welfare requirements, as outlined in the relevant codes of practice  
1.3 Prepare equipment and materials required to complete the euthanasia  
1.4 Identify hazards, assess risks and implement control measures  
1.5 Identify environmental and public safety risks associated with the euthanasia  
1.6 Obtain licences and permits required to complete euthanasia where necessary  
1.7 Check and prepare equipment and materials for euthanasia  
1.8 Select and use personal protective equipment |
| 2. Carry out euthanasia of animal | 2.1 Handle and transport equipment appropriately and safely  
2.2 Restrain animal in a way that minimises pain and distress  
2.3 Euthanase animal in a quick and painless way  
2.4 Check animal to ensure it is dead  
2.5 Destroy animals that have not been euthanased immediately, in a humane manner |
| 3. Carry out post euthanasia procedures | 3.1 Handle and prepare carcass to be used for research or commercial according to enterprise requirements  
3.2 Dispose of carcass not to be used for research or commercial purposes in line with legislative and enterprise requirements  
3.3 Clean and store equipment and materials  
3.4 Report and record animal and euthanasia details as required |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCLSK307 Euthanase livestock Release 2</td>
<td>AHCLSK307 Euthanase livestock Release 1</td>
<td>Minor edits to clarify knowledge evidence Removed the word 'live' from assessment conditions</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK307 Euthanase livestock

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- apply relevant animal welfare requirements
- implement relevant work health and safety practices
- implement relevant biosecurity requirements
- prepare for euthanasia
- carry out euthanasia
- confirm signs of death in a euthanased animal
- handle, prepare or dispose of carcass in line with workplace procedures, national and local regulations
- clean and store equipment and materials
- record details of the euthanasia.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- their responsibilities with regard to animal welfare as outlined in the relevant animal welfare codes of practice
- relevant work health and safety and biosecurity requirements, explain the requirements of statutory legislation and codes of practice related to euthanasing livestock
- workplace procedures for euthanasia of livestock as required, describe animal handling, restraint and behaviour for carrying out euthanasia
- signs of death in an animal
- anatomy and physical features of the relevant livestock species
• methods of euthanasia suitable for the livestock species as outlined in the relevant codes of practice.

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Competency in this unit can be determined in a single species.

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK308 Identify and draft livestock

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to identify and draft or sort animals for sale, breeding or other enterprise requirements.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
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<td>Performance criteria</td>
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</tr>
<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
<tr>
<td>1. Identify animals</td>
<td>1.1 Identify criteria for animal selection clarified from production and marketing information and supervisor or management instructions.</td>
</tr>
<tr>
<td></td>
<td>1.2 Implement procedures to control and sort livestock which comply with enterprise animal welfare and work health and safety policies</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and separate animals according to unit selection criteria</td>
</tr>
<tr>
<td></td>
<td>1.4 Apply identification devices safely and humanely</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify hazards, assess risks and implement controls</td>
</tr>
<tr>
<td></td>
<td>1.6 Select and use suitable personal protective equipment</td>
</tr>
<tr>
<td>2. Assess and select animals</td>
<td>2.1 Assess animals to comply with industry and enterprise criteria and guidelines</td>
</tr>
<tr>
<td></td>
<td>2.2 Rank and select animals selected using performance records, weight, sex or other organisational criteria</td>
</tr>
<tr>
<td></td>
<td>2.3 Record and report selection</td>
</tr>
<tr>
<td></td>
<td>2.4 Observe accepted guidelines and industry norms for prescribed medication withholding periods when selecting animals</td>
</tr>
<tr>
<td></td>
<td>2.5 Complete and maintain records and documentation</td>
</tr>
<tr>
<td></td>
<td>2.6 Apply enterprise biosecurity policies where required</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK308A Identify and draft livestock

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK308 Identify and draft livestock

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify work health and safety hazards and implement safe work practices
- handle and draft livestock in line enterprise animal welfare practices
- identify criteria for animal selection
- control and sort livestock
- select animals according to selection criteria
- safely and humanely apply identification devices
- appraise and grade animals
- recognise livestock abnormalities
- apply relevant work health and safety requirements
- apply relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- handling techniques and restraint methods
- animal movement and drafting
- animal welfare principles
- livestock behaviour relevant to drafting
- selection criteria for breeding stock
- livestock identification systems and devices
- enterprise animal identification procedures
- State and Territory work health and safety and animal welfare legislative and enterprise requirements.
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK309 Implement animal health control programs

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to implement animal health control programs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tr>
<td><strong>essential outcomes.</strong></td>
<td>achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Assess animal health status and treatment options | 1.1 Source information on animal health program from the livestock production plan  
1.2 Assess animal health status and identify potential health issues for different mobs and classes of livestock  
1.3 Identify prevention and treatment strategies to resolve health issues  
1.4 Source information on parasite immunity to different classes of chemicals and plan for rotation of chemical groups |
| 2. Prepare for treatment of animals | 2.1 Identify animals affected by infection or parasites or requiring treatment under the animal health plan  
2.2 Determine the severity of infection where applicable through approved testing methods or by seeking expert/veterinary advice  
2.3 Determine the type and severity of infestation where applicable through faecal egg counts or other tests  
2.4 Determine the need for treatment and the type and scope of treatment and prepare according to manufacturer’s specifications or veterinary advice  
2.5 Prepare equipment and materials and treatment site  
2.6 Identify hazards, assess risks and implement control measures  
2.7 Select and use personal protective equipment |
| 3. Treat animals | 3.1 Handle and restrain animals without causing harm or injury to animal or handler and in line with enterprise animal welfare policies  
3.2 Administer treatment hygienically and consistently according to manufacturer’s specifications or veterinary advice  
3.3 Record withholding periods and other details of treatment  
3.4 Identify treated animals to ensure withholding period (WHP) compliance and isolation from non-treated animals where required  
3.5 Count animals out, prepare and move along a planned route without damage to person, property or environment |
| 4. Complete treatment process | 4.1 Monitor animal health and condition post-treatment and report abnormalities  
4.2 Identify the environmental implications associated with the treatment of animals, assess and control appropriately  
4.3 Clean equipment and worksite and dispose of waste, including animal residues  
4.4 Store health treatments appropriately  
4.5 Document relevant information |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4.6 Apply enterprise biosecurity policies where required</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK309A Implement animal health control programs

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK309 Implement animal health control programs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work practices for animal health treatment
- identify the symptoms of parasite infestation and other diseases
- monitor animal health status and refer to the production plan for intervention strategies
- select livestock prone to infection for culling
- accurately diagnose the type and severity of infection or parasite infestation
- arrange and co-ordinate equipment and resources
- read and interpret chemical and veterinary health labels, manufacturer’s specifications and Safety Data Sheets (SDSs)
- calculate animal numbers and measure treatment dosage and rates
- select and administer treatments appropriate to treat infections and infestations and observe withholding periods
- drench and vaccinate livestock
- provide due care and humanely handle animals
- return animals to prepared and clean environments
- monitor animals for treatment effectiveness
- apply relevant work health and safety requirements
- apply relevant biosecurity, animal welfare and environmental sustainability policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of parasite infestation and their symptoms
- parasite resistance of different classes of livestock
• application procedures and effects of veterinary chemicals
• types of health preparation treatments
• enterprise vaccination program and procedures
• identification of and prescribed treatments for infections and infestations
• grazing management strategies used in internal parasite control
• drenching equipment, drenches and their efficiency
• relevant codes of practice with regard to the safe use and handling of hazardous substances
• withholding periods for treated animals
• animal handling and restraint techniques
• animal welfare principles
• relevant work health and safety and animal welfare legislative and enterprise requirements

**Assessment Conditions**

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK310 Implement feeding plans for intensive production

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to implement feeding plans.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to intensive animal production systems.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Prepare for feeding</td>
<td>1.1 Identify work health and safety hazards, assess risks and implement suitable controls</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess and record livestock welfare and condition</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify livestock production status or stage of production</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify environmental impacts of undertaking work, assess likely outcomes and, if necessary, take responsible action</td>
</tr>
<tr>
<td></td>
<td>1.5 Check and maintain feed distribution system and feeders</td>
</tr>
<tr>
<td></td>
<td>1.6 Follow enterprise animal welfare policies</td>
</tr>
<tr>
<td>2. Carry out feeding and watering</td>
<td>2.1 Check automatic and computerised feeders for blockages and correct functioning</td>
</tr>
<tr>
<td></td>
<td>2.2 Rectify abnormalities or irregularities with feed stocks</td>
</tr>
<tr>
<td></td>
<td>2.3 Monitor feed consumption and wastage and make adjustments</td>
</tr>
<tr>
<td></td>
<td>2.4 Feed and water livestock as required</td>
</tr>
<tr>
<td></td>
<td>2.5 Adjust watering systems for height or position</td>
</tr>
<tr>
<td></td>
<td>2.6 Check water flow and make appropriate adjustments</td>
</tr>
<tr>
<td></td>
<td>2.7 Empty watering containers or lines and clean where necessary</td>
</tr>
<tr>
<td>3. Conduct hygiene and administration activities</td>
<td>3.1 Clean feeding equipment appropriately to maintain hygiene standards</td>
</tr>
<tr>
<td></td>
<td>3.2 Collate gathered information and present the information</td>
</tr>
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<td></td>
<td>3.3 Complete required records and documentation</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK310A Implement feeding plans for intensive production

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK310 Implement feeding plans for intensive production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply relevant work health and safety requirements, identify hazards and implement safe work procedures and suitable risk controls
- assess livestock according to enterprise requirements
- prepare for feeding livestock
- carry out feeding and watering
- clean feeding equipment
- complete records and documentation
- follow relevant biosecurity requirements and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant work health and safety requirements
- relevant animal welfare practices and biosecurity requirements
- environmental impacts of intensive livestock feeding
- methods of assessing livestock condition
- systems and stages of intensive livestock production
- feed distribution systems and feeders, their functions, maintenance and servicing
- methods of storage and handling of intensive livestock feed and impact of feed quality changes on livestock
- intensive livestock feeding programs and impact of program changes or variations on livestock
- watering systems and equipment, their functions, maintenance, servicing and impact of changes or variations on livestock
• methods of cleaning feed equipment, cleaning agents, their proper use and disposal, and relevant work health and safety practices
• type of information to be gathered, documentation and records which must be maintained

**Assessment Conditions**

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK311 Implement feeding plans for livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor available pasture for grazing and implementing a feeding plan.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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<tr>
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</tbody>
</table>
| 1. Determine livestock condition and nutritional requirements | 1.1 Monitor and report livestock condition  
1.2 Identify livestock production status  
1.3 Source livestock nutritional requirements and the nutritional value of feedstuffs from the feeding plan  
1.4 Use feeding plans to determine adjustment in response to the monitoring of livestock condition and pasture growth  
1.5 Report and separate animals that are in atypical condition, injured or diseased in line with enterprise biosecurity policies  
1.6 Apply enterprise animal welfare policies to livestock handling and husbandry activities |
| 2. Assess pasture feed | 2.1 Assess quantity and quality of available pasture  
2.2 Implement grazing management plans and monitor to ensure the sustainable stocking capacity of pasture  
2.3 Monitor grazing behaviour of livestock and identify shy or problem feeders  
2.4 Determine livestock feeding methods and level of supplementary feeding if required |
| 3. Manage the feeding of livestock | 3.1 Graze livestock on pasture according to the guidelines described in the feeding plan  
3.2 Obtain required supplementary feed  
3.3 Provide supplementary feed to livestock in the appropriate manner and times  
3.4 Identify and assess indications of any negative environmental impacts and make amendments to the feeding method as required  
3.5 Monitor and report condition and live weight response to feeding |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK311A Implement feeding plans for livestock
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK311 Implement feeding plans for livestock

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- monitor pasture health and condition
- assess herd/flock health and condition and live weight
- identify livestock nutritional requirements
- order feed if requested in line with feeding plan
- identify feeding problems and animals that require individual treatment
- handle livestock humanely and monitor animal welfare
- respond to or report negative environmental impacts of feeding
- apply relevant biosecurity, animal welfare and environmental sustainability policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- nutrient and feeding requirements of a range of livestock
- different types of agricultural feeds
- factors that affect feed supply and demand for a grazing operation
- grazing practices which maximise pasture growth and quality to best match herd/flock feed requirements
- purpose of feed conservation in relation to enterprise feed supply and livestock requirements
- different types of pasture grazing systems, including rotation, strip and set stocked grazing
- ways of determining a feed surplus
- role of spelling subdivision in effective pasture and animal management
- different supplementary feeding options for livestock
• environmental controls and codes of practice applicable to the enterprise
• nutrient values of pasture and supplementary feedstuffs
• codes of practice with regard to animal welfare and environmental protection

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK312 Coordinate artificial insemination and fertility management of livestock

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to coordinate artificial insemination and fertility management of livestock.

This unit can be delivered in the context of the following industries: beef cattle, dairy cattle, alpacas, sheep and goats.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities, work in a range of known contexts and use discretion and judgement in the selection and use of available resources.

Operators performing artificial insemination may require accreditation and certification, such as National Herd Improvement Association of Australia Inc. accreditation for cattle AI technicians.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare animals for artificial insemination (AI)</td>
<td>1.1 Determine body condition of individual female livestock and record body condition scores&lt;br&gt;1.2 Rank female livestock according to body condition scores and adjust nutritional requirements to facilitate optimum condition at the time of artificial insemination&lt;br&gt;1.3 Ensure that feeding strategies and supplementation are appropriate to animals’ environment and seasonal conditions&lt;br&gt;1.4 Confirm females are not pregnant before commencing the AI program</td>
</tr>
<tr>
<td>2. Facilitate artificial insemination</td>
<td>2.1 Carry out oestrus inducement and detection procedures appropriately in compliance with animal welfare requirements and industry standards&lt;br&gt;2.2 Prepare artificial insemination equipment and facilities and obtain semen&lt;br&gt;2.3 Use handling techniques that minimise stress and discomfort to livestock in compliance with work health and safety and animal welfare requirements&lt;br&gt;2.4 Apply hygiene procedures to minimise risk of infection</td>
</tr>
</tbody>
</table>
| 3. Carry out post AI procedures                                        | 3.1 Maintain female livestock on appropriate nutrition and husbandry management<br>3.2 Monitor female livestock for signs of early abortion or return to oestrus<br>3.3 Apply pregnancy detection techniques at earliest opportunity.  
  3.4 Complete and maintain records of artificial insemination and pregnancy status |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK312A Coordinate artificial insemination and fertility management of livestock

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK312 Coordinate artificial insemination and fertility management of livestock

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare females for insemination
- detect females in oestrus
- sterilise equipment and prepare hygienic worksite prior to insemination procedures
- coordinate the artificial insemination of animals
- monitor livestock post insemination
- coordinate and record the results of pregnancy testing
- follow relevant work health and safety, animal welfare and biosecurity requirements and practices relevant to work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- body condition scoring
- relevant husbandry and management practices for pregnant and non-pregnant female livestock
- relevant anatomy and physiology of female livestock
- reproductive physiology and pregnancy development of female livestock
- requirements and procedures of artificial insemination
- reproductive diseases and complications in female livestock
- pregnancy testing methods
- relevant work health and safety, animal welfare and biosecurity requirements, and sustainability practices
Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessments for the following performance evidence must be conducted on live animals:

- facilitate artificial insemination

Competency in this unit can be determined in a single species.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK313 Monitor livestock production growing environments

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to monitor livestock production growing environments.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor livestock health and welfare</td>
<td>1.1 Confirm workplace information and clarify with supervisor 1.2 Identify work health and safety hazards assess risks implement</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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<td>suitable controls according to enterprise guidelines</td>
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<tr>
<td></td>
<td>1.3 Identify and report non-productive and slow growing livestock</td>
</tr>
<tr>
<td></td>
<td>1.4 Assess animals for overall health and welfare</td>
</tr>
<tr>
<td>2. Monitor the production environment</td>
<td>2.1 Monitor environmental parameters according to the production plan and make adjustments as required</td>
</tr>
<tr>
<td></td>
<td>2.2 Monitor hygiene and welfare procedures and adjust as required</td>
</tr>
<tr>
<td></td>
<td>2.3 Monitor disposal of waste and debris</td>
</tr>
<tr>
<td>3. Monitor feed</td>
<td>3.1 Monitor feed to ensure the correct diet is offered to livestock for optimum growing conditions</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor feed to ensure fresh palatable feed is available to livestock</td>
</tr>
<tr>
<td>4. Perform routine maintenance checks</td>
<td>4.1 Check all buildings, structures and production areas for wear and tear</td>
</tr>
<tr>
<td></td>
<td>4.2 Check equipment for delivering water and feed</td>
</tr>
<tr>
<td></td>
<td>4.3 Check equipment controlling the housing environment</td>
</tr>
<tr>
<td>5. Complete monitoring activities</td>
<td>5.1 Report significant problems to the enterprise</td>
</tr>
<tr>
<td></td>
<td>5.2 Record checks</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK313A Monitor livestock production growing environments

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK313 Monitor livestock production growing environments

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work practices
- monitor livestock health and welfare
- monitor the production environment
- monitor feed systems and water supplies
- perform routine maintenance checks
- complete monitoring activities
- follow relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- production parameters and production assessment systems of the livestock industry
- signs of health and methods of assessing livestock health
- relevant animal welfare requirements of the livestock industry and their impact on the enterprise
- housing, production and management systems of the livestock industry and equipment used in these systems
- relevant hygiene and biosecurity requirements of the livestock industry and their impact on the enterprise
- relevant waste disposal requirements of the livestock industry and their impact on the enterprise
- feed management and feeding programs of the livestock industry and their impact on the enterprise
• monitoring, maintenance and servicing of housing structures, production structures, environmental control equipment, watering equipment and feed delivery equipment
• type of information to be gathered, documentation and records which must be maintained
• relevant work health and safety requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK314 Prepare animals for parturition

Modification History

<table>
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<tr>
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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to feed and care for animals through the latter stages of pregnancy to birthing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
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<tr>
<td>Elements describe the essential outcomes.</td>
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</tbody>
</table>
| 1. Identify and provide animal nutritional needs | 1.1 Identify nutritional needs of pregnant animals and confirmed against the feeding plan  
1.2 Determine and provide feed supplements as required  
1.3 Implement procedures to minimise feed wastage and spillage, and dispose and recycle feed waste  
1.4 Identify hazards, assess risks and implement control measures |
| 2. Monitor feeding process | 2.1 Monitor grazing and supplementary feeding to ensure animals are maintained in the required condition  
2.2 Record and report feeding abnormalities  
2.3 Identify and assess environmental implications associated with animal production and implement relevant measures |
| 3. Maintain a secure environment for animals | 3.1 Monitor and maintain condition and security of paddocks, shelter and housing  
3.2 Carry out basic repair work and report  
3.3 Assess risk of predators to newborn animals and report in line with workplace procedures  
3.4 Implement environmentally responsible measures to eradicate or control identified predators |
| 4. Carry out animal husbandry procedures | 4.1 Prepare animals for birthing  
4.2 Determine and administer preventative health treatments  
4.3 Prepare and administer contingency measures as required  
4.4 Provide protection from weather for newborn animals  
4.5 Apply enterprise animal welfare policies to all livestock husbandry and handling activities |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<tr>
<td>AHCLSK314 Prepare animals for parturition Release 2</td>
<td>AHCLSK314 Prepare animals for parturition Release 1</td>
<td>Removed collect, store and administer colostrum from performance evidence</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK314 Prepare animals for parturition

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- match supply of grazing or predetermined rations to nutritional requirements for pregnant animals
- monitor animal health and condition and recognise abnormalities
- carry out animal husbandry procedures, and provide due care and handle animals humanely in line with enterprise animal welfare policies
- maintain animal shelter and housing where applicable
- administer preventative health treatments
- implement contingency measures in the event of adverse weather or birthing difficulties
- employ safe and environmentally responsible systems and procedures with regard to the handling of animals, feed, hazardous substances and predator control strategies
- read and interpret manufacturers specifications, work and feeding plans, and Safety Data Sheets
- assess and calculate herd/flock numbers, measure feed, assess rate and frequency of feeding, and calculate animal gestation
- apply relevant work health and safety requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- physiological and behavioural signs of impending birth
- animal behaviour and nutritional requirements of pregnant animals
- pasture and animal grazing management
• feed and feed supplements for pregnant animals and when to provide them
• effects of weather conditions, and inadequate nutrition on pregnant animals and their newborn
• preventative health treatments, procedures and methods
• animal husbandry procedures
• environmental impact of animals on ground cover and minimisation measures
• hazards associated with handling animals and veterinarian medicines and chemicals
• State/Territory legislation, regulations and codes of practice with regard to work health and safety, animal welfare and poisons
• predators and behaviour patterns and control and eradication measures
• relevant licensing and permit requirements (firearms)
• enterprise policies with regard to birthing animals, recording and reporting routines.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK315 Prepare for and implement natural mating of livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare for and implement natural mating of livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
### Elements and Performance Criteria

<table>
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</tr>
</tbody>
</table>
| 1. Prepare paddocks or yards | 1.1 Confirm particular livestock mating plan with supervisor  
1.2 Select paddocks or yards and stock to appropriate levels  
1.3 Plan predator control program and implement where appropriate  
1.4 Identify hazards, assess risks, implement controls and report safety concerns to the supervisor  
1.5 Select and use safety and personal protective equipment |
| 2. Prepare dams for joining | 2.1 Monitor live weight of dams through weighing and condition scoring  
2.2 Adjust nutrition levels to achieve targeted joining weights in line with feeding strategy  
2.3 Implement dam health and husbandry operations  
2.4 Draft mobs for joining |
| 3. Prepare sires for joining | 3.1 Carry out physical examination of sires prior to joining  
3.2 Seek veterinary advice where appropriate  
3.3 Determine mating ratios  
3.4 Select replacement sires in time to allow adjustment to new environment  
3.5 Carry out sire health, handling and husbandry operations in line with individual requirements and enterprise animal welfare policies  
3.6 Test mate sires to assess libido and serving capability if required  
3.7 Monitor sires environment for optimum mating performance |
| 4. Join sires to dam mobs | 4.1 Select dates for joining where appropriate according to the mating plan  
4.2 Organise test joinings for new sires if appropriate  
4.3 Introduce sires to herds or individual dams to ensure good contact  
4.4 Remove sires from herds at the scheduled time |
| 5. Monitor mating activity | 5.1 Observe and record mating activity  
5.2 Observe distribution of sires within each mob  
5.3 Take remedial action if required |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK315A Prepare for and implement natural mating of livestock

Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK315 Prepare for and implement natural mating of livestock

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify hazards and implement safe work practices
- prepare dams and sires for joining
- manage dams and sires during joining
- appraise breeding soundness in animals
- estimate live weights
- monitor joining activity
- prepare joining paddocks
- assess the serving capacity and fertility of males pre joining
- ensure females are above minimum body weights to exhibit oestrus
- use sufficient males for the number of females to be mated in the group
- use back up sires where single sire mating is practised
- record mating details
- apply relevant work health and safety requirements
- apply relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
- mating behaviour of sires and dams
- optimum live weights and condition for mating
- physical abnormalities and mating problems in males and females
- environmental influences on joining
• work health and safety and animal welfare legislation, codes of practice and enterprise procedures

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK316 Prepare livestock for competition

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare and train livestock for competitive showing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Follow instructions to prepare livestock for showing | 1.1 Identify and prepare livestock for showing  
1.2 Monitor feed and water supplies and replenish as required  
1.3 Maintain feed records  
1.4 Monitor health and welfare status of livestock and report abnormalities  
1.5 Monitor and maintain facilities  
1.6 Identify hazards, assess risks and report to the supervisor |
| 2. Handle and groom livestock prior to competition | 2.1 Select, check and use appropriate handling and grooming equipment  
2.2 Condition livestock to human handling and train to the standard required for show handling and performance  
2.3 Groom livestock for showing to competition standard  
2.4 Carry out handling procedures with minimum stress and discomfort to livestock, and maximum safety for livestock, handlers and other parties and in line with animal welfare requirements |
| 3. Present livestock | 3.1 Check equipment to be used in showing for correct operation and prepare for presentation requirements  
3.2 Present livestock using handling techniques to exhibit livestock to best advantage according to competition requirements  
3.3 Comply with instructions and requests from competition officials  
3.4 Report and record relevant information in compliance with legislation and enterprise requirements |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK316A Prepare livestock for competition
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK316 Prepare livestock for competition

Modifications History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards, assess risks and implement safe work procedures
- plan for and provide livestock feed and water requirements
- maintain livestock facilities and handling equipment
- restrain, handle and groom livestock using safe and humane methods and procedures
- train livestock for showing
- comply with animal welfare requirements
- prepare livestock to competition standards
- parade and present livestock for show
- read and interpret written information, receive, comprehend and communicate oral information, write basic statements and maintain livestock records
- apply relevant work health and safety requirements
- apply relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- competition requirements for grooming, handling and presentation
- components and functions of handling equipment
- handling techniques, restraint methods and when to use them
- livestock grooming and training techniques (to lead and stand correctly)
- livestock health and nutritional requirements
- preparation and maintenance requirements for livestock facilities and equipment
- livestock movement and behavioural characteristics in handling and confined areas
• work health and safety, animal welfare and livestock movement legislative requirements

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK317 Plan to exhibit livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan to exhibit livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<p>| Element describe the | Performance criteria describe the performance needed to demonstrate |</p>
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<td>essential outcomes</td>
<td>achievement of the element.</td>
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</table>
| 1. Select potential exhibits | 1.1 Determine selection criteria  
1.2 Choose potential exhibits against selection criteria and according to industry exhibit expectations  
1.3 Identify faults in potential exhibits and take remedial action |
| 2. Determine preparation requirements | 2.1 Identify preparation requirements  
2.2 Identify and organise resources and facilities to allow for adequate preparation prior to exhibition  
2.3 Communicate preparation requirements, including work health and safety animal welfare requirements to staff  
2.4 Make arrangements to ensure necessary resources and facilities at the exhibition are available and will be ready |
| 3. Supervise preparation | 3.1 Check potential exhibits and monitor progress  
3.2 Monitor staff in line with established preparation procedures and realistic time-lines  
3.3 Implement contingency plans to meet preparation shortfalls as required  
3.4 Advise staff of any changes in preparation procedures and instruct accordingly |
| 4. Present exhibition | 4.1 Check transport arrangements to ensure that transport is suitable and that exhibits will arrive in time  
4.2 Ensure livestock movement documentation is completed  
4.3 Confirm entries meet exhibition schedule requirements and procedural rules  
4.4 Display exhibits to their best advantage and according to exhibition guidelines  
4.5 Optimise promotional and sales opportunities and pursue as required |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK317A Plan to exhibit livestock

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK317 Plan to exhibit livestock

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select livestock for exhibition
- prepare animals for exhibition
- present livestock to best advantage
- promote the product to clients and pursue sales opportunities
- communicate with staff during preparations, exhibit officials and potential customers
- identify potential exhibits against selection criteria to accurately select livestock/fleeces
- train animals to be led and presented in competition
- organise entries, resources and facilities for showing
- arrange and prepare for transport
- apply relevant work health and safety requirements
- apply relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- criteria for competition judging
- preparation procedures
- requirements for entry of competitors
- transportation requirements
- feeding and nutrition requirements
- communication and supervision techniques
- observation methods
• relevant legislative work health and safety requirements, especially as they relate to livestock and fleece exhibitions, and animal transportation, animal welfare and safe livestock handling techniques
• enterprise and industry policies and codes of practice with regard to livestock exhibitions, sales, livestock transportation, and recording and reporting requirements

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK318 Rear newborn and young livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to rear newborn and young livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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## Element

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### 1. Prepare for care of newborn and young

1.1 Identify, select and prepare facilities, equipment and supplies needed to provide care
1.2 Assess and prepare for the needs of newborn and young animals
1.3 Implement and observe feeding routines
1.4 Identify and maintain hygiene, health and environmental requirements
1.5 Handle newborn and young animals humanely in line with enterprise animal welfare policies

### 2. Provide care for newborn and young

2.1 Provide feed and feed supplements as required
2.2 Monitor relationship between mother and young and implement strategies to address any problems where appropriate
2.3 Maintain and monitor feeding, water and shelter areas for correct operation, cleanliness and hygiene
2.4 Treat routine health and feeding problems, including digestive upsets and infections

### 3. Monitor health of newborn and young

3.1 Monitor newborn and young against benchmarks for growth, health and development
3.2 Take appropriate action for sick, weak, orphaned and injured, newborn and young
3.3 Seek assistance for more complex health and feeding problems
3.4 Separate newborn and young requiring routine husbandry and health procedures treat and return
3.5 Carry out treatments and checks appropriately

### 4. Meet ongoing requirements

4.1 Identify young animals ready for weaning and wean according to weaning programs
4.2 Identify and meet feeding requirements
4.3 Handle animals regularly as required
4.4 Keep and maintain records
4.5 Ensure all work is conducted safely and in accordance with enterprise requirements, work health and safety and animal welfare legislation and regulations

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK318A Rear newborn and young livestock

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK318 Rear newborn and young livestock

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work procedures
- weigh and assess condition of newborn and young animals
- work within animal welfare legislative requirements and enterprise and industry guidelines
- identify abnormal conditions and report or react promptly
- safely and humanely handle and care for newborn and young animals
- recognise signs of stress or ill health in newborn and young animals
- communicate with other personnel
- provide support as needed to veterinarians attending to sick newborn and young animals
- collect samples
- identify the young and their parent
- use feed, shelter and ventilation equipment
- calculate feed and dose rates
- apply relevant work health and safety requirements
- apply relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- newborn and young animals development and growth
- newborn and young animals feed, shelter and environmental requirements
- common deformities
- infection controls and treatment programs
• significance of colostrum to livestock
• feeding systems and weaning strategies
• husbandry procedures
• hygiene and cleanliness requirements
• enterprise requirements for rearing of newborn and young animals and recording and reporting requirements
• relevant legislative animal welfare health and work health and safety requirements especially as they relate to safe animal handling techniques, feeding, animal treatments, and rearing and caring for newborn and young animals

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCLSK319 Slaughter livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to slaughter livestock humanely.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They work in a range of known contexts, use discretion and judgement in the selection and use of available resources and complete routine activities.

Individuals must hold firearms licences if they are using firearms to slaughter livestock.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for slaughter</td>
<td>1.1 Identify reasons for slaughter</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and prepare slaughter site</td>
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<tr>
<td>1.3</td>
<td>Prepare equipment and transport equipment to slaughter site where required</td>
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<tr>
<td>1.4</td>
<td>Select and prepare livestock to be slaughtered in compliance with animal welfare requirements</td>
</tr>
<tr>
<td>1.5</td>
<td>Determine the slaughter method</td>
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<tr>
<td>1.4</td>
<td>Select and prepare livestock to be slaughtered in compliance with animal welfare requirements</td>
</tr>
<tr>
<td>1.5</td>
<td>Determine the slaughter method</td>
</tr>
<tr>
<td>2. Slaughter animal</td>
<td>2.1 Conduct slaughter humanely in compliance with work health and safety and animal welfare requirements</td>
</tr>
<tr>
<td>2.2</td>
<td>Bleed animal by severing the major blood vessels safely and hygienically</td>
</tr>
<tr>
<td>2.3</td>
<td>Dress, hang and protect carcase where appropriate</td>
</tr>
<tr>
<td>2.4</td>
<td>Comply with all relevant work health and safety, public health, hygiene, animal welfare, biosecurity and environmental sustainability requirements</td>
</tr>
<tr>
<td>3. Complete slaughter operations</td>
<td>3.1 Dispose of, or destroy offal and waste products in an environmentally responsible manner and according to State/Territory and local authority health standards</td>
</tr>
<tr>
<td>3.2</td>
<td>Clean and store equipment safely and appropriately</td>
</tr>
<tr>
<td>3.3</td>
<td>Clean slaughter site appropriately</td>
</tr>
<tr>
<td>3.4</td>
<td>Prepare meat for intended use where appropriate</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK319A Slaughter livestock

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK319 Slaughter livestock

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare site, equipment and livestock for slaughter safely and appropriately
- conduct the slaughter of livestock in compliance with relevant requirements and regulations
- complete slaughter operations
- dispose of, or destroy offal and waste products in an environmentally responsible manner and according to State/Territory and local authority health standards
- comply with all relevant work health and safety, public health, hygiene, animal welfare, biosecurity and environmental sustainability requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant work health and safety, public health, hygiene, animal welfare, biosecurity and environmental sustainability requirements
- preparation, selection and use of the site, equipment and livestock for the slaughter
- methods and procedures for the humane slaughter of livestock
- preparation, processing and disposal of the carcass and its parts after slaughter
- post-slaughter procedures for the site and equipment
- anatomy and physical features of the species being slaughtered
- typical signs of pathology in major organs
- typical symptoms and clinical signs of notifiable diseases in the relevant species
- codes of practice for the welfare and husbandry of relevant livestock species
Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessments for the following performance evidence must be conducted on a live animal:

- prepare for slaughter
- slaughter animal
- complete slaughter operations

Competency in this unit can be determined in a single species.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK320 Coordinate and monitor livestock transport

Modification History

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Application

This unit of competency describes the skills and knowledge required to safely and efficiently transport livestock to a destination within specified timeframes.

Animal welfare and low stress stock handling principles and practices are to be observed at all times.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

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</table>
| 1. Prepare for the transport of livestock          | 1.1 Check the transport directions and calculate load  
1.2 Determine transport requirements and engage a suitable carrier  
1.3 Identify required equipment and resources and move livestock to loading facility  
1.4 Assemble and prepare livestock for transport  
1.5 Identify existing and potential hazards and report to supervisor |
| 2. Load livestock                                  | 2.1 Observe industry and enterprise work health and safety policies and procedures  
2.2 Ensure documentation is signed by the relevant person and check that the required animal identification is in place  
2.3 Obtain relevant permits and comply with movement restrictions where required  
2.4 Record animal details and identification as required using technology where applicable  
2.5 Load and secure prepared livestock in accordance with industry and enterprise animal welfare and work health and safety procedures and requirements |
| 3. Monitor transport and unload livestock          | 3.1 Communicate with the carrier to ensure livestock are transported with minimal stress and discomfort according to animal welfare requirements  
3.2 Ensure livestock are checked regularly throughout the journey and unloaded for feeding and watering appropriately  
3.3 Unload livestock using appropriate equipment and facilities, such as National Livestock Identification System (NLIS) readers where applicable  
3.4 Monitor livestock condition and welfare post transport and provide feed and water appropriately |
| 4. Complete transportation operations              | 4.1 Clean, maintain and secure vehicle, equipment and facilities appropriately  
4.2 Complete required records according to legislative and enterprise requirements |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK320A Coordinate and monitor livestock transport

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK320 Coordinate and monitor livestock transport

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards, assess risks and implement safe work procedures
- interpret transport plan requirements
- coordinate the transport of livestock
- safely, load livestock while maintaining load within specifications
- distribute animals on transport to prevent overcrowding and minimise risk of injury
- obtain relevant permits and comply with movement restrictions
- ensure documentation and livestock identification is in place
- ensure appropriate recording including use of technology where applicable
- safely unload livestock
- review health and condition of livestock after transit
- demonstrate safe and humane handling of livestock according to animal welfare codes of practice
- demonstrate safe and environmentally responsible workplace practices
- read and comprehend manufacturers specifications, work and maintenance plans, and Safety Data Sheets (SDSs)
- apply relevant work health and safety requirements
- apply relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- industry and legislative requirements for the transport of livestock
- model codes of practice for the welfare of animals Land transport (various species)
- animal welfare, biosecurity and work health and safety legislative requirements
- environmental codes of practice with regard to vehicle operation and livestock transport
- market requirements in relation to the quality and condition of livestock
- process of sourcing and costing transportation alternatives
- livestock transport recording and documentation requirements
- enterprise policies with regard to the use of vehicles and equipment
- relevant documentation requirements and procedures

**Assessment Conditions**

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK321 Service and repair bores and windmills

Modification History

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Application

This unit of competency describes the skills and knowledge required to service and repair bores and windmills. This includes activities such as replacing parts, checking equipment for wear and tear, determining lime deposits, stripping, dismantling or reassembling bores and windmills.

These activities carry risk of falls due to working at heights, injury due to working with moving parts and machinery.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes of practice and manufacturer’s specifications.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
### Elements and Performance Criteria

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</table>
| 1. Establish bore history and enterprise policy | 1.1 Review enterprise records and confirm bore history  
1.2 Confirm enterprise bore and windmill service and repair policy with supervisor  
1.3 Obtain any required specialist instructions and assistance as appropriate |
| 2. Prepare to carry out service and repairs | 2.1 Select and inspect tools, equipment and materials appropriate to job requirements  
2.2 Carry out dismantling and stripping of windmill and bore installations appropriately  
2.3 Identify hazards in the workplace, assess and control risks appropriately |
| 3. Carry out service and repairs | 3.1 Select, use and maintain personal protective equipment appropriately  
3.2 Carry out service and repairs to bores, windmills, motors and pumps appropriately  
3.3 Report complex faults and repairs and refer for specialist advice and remedial action appropriately  
3.4 Retrieve lost equipment appropriately |
| 4. Complete service and repair activities | 4.1 Reassemble and test bore and windmill components appropriately for full function and flow  
4.2 Clean work site, tools and equipment, return to operating order and store appropriately  
4.3 Collect, treat, dispose of or recycle waste from service and repair activities appropriately  
4.4 Document information appropriately |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLK321A Service and repair bores and windmills

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK321 Service and repair bores and windmills

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify hazards, assess risks and implement safe work procedures
- apply basic diagnostic techniques
- recognise faults and deterioration of components and carry out repairs to bore, mill heads and pumps to ensure the full function and flow of water supplies
- select and match tools and equipment with work requirements
- apply safe workplace and positive environmental procedures
- read and interpret enterprise policy, maintenance plans, manufacturer specifications and Safety Data Sheets (SDSs)
- effectively communicate with contractors and supervisor, record and report maintenance details and outcomes
- calculate volumes, and measure speed, flow rates and distance
- maintain all components of bores and windmills
- carry out testing procedures to determine correct operation
- refer to bore histories for troubleshooting
- apply relevant work health and safety requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:
- construction of bores and windmills and maintenance requirements
- diesel engine components, maintenance requirements and repair procedures
- working principles of diesel engines
- drive systems and components
- types and uses of lubricants and other servicing materials
- servicing characteristics of bores and windmills
- types, characteristics, uses and limitations of hand and power tools
- basic diagnostic processes and techniques
- environmental codes of practice with regard to maintenance activities
- work health and safety legislative requirements

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK322 Transport farm produce or bulk materials

Modification History

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Application

This unit of competency describes the skills and knowledge required to transport farm produce or bulk materials.

All work must be carried out to comply with workplace procedures, work health and safety, biosecurity legislation and codes of practice.

This unit applies to individuals who work under broad direction and take responsibility for own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

Note: relevant vehicles licences are required when farm produce or bulk materials are transported on public roads.

This unit does not apply to livestock transport.

Relevant vehicles licences are required when farm produce or bulk materials are transported on public roads.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Organise for the transport of farm produce** | 1.1 Receive, interpret and clarify briefing, hand-over details, authorisation and clearances appropriately  
1.2 Confirm the transportation schedule and organise appropriate equipment and authorised personnel  
1.3 Adhere to schedule specifications  
1.4 Identify and manage hazards and risks  
1.5 Conduct equipment pre-operational checks  
1.6 Observe site environmental practices |
| **2. Load, transport and unload farm produce** | 2.1 Conduct start-up, park and shutdown procedures for plant and equipment  
2.2 Determine load appropriately and prevent damage to equipment or loss of load  
2.3 Load and secure farm produce  
2.4 Transport farm produce  
2.5 Ensure vehicles follow approved transport routes and speed limits  
2.6 Conduct transport of farm produce  
2.7 Unload farm produce or bulk materials  
2.8 Coordinate transport of farm produce with harvesting machinery, if required  
2.9 Complete transport of farm produce to plan and within the operating capacity of the equipment  
2.10 Dispatch produce retain documentation, including weigh bills |
| **3. Protect farm produce quality and integrity** | 3.1 Maintain hygiene of all surfaces in contact with farm produce  
3.2 Protect farm produce from loss, contamination, moisture and pests during transport  
3.3 Store farm produce according to enterprise procedures  
3.4 Clean and maintain storage and holding areas, keeping potentially hazardous substances at a safe distance  
3.5 Monitor the transport environment using temperature data loggers, if applicable  
3.6 Check quality of farm produce at unloading  
3.7 Monitor batches of farm produce for isolation and product integrity, where applicable |
<table>
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<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>4. Carry out equipment maintenance</td>
<td>4.1 Conduct visual inspection and fault finding</td>
</tr>
<tr>
<td></td>
<td>4.2 Conduct routine operational servicing</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK322A Transport farm produce or bulk materials

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK322 Transport farm produce or bulk materials

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify hazards and implement safe work procedures
- manoeuvre transport machinery or truck in difficult sites and conditions
- drive truck safely using all available controls
- clean and store vehicles and equipment
- identify operational faults
- complete time sheets and other maintenance records as required
- use communication methods to advise and anticipate conditions
- interpret plans, reports, maps, specifications
- maintain and store records, reports, and log books
- select, fit, and use personal and protective equipment
- operate and load a truck in accordance with Road Traffic Regulations
- plan, load, unload and move a range of loads over a full range of road conditions in accordance with Road Traffic Regulations
- conduct pre-start and post-operational checks
- maintain the quality and integrity of transported produce
- apply relevant work health and safety requirements
- apply relevant biosecurity practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
- manufacturers and work site requirements including property conditions, and hazards on the property and on the open road
- road traffic laws and licensing requirements
- organisational procedures for use of vehicles and equipment
- relevant work health and safety requirements for storage of materials and equipment
- work health and safety legislation, codes of practice, procedures, and principles, including manual handling
- emergency procedures
- site safety requirements
- equipment safety requirements
- operational, start up, and shutdown procedures and checks
- hauling and towing procedures
- receipt and document requirements at both ends of the transport operation
- differences in handling and operation with bagged and bulk loads
- relevant biosecurity requirements

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs to the Assessment Conditions.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK323 Maintain and monitor feed stocks

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain and monitor livestock feed stocks.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine quantities of stockfeed required</td>
<td>1.1 Undertake stocktake of stockfeed and update inventory 1.2 Check livestock feed plans and compare required quantities with</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 2. Place orders with suppliers | 2.1 Place orders for stockfeed with suppliers  
2.2 Ensure orders specify quantity, quality, delivery date, delivery site and any special instructions |
| 3. Receive feed into store | 3.1 Check delivery manifest and report discrepancies to supplier and supervisor  
3.2 Check quality of stockfeed and report problems to supplier and supervisor  
3.3 Transfer stockfeed into appropriate storage containers  
3.4 Update and file records and labels |
| 4. Prepare and maintain feed storage area and containers | 4.1 Identify work health and safety hazards and take action to minimise risk  
4.2 Clean feed storage area and containers according to enterprise cleaning schedule  
4.3 Organise stocks of stockfeed according to enterprise inventory management policy  
4.4 Label stockfeed correctly  
4.5 Clean feed storage containers before refilling  
4.6 Check feed storage area and containers regularly for signs of pest infestation  
4.7 Identify problems with feed storage facilities and resolve or report to supervisor for resolution  
4.8 Dispose of stockfeed that does not meet quality standards |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK323A Maintain and monitor feed stocks
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK323 Maintain and monitor feed stocks

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- undertake feed stocktake and update inventory
- determine quantities of stockfeed required
- place stockfeed orders with suppliers
- receive feed into feed store
- prepare and maintain feed storage areas and containers
- dispose of spoiled feeds
- implement relevant work health and safety and biosecurity requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- stocktaking and inventory for stockfeeds
- enterprise livestock feeding plans and determination of stockfeed quantities and qualities
- procedures for ordering stockfeeds
- procedures for taking, checking and handling stockfeeds during delivery
- post-delivery handling and storage of stockfeeds
- quality parameters of stockfeeds and feed ingredients
- documentation and record keeping requirements for stockfeeds
- procedures for cleaning feed storage areas and containers
- pest management of feed storage areas and containers
- monitoring, maintenance and servicing of feed storage facilities
- feed disposal methods and management
- relevant work health and safety and biosecurity requirements
Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK324 Care for and train working dogs

Modification History

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Application

This unit of competency describes the skills and knowledge required to select, train and care for working dogs in the rural industry.

This unit applies to farm workers who use dogs to handle livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes or practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. Individuals must be aware of state/territory regulations and licensing requirements for keeping working dogs.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Identify workplace requirement and select working dog               | 1.1 Identify and confirm working dog requirements for the workplace  
| 1.2 Research suitable working dog breeds and determine availability   | 1.3 Inspect dogs for suitability and make selection according to workplace criteria                                                                  |
| 2. Develop and implement training program for working dog              | 2.1 Teach commands for working tasks  
| 2.2 Introduce the dog to a small flock in a confined area              | 2.3 Train the dog to handle larger numbers in more open areas  
| 2.4 Train the dog on specialist skills such as backing and forcing    | 2.5 Assess existing and potential hazards associated with handling livestock in the workplace and implement measures to control risks  
| 2.6 Comply with animal welfare codes of practice                       | |
| 3. Maintain health and welfare of working dog                         | 3.1 Monitor and maintain health and condition of the working dogs  
| 3.2 Provide an adequate and balanced diet to meet nutritional requirements of the working dogs taking into account work load/training program | 3.3 Seek veterinary advice and arrange for or administer preventative health treatments  
| 3.4 Provide and maintain appropriate housing facilities and equipment in line with animal welfare requirements | |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK324A Care for and train working dogs
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK324 Care for and train working dogs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify the workplace need for working dogs
- select working dog to meet workplace requirements
- develop working dog training programs and apply effective training methods
- maintain health and welfare of the working dog
- follow relevant work health and safety and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- working dog breeds and behaviour
- use of working dogs in the workplace
- effective working dog training systems and procedures
- livestock handling methods and techniques
- care, husbandry and management procedures for working dogs
- signs of health, anatomy and physiology of working dogs
- common illnesses of working dogs and preventative health strategies
- relevant State/Territory legislative and regulatory requirements with regard to work health and safety, animal welfare, biosecurity and the registration and care of domestic dogs

Assessment Conditions

Competency is to be assessed in the workplace OR workplace and a simulated environment that accurately reflects performance in a real workplace setting.
Assessments for the following performance evidence must be conducted on live animals:

- develop and implement training program for working dog

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCLSK325 Castrate livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to castrate young animals.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</table>
| **1. Prepare for animal castration** | 1.1 Interpret work to be undertaken from work program where necessary, and confirm with management  
1.2 Hold discussions with other workers who may be affected by the activities to ensure continued smooth operation of the production process  
1.3 Identify work health and safety hazards, assess risks, and implement suitable controls  
1.4 Select, use and maintain suitable personal protective equipment  
1.5 Hygienically clean castration area to minimise the risk of infection  
1.6 Select and assemble equipment, instruments and resources needed for castration operations, ensuring adequate supplies of consumables  
1.7 Separate male animals as required to facilitate ease of handling and to minimise stress and in compliance with animal welfare codes |
| **2. Castrate animals** | 2.1 Select, catch and restrain individual animals using industry standard techniques  
2.2 Check animals for health and soundness according to organisation guidelines  
2.3 Castrate restrained animals in a humane and hygienic manner according to organisational guidelines, industry standards, and the relevant of animal welfare codes of practice  
2.4 Complete records as instructed by organisational guidelines |
| **3. Complete hygiene and administration activities** | 3.1 Remove all debris, waste material and animal residues from the site and dispose of in an environmentally aware and safe manner according to organisation work procedures  
3.2 Hygienically clean, maintain and store instruments and equipment according to organisation work procedures  
3.3 Maintain a clean and safe area throughout and on completion of work  
3.4 Document work outcomes and report to the supervisor where appropriate according to organisation work procedures |
| **4. Monitor castrates** | 4.1 Move animals from yard to pasture as soon as practical with minimal stress to reduce risk of infection  
4.2 Monitor animals to identify post-castration complications  
4.3 Identify and treat animals exhibiting signs of ill health or infection |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK325A Castrate livestock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK325 Castrate livestock

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify hazards, assess risks and implement safe operating procedures
- handle animals humanely and with minimal stress in line with animal welfare legislation codes of practice
- perform a recommended method of castration with attention to hygiene
- administer pre or post operative treatments
- monitor castrated animals
- carry out animal husbandry tasks in hygienic manner
- record the number and health of animals post castration
- work effectively as a part of a team and communicate with supervisors
- apply relevant work health and safety requirements
- apply relevant animal welfare and environmental sustainability practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
- male anatomy as it relates to castration
- castration methods for various species of livestock
- organisation castration, hygiene and animal welfare procedures and policies
- industry standards for the care and husbandry of animals
- industry and enterprise requirements for debris, waste material and animal residues disposal
- relevant work health and safety legislation, codes of practice and industry and enterprise requirements
- relevant animal welfare legislation, codes of practice and industry and enterprise requirements
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK326 Mix and mill standard stockfeed

Modification History

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Application

This unit of competency describes the skills and knowledge required to mix and mill feed for intensive livestock production.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare to work with livestock feed</td>
<td>1.1 Interpret work to be undertaken from the work program, where necessary, and confirm with supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify work health and safety hazards, assess risks and</td>
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</tr>
<tr>
<td>1.</td>
<td>Implement suitable controls</td>
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<td>1.3 Select, use and maintain suitable personal protective equipment (PPE)</td>
</tr>
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<td></td>
<td>1.4 Select, check and maintain tools and equipment suitable for the work to be undertaken</td>
</tr>
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<td></td>
<td>1.5 Identify environmental impacts of undertaking work, assess likely outcomes and, if necessary, take responsive action</td>
</tr>
<tr>
<td>2. Order and store feed and ingredients</td>
<td>2.1 Order previously selected ingredients from the supplier</td>
</tr>
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<td>2.2 Store ingredients and feed safely in the location and manner determined by the supervisor</td>
</tr>
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<td></td>
<td>2.3 Rotate stock and order replacements to arrive at the appropriate time to ensure optimum freshness</td>
</tr>
<tr>
<td>3. Mix feed</td>
<td>3.1 Calibrate scales and containers to be used for measurements according to manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify feed ingredients and obtain from storage locations</td>
</tr>
<tr>
<td></td>
<td>3.3 Measure ingredients in the specified ratios and quantities</td>
</tr>
<tr>
<td></td>
<td>3.4 Blend ingredients adequately and hygienically in the manner specified and using the appropriate equipment</td>
</tr>
<tr>
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<td>3.5 Perform milling in the manner specified and using the appropriate equipment, if required</td>
</tr>
<tr>
<td>4. Conduct post-procedural hygiene and administration activities</td>
<td>4.1 Clean equipment to maintain hygiene standards</td>
</tr>
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<td></td>
<td>4.2 Complete all required records and documentation accurately and promptly</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK326A Mix and mill standard stockfeed
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK326 Mix and mill standard stockfeed

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify work health and safety hazards, assess risks and implement suitable control measures
- follow enterprise mill and mix stockfeed work program
- order and store feeds and ingredients
- identify feed ingredients and obtain from storage locations
- measure ingredients in the specified ratios and quantities
- mix feeds and ingredients in line with industry quality standards and requirements
- recognise and rectify minor operational faults and perform routine maintenance
- complete records and documentation of feed use and volumes for the shed
- conduct post-procedural hygiene and administration activities
- implement relevant biosecurity requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- enterprise requirements for mixing and milling feeds
- relevant work health and safety requirements
- tools and equipment machinery used for mixing and milling feeds, and the cleaning, maintenance, servicing and storage of such tools and equipment
- environmental impacts of mixing and milling feeds and strategies to mitigate such impacts
- type of feed ingredients and procedures for ordering, handling and storage of feed ingredients
• the impact of seed, chemical, insect and fungal contamination of grain. This includes an awareness of the industry process in place to monitor these contaminants - the National Residue Survey (NRS), the National Antibiotic Residue Minimisation (NARM) and programmed basket surveys
• measurement equipment for feed ingredients, and their calibration and maintenance
• procedures for mixing, blending and milling feed ingredients and feeds
• documentation and record keeping requirements for mixing and milling feed
• relevant biosecurity requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK327 Collect, store and administer colostrum

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Application

This unit of competency describes the skills and knowledge required to collect colostrum from lactating animals and processing the colostrum to support newborn animals.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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<th>Element</th>
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<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
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</table>
Element | Performance criteria
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**essential outcomes.** | achievement of the element.

1. Obtain colostrum
   - 1.1 Obtain, check and sterilise required equipment
   - 1.2 Select suitable donor animals and collect colostrum
   - 1.3 Check frozen colostrum stored and select suitable ones for use
   - 1.4 Select, use and maintain appropriate Personal Protective Equipment (PPE)

2. Administer colostrum to newborn animals
   - 2.1 Identify newborn animals requiring supplementary colostrum
   - 2.2 Obtain and prepare feeding equipment
   - 2.3 Thaw frozen colostrum at room temperature
   - 2.4 Warm thawed colostrum to body temperature
   - 2.5 Administer warmed colostrum to newborn animals according to individual animal requirements and workplace procedures
   - 2.6 Check newborn animals regularly after administration of colostrum and repeat colostrum feeds as required
   - 2.7 Follow enterprise animal welfare policies

3. Store colostrum
   - 3.1 Filter colostrum according to workplace procedures and place in appropriate container
   - 3.2 Freeze surplus colostrum for future use and label container with details of donor animal and date of collection

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK327A Collect, store and administer colostrum

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK327 Collect, store and administer colostrum

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- obtain colostrum from suitable donor animals and select suitable frozen colostrum
- handle and feed new born animals appropriately
- handle frozen colostrum according to enterprise and health and safety procedures
- store colostrum for future use
- follow relevant work health and safety and animal welfare requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- nutritional needs of newborn animals and the need for feeding colostrum to newborn animals
- selection of suitable donor animals
- methods and equipment used to collect colostrum
- care, husbandry and management of newborn animals
- handling of frozen colostrum
- administration of colostrum to newborn animals and their post-administration care
- storage procedures of colostrum
- relevant work health and safety and animal welfare requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.
Assessments for the following performance evidence must be conducted on live animals:

- obtain colostrum
- administer colostrum to newborn animals

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK328 Remove and facilitate reuse of effluent and manure from an intensive production system

Modification History

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Application

This unit of competency describes the skills and knowledge required to remove and facilitate reuse of effluent and manure from an intensive livestock production system.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes or practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

The production enterprise may be required to comply with local council, State or Commonwealth licensing requirements for operations involving effluent and manure.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
### Elements and Performance Criteria

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<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>
| 1. Prepare to work with effluent disposal equipment | 1.1 Interpret work to be undertaken from work program where necessary, and confirm with management  
1.2 Hold discussions with other workers who may be affected by the maintenance activities to ensure continued smooth operation of the production process  
1.3 Identify work health and safety hazards, assess risks and implement suitable controls  
1.4 Select, use and maintain suitable personal protective equipment (PPE)  
1.5 Select, check and maintain tools and equipment suitable for the work to be undertaken |
| 2. Maintain and operate effluent storage and disposal system | 2.1 Observe and follow regulatory and industry requirements and standards for effluent operations  
2.2 Service and maintain effluent removal and disposal equipment  
2.3 Use effluent disposal systems according to system design in compliance with approval granted by local government and state environment protection authority  
2.4 Carry out techniques for irrigation compliance with relevant regulatory and industry standards when using liquid effluent storages  
2.5 Flush and drain in-shed effluent pits as required  
2.6 Turn composted effluent in compliance with relevant regulatory and industry standards |
| 3. Monitor effluent disposal system | 3.1 Check flow rates, pit levels, compost temperatures and equipment regularly to maintain effective operation of the system  
3.2 Carry out cleaning procedures and hygiene practices  
3.3 Identify environmental impacts of effluent disposal and reuse, assess likely outcomes and if necessary, take responsive action |
| 4. Conduct hygiene and administration activities | 4.1 Clean equipment according to manufacturer specifications  
4.2 Clean and store attachments and other ancillary equipment according to manufacturer specifications  
4.3 Dispose of all containers, leftover fluids, waste and debris from the operations safely and appropriately  
4.4 Complete all required records and documentation accurately and promptly |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK328A Remove and facilitate reuse of effluent and manure from an intensive production system

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK328 Remove and facilitate reuse of effluent and manure from an intensive production system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify work health and safety hazards, assess risks and implement suitable controls
- make preparations to work with effluent disposal equipment
- maintain and operate effluent storage and disposal system in compliance with approval granted by local government and state environment protection authority
- monitor effluent disposal system
- conduct cleaning and hygiene practices associated with effluent operations
- implement relevant environmental practices
- complete organisational records

Knowledge Evidence

The candidate must demonstrate knowledge of:

- an enterprise work program and program requirements for effluent operations
- relevant work health and safety requirements
- tools, equipment and systems used for effluent operations (effluent handling, removal and disposal) and their functions, cleaning, maintenance, servicing and storage of such tools, equipment and systems
- relevant local government, State and Commonwealth regulations and industry requirements for effluent operations
- environmental impacts of effluent operations and liquid effluent irrigation, and strategies to mitigate such impacts
- irrigation techniques for liquid effluent
- functions, maintenance and service of effluent pits
- methods and maintenance of effluent composting
• methods for safe and appropriate disposal of containers, leftover fluids, waste and debris from effluent operations
• documentation and type of records that need to be completed for effluent operations
• relevant biosecurity requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK329 Implement procedures for calving

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor cows at calving and provide the support required.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to workers on cattle farms who are responsible for overseeing calving. These individuals are expected to refer any high risk issues or problems for veterinary advice.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

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</table>
| 1. Prepare for calving | 1. Assess and monitor condition and health status of cow prior to calving  
1.2 Check calving equipment, resources and materials and prepare for use  
1.3 Graze cows at risk of calving difficulty (especially first calf heifers) in an area where intervention can be carried out with as little disruption as possible  
1.4 Identify hazards in assisting with calving and follow safe work practices  
1.5 Check mating records and confirm anticipated calving date |
| 2. Observe the calving | 2.1 Monitor cows for signs of approaching parturition and throughout calving  
2.2 Note signs of calf malpresentation or dystocia from the rate of progress in giving birth and the initial orientation of the feet and head |
| 3. Support calving | 3.1 Handle calving cows calmly and put in a secure environment  
3.2 Implement hygiene procedures to ensure that any calving equipment entering the birth canal is clean  
3.3 Estimate the orientation and size of the foetus relative to the pelvis through manual palpation  
3.4 Check the possibility of twins and adjust position of the lead foetus where required  
3.5 Manipulate a malpresentation physically into the correct position where required  
3.6 Apply calving ropes/chains are placed on the calf above the front fetlocks and appropriate calf pulling equipment in the case of dystocia, without causing undue harm to the female  
3.7 Bring in specialist support in if normal assistance procedures are not adequate to assist the calving  
3.8 Apply enterprise animal welfare policies to livestock handling procedures |
| 4. Carry out monitoring after calf has been born | 4.1 Allow cow to rest and encourage cow to lick the calf as an initial bonding  
4.2 Check calves that have been assisted for clear airways  
4.3 Leave the placenta for the cow to ingest after calving  
4.4 Treat and record cows with retained placentas or other abnormalities |
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<td>4.5 Maintain the calving environment, facilities and equipment in a safe, hygienic and operational state and report or fix faults</td>
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<td>4.6 Keep record of calving</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLK329A Implement procedures for calving

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK329 Implement procedures for calving

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and use safe work practices in the calving environment
- carry out cow husbandry procedures and recognise signs of imminent calving
- apply contingency measures for calving in the event of difficulties
- prepare calving environment, materials and resources to industry standards
- ability to correctly apply calving ropes/chains and use suitable calf pulling equipment
- monitor cow condition and recognise abnormal behaviour/presentations
- ability to manual palpate and recognise simple malpresentations
- recognise abnormalities in calving behaviour, expulsion of foetus and placenta, and progress of calf immediately after birth
- recognise when normal assistance procedures are not adequate to assist the calving and specialist veterinary support is required
- maintain a safe and secure post-calving environment
- demonstrate safe and environmentally responsible workplace practices
- apply relevant work health and safety requirements
- apply relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- calving behaviour and basic health and nutritional requirements as directed
- calving equipment and materials, their components and functions
- calving intervention and non-intervention strategies
- normal calf presentation v abnormal that may need assistance
• problems associated with calving and intervention and follow up treatment
• enterprise policies with regard to calving down, recording and reporting routines
• health and injury hazards associated with handling cattle
• personal protective clothing and equipment, and when and how it should be used
• procedures for cleaning and maintaining treatment equipment and materials
• relevant State/Territory legislation, regulations and codes of practice with regard to work health and safety and animal welfare.

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK331 Comply with industry animal welfare requirements

Modification History

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Application

This unit of competency describes the skills and knowledge required to comply with industry animal welfare requirements in the production of livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities, work in a range of known contexts, and use discretion and judgement in the selection and use of available resources. They provide and communicate solutions to a range of predictable problems.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</tbody>
</table>
| 1. Determine and identify animal welfare requirements | 1.1 Determine legislative, regulatory and industry and enterprise animal welfare requirements  
1.2 Identify workplace animal welfare concerns  
1.3 Propose actions that can be taken to address identified workplace animal welfare concerns |
| 2. Comply with animal welfare requirements | 2.1 Carry out workplace animal welfare procedures and requirements consistently  
2.2 Report non-conformance to supervisor  
2.3 Take appropriate corrective action as advised by supervisor and in compliance with workplace procedures  
2.4 Complete appropriate record keeping of workplace animal welfare concerns and actions taken |
| 3. Participate in animal welfare process | 3.1 Recognise animal welfare issues in the workplace, report to supervisor or management and take appropriate corrective action as required  
3.2 Participate in workplace and/or industry animal welfare induction, training and programs  
3.3 Participate in workplace and/or industry animal welfare emergency training |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK331A Comply with industry animal welfare requirements
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK331 Comply with industry animal welfare requirements

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine and identify animal welfare requirements of relevant legislations, regulations, codes of practice and industry and workplace procedures
- comply with animal welfare requirements by carrying out workplace procedures, reporting non-conformance, taking appropriate corrective actions and completing record keeping
- participate in workplace animal welfare processes by reporting animal welfare issues and taking part in animal welfare induction, training and programs
- participate in workplace and/or industry animal emergency training

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant animal welfare legislation, regulations and codes of practice
- basic requirements for ensuring the welfare of livestock described in the relevant Codes of Practice
- workplace and/or industry animal welfare procedures and animal emergency procedures
- workplace and/or industry procedures for reporting and recording animal welfare concerns, non-conformance and malpractice in the workplace

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK332 Monitor animals in intensive production systems

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Application

This unit of competency describes the skills and knowledge required to monitor livestock in an intensive production system.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes or practice and sustainability practices.

This unit applies to beef cattle, dairy cattle, sheep, goats and pigs.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

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</table>
| 1. Monitor animal health status | 1.1 Source information on animal health programs from the livestock production plans  
1.2 Assess animal health status by routinely inspecting each animal from induction to despatch by having unimpeded access and opportunity to observe behavioural characteristics, signs of ill-health and freedom of movement  
1.3 Source information on past treatment(s) from the individual animal’s identification tag or identification marking and enterprise records  
1.4 Identify husbandry practices appropriate for the health status of the individual animal: follow-up observation, isolation from other livestock and/or treatment |
| 2. Identify animals requiring treatment | 2.1 Identify individual animals with potential health issues or in ill health  
2.2 Determine the type and severity of infection or injury and identify and/or isolate affected animals requiring treatment |
| 3. Determine the type and scope of treatment | 3.1 Determine the need for, type and scope of treatment by seeking expert or veterinary advice  
3.2 Prepare equipment, materials and treatment site  
3.3 Identify work health and safety hazards, assess risks and implement control measures in relation to the treatment  
3.5 Record withholding periods and other details of treatment |
| 4. Administer treatment | 4.1 Check, select and use suitable personal protective equipment (PPE)  
4.1 Handle and restrain animals safely and humanely  
4.2 Administer treatment appropriately according to chemical label or veterinary advice  
4.3 Identify treated animals from non-treated animals to ensure compliance with the required Withholding Period (WHP)  
4.4 Prepare and move treated animals as planned |
| 5. Carry out post-treatment procedures | 5.1 Monitor animal health and condition post-treatment and report on animal’s progress  
5.2 Identify, environmental impacts associated with the administration of treatment, assess likely outcomes and take responsive action  
5.3 Clean equipment and worksite, and dispose of organic and
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<td>non-organic waste appropriately</td>
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<td>5.4 Store unused medications appropriately</td>
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<td>5.5 Complete documentation and records accurately and promptly</td>
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<td>5.6 Comply with enterprise biosecurity policies</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK332A Monitor animals in intensive production systems.

**Links**

Assessment Requirements for AHCLSK332 Monitor animals in intensive production systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- monitor animal health status
- identify animals requiring treatment
- determine the type and scope of treatment
- identify work health and safety hazards, assess risks and implement control measures associated with administering treatments to animals
- handle, restrain and treat animals without compromising animal welfare
- monitor animals post treatment and complete workplace recording requirements
- implement relevant animal welfare and biosecurity policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- type of information to be gathered from livestock production plans, animal health plans and individual animal records
- signs of health, signs of ill health and methods of assessing livestock health
- biosecurity requirements, husbandry and management strategies and procedures for ill or injured animals
- methods for humane and safe handling and restrain of animals
- common diseases of the livestock species, and strategies for treatment and management of such diseases
- typical and common medications, vaccines, the routes of administration in animals and keeping/storage of such medications
- work health and safety requirements associated with administering treatments to animals
• principles and regulations for veterinary medicines treatment and Withholding Periods in animals
• environmental impacts of administering treatments to animals and strategies to mitigate these impacts
• enterprise heat load management plans
• types of and disposal methods for organic and non-organic waste
• documentation and type of records that need to be completed for animal treatments

Assessment Conditions
Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK333 Monitor pen condition and ration suitability

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Application

This unit of competency describes the skills and knowledge required to monitor the suitability of rations and pen conditions for livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</table>
| 1. Monitor ration and water levels | 1.1 Source information on ration ingredients and composition from enterprise livestock production and/or feed plans  
1.2 Assess ration levels, composition and consistency and identify potential production and health issues for different pens and classes of livestock  
1.3 Identify strategies for removing wet, mouldy and fouled ration from bunks, and preventing livestock from access to unsuitable rations  
1.4 Assess water quantity and quality to meet requirements of livestock |
| 2. Inspect pen status and condition | 2.1 Source information on pen group status from enterprise livestock production plan  
2.2 Assess pen infrastructure, feed bunks, feed apron and water troughs together with animal feeding behaviour and identify performance and potential issues  
2.3 Identify strategies to control leaking troughs, and prevent livestock from access to damaged pen or feeding areas  
2.4 Assess pen surface conditions and behaviours of livestock in consideration of prevailing weather conditions  
2.5 Identify strategies for adjusting stocking density, providing access to shade, modifying pen drainage, cleaning pen and modifying the ration |
| 3. Assess manure condition | 3.1 Assess manure consistency and colour as indicators of individual animal and herd health  
3.2 Identify strategies for increasing roughage in ration, courser processing of grains and adjusting rations for sick animals |
| 4. Check pen hygiene | 4.1 Assess feed bunks, feed aprons and water troughs for fouling and unhygienic build-ups of waste  
4.2 Identify strategies for resolving animal production and health issues, work health and safety concerns, and cleaning of pens to prevent odour and insect problems |
| 5. Report and record incidents as required | 5.1 Report incidents and problems to supervisor as required  
5.2 Record and monitor effectiveness of strategies adopted |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK333A Monitor pen condition and ration suitability

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK333 Monitor pen condition and ration suitability

Modification History

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<tr>
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<tbody>
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<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- monitor ration and water levels and respond to issues as required
- inspect pen status and condition and respond to issues as required
- assess manure condition and respond as required
- check pen hygiene and respond to issues as required
- report and record incidents
- communicate with work team and supervisors
- implement relevant work health and safety, biosecurity, animal welfare and environmental protection requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- type of information on rations, water, housing infrastructure and feeding infrastructure that can be gathered from livestock production and feeding plans
- principles and elements of nutrition and the impact of nutrition on livestock production
- nutritional requirements of different livestock species, classes and life stages
- impacts of poor nutrition and unsuitable rations on livestock production, and strategies to mitigate these impacts
- how rations can be adjusted or modified to benefit sick animals
- housing requirements and housing management of different livestock species, classes and life stages
- feeding and water requirements, and feeding and water management of different livestock species, classes and life stages
• impacts of unsuitable housing, feeding and watering infrastructure on livestock and strategies to mitigate these impacts
• effects of weather on housing and feeding infrastructure and strategies to mitigate such effects
• methods for using manure as assessment of livestock health
• methods for maintaining, cleaning and removing waste from housing and feeding infrastructure
• documentation, record keeping and methods for monitoring effectiveness of adopted strategies
• relevant work health and safety, biosecurity, animal welfare and environmental protection requirements and practices

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK334 Plan, prepare and conduct mulesing procedures

Modification History

<table>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to conduct the most efficient and humane mulesing procedure in circumstances where all alternative methods of breech flystrike prevention have been evaluated and mulesing is considered the most appropriate of these for the long-term welfare of the sheep.

This unit applies to sheep farmers and contractors in the livestock industry who normally operate under limited supervision.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, candidates should confirm the regulatory requirements that apply in their relevant State or Territory before undertaking this unit.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Conduct pre-mulesing evaluations** | 1.1 Identify and comply with relevant State/Territory legislation, regulations and animal welfare standards and guidelines  
1.2 Identify industry standards and guidelines  
1.3 Seek expert advice and discuss alternative strategies to manage flystrike susceptibility prior to undertaking mulesing procedures  
1.4 Confirm workplace requirements for use of mulesing  
1.5 Conduct pre-operative evaluation of sheep  
1.6 Assess risks associated with mulesing procedure and implement measures to control the risks such as using appropriate Personal Protective Equipment |
| **2. Prepare for mulesing operations** | 2.1 Identify and order all required supplies and equipment in advance  
2.2 Monitor weather conditions to determine optimal conditions for operation and recovery of sheep from the procedure  
2.3 Select suitable time of day for operation to minimise the separation time of lambs and ewes  
2.4 Engage adequate number of skilled workers  
2.5 Select appropriate yards, paddocks and pastures for each mob and each day to allow adequate time for mothering up of lambs after separation from the ewes  
2.6 Use appropriate procedures for mustering, movement and handling so that stress to sheep is kept to a minimum  
2.7 Allow lambs to settle and cool after yarding |
| **3. Select, maintain and use appropriate equipment** | 3.1 Maintain all equipment in clean, hygienic and working conditions to reduce the risk of infection and cross-infection in sheep  
3.2 Maintain cradles to be used for mulesing in good working condition and can be operated to ensure minimal risk to the operator or lamb, especially when loading and unloading  
3.3 Set, grind and sharpen mulesing shears to working standards  
3.4 Disinfect mulesing shears after sharpening, before use and between each animal  
3.5 Prepare wash-down, soaking and disinfecting containers for use  
3.6 Prepare and test chemical application equipment to check for operational efficiency  
3.7 Clean and disinfect all equipment at the end of operation and store appropriately to minimise contamination |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 4. Conduct mulesing procedures | 4.1 Conduct all procedures in accordance with work health and safety, animal welfare and biosecurity requirements  
4.2 Maintain a high standard of hygiene throughout the operation in relation to facilities, operators’ hands, handling and equipment  
4.3 Handle lambs calmly and use appropriate restraints such as cradles  
4.4 Perform mulesing procedure in accordance with model code of practice and industry standards  
4.5 Apply pain relief to the wound immediately after the procedure in accordance with industry standards and legislative requirements, and following label and Safety Data Sheet (SDS) instructions  
4.6 Apply insecticide dressing to the surrounding intact wool bearing skin (not the wound) immediately after the procedure in accordance with industry standards and following label and SDS instructions  
4.7 Continually evaluate wound symmetry, size and position, and breaks in selvage (muscle fascia)  
4.8 Remove lambs from cradles so they land gently on all four feet |
| 5. Conduct post-mulesing management procedures | 5.1 Allow lambs, following release, to 'mother-up' to ewes as soon as possible  
5.2 Provide immediate treatment for lambs that are abandoned or unable to stand or walk  
5.3 Monitor lambs for abnormal signs such as infection and sepsicaemia  
5.4 Maintain and update required documentation and records |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK334A Plan, prepare and conduct mulesing procedures
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK334 Plan, prepare and conduct mulesing procedures

Modification History

<table>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess alternative strategies and confirm key indicators for the use of mulesing
- identify optimal conditions for carrying out mulesing procedures
- conduct pre-operative evaluation of lambs submitted for mulesing procedures and risk assessment in consultation with sheep manager
- prepare appropriate sites, facilities and equipment in line with infection control, work health and safety and animal welfare standards including pain management in accordance with industry best standards and legislative requirements
- follow low stress stock mustering, movement and handling procedures
- carry out mulesing operations in accordance with industry recognised best practice mulesing techniques and hygiene standards
- follow appropriate procedures and label directions to provide pain relief plus insecticide dressing as required
- monitor animals' behaviour post-mulesing for health and well-being including the ability to recognise signs of post-mulesing complications
- communicate post-mulesing management requirements to sheep manager
- accurately document and maintain appropriate records
- follow relevant work health and safety, animal welfare and biosecurity requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant work health and safety, animal welfare and biosecurity requirements
- relevant codes of practice and industry standards for mulesing
Assessment Requirements for AHCSK334 Plan, prepare and conduct mulesing procedures

Date this document was generated: 18 March 2019

- reasons and requirements for mulesing in sheep
- body condition scoring (BCS), breech wrinkle scoring (BRWR) and breech cover scoring (BCOV) in lambs and adult sheep
- methods and strategies of flystrike control
- effects of weather, environmental, facility, flock, individual animal and human factors on mulesing operations
- use and maintenance of materials and equipment for mulesing
- principles and maintenance of hygiene in mulesing operations
- methods and techniques for handling and restraint of adult sheep and lambs
- use of pain relief and insecticide treatment in mulesing procedures
- anatomy and external features of sheep
- health and animal welfare implications of post mulesing complications in sheep
- signs of ill health and related management strategies in sheep
- use of and regulatory considerations for the use of disinfectants
- relevant care, husbandry and management strategies for sheep flocks
- relevant legislation, regulations and codes of practice, including those relating to work health and safety, animal welfare, veterinary practitioner/surgeons’ Acts, stock diseases and waste disposal, agricultural and veterinary chemical use

Assessment Conditions

Competency is to be assessed in the workplace OR workplace and a simulated environment that accurately reflects performance in a real workplace setting.

Assessments for the following performance evidence must be conducted on live animals:

- conduct mulesing procedures

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan, prepare and conduct Dropped Ovary Technique (DOT) procedures for controlling fertility in females in extensive beef herds, where alternative options for the management of cull heifers and cows, other than spaying, have been evaluated but deemed unsuitable or unavailable.

This unit applies to cattle producers and contractors in the livestock industry who normally operate under limited supervision. It is essential that candidates who undertake this unit have at least one year’s prior experience working with cattle.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes or practice and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They complete routine activities and work in a range of known contexts.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Candidates should confirm the regulatory requirements that apply in their relevant State or Territory before undertaking this unit. Regulations in some States and Territories restrict the conduct of the DOT procedure to registered veterinarians. There is a direct link between this unit of competency and approval for lay operators to perform the DOT procedure in some State/Territory jurisdictions.

Pre-requisite Unit

Nil.
# Unit Sector

Livestock (LSK)

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Conduct pre-DOT evaluations | 1.1 Identify and comply with relevant State/Territory legislation, regulations, codes of practice and animal welfare standards and guidelines  
1.2 Discuss alternatives to ovariecotomy (spaying) with cattle manager and carefully consider them prior to undertaking DOT procedure  
1.3 Confirm pre-operative evaluation of cattle submitted for ovary dropping with cattle manager  
1.4 Identify and discuss risks associated with DOT procedure with cattle manager |
| 2. Prepare for DOT operations | 2.1 Monitor weather conditions to determine optimal conditions for operation  
2.2 Select time of day for operation to minimise animal stress  
2.3 Engage adequate numbers of skilled workers  
2.4 Select appropriate holding yards, forcing yards, race and settling yards  
2.5 Follow low-stress stock mustering, movement and handling procedures  
2.6 Allow cattle to settle and cool after yarding |
| 3. Select, maintain and use appropriate equipment | 3.1 Ensure all equipment is well-maintained and in a clean and hygienic condition to reduce the risk of infection and cross-infection  
3.2 Ensure cattle crush used for procedure is maintained in good working order and operated to ensure minimal risk to the operator and animal, especially when loading and unloading  
3.3 Prepare wash-down, soaking and disinfecting containers and position ready for use  
3.4 Prepare disinfectant solution in accordance with the label and Safety Data Sheet (SDS) directions  
3.5 Sharpen ovariotome regularly and disinfect before use and between each procedure  
3.6 Clean and disinfect all equipment at the end of operations and store appropriately to minimise contamination |
| 4. Conduct DOT | 4.1 Conduct all procedures in accordance with animal welfare |
## Element | Performance criteria
--- | ---
Procedures | Requirements, biosecurity requirements and work health and safety standards
4.2 Maintain a high standard of hygiene throughout the procedures in relation to facilities, hands, handling and equipment
4.3 Handle cattle quietly in the holding yards, forcing yards and race so that they are relatively calm when they reach the crush
4.4 Identify common DOT procedural impediments and plan remedial actions
4.5 Provide pain management in accordance with legislative requirements
4.6 Perform DOT procedures in accordance with industry best practice standards and processing rates
4.7 Apply identification earmarks or ear tags to cattle upon completion of procedures, in accordance with relevant State/Territory legislative requirements
4.8 Release and allow ovariectomised animals to settle on to feed and water in the settling yards for several hours, before moving them quietly to pasture

5. Carry out post DOT procedures | 5.1 Record the identity of the cattle and date of the procedure, with details of significant observations where required
5.2 Inspect cattle regularly and with minimal disturbance for signs of post-operative complications during the healing process and take appropriate action where required

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCLSK335A Conduct dropped ovary technique procedures for spaying cattle.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK335 Conduct dropped ovary technique procedures for spaying cattle

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess alternative strategies and confirm key indicators for the use of DOT procedures in consultation with cattle manager
- identify optimal conditions for carrying out DOT procedures
- conduct pre-operative evaluation of cattle submitted for ovary dropping and risk assessment in consultation with cattle manager
- comply with animal welfare legislation, animal welfare standards and guidelines, State and Territory veterinary surgeons’ or practitioners’ legislation and regulations and relevant codes of conduct
- prepare appropriate sites, facilities and equipment in line with infection control, work health and safety and animal welfare standards including pain management in accordance with legislative requirements
- follow low-stress stock mustering, movement and handling procedures
- carry out DOT procedures in accordance with industry recognised best practice DOT procedure and processing rates, implement remedial actions and hygiene standards
- communicate post-spay management requirements to cattle manager
- accurately document and maintain appropriate records
- follow relevant biosecurity requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- alternative options available to control fertility in cattle
- animal welfare and biosecurity requirements for the use of DOT in cattle
- anatomy and reproductive features of cattle
• body condition scoring of cattle
• relevant cattle nutrition and husbandry requirements for the specific cattle management system
• industry recognised best practice DOT procedure and processing rates
• use of, and regulatory considerations for the use of disinfectants
• health and animal welfare implications of post-operative complications of the use of DOT in cattle
• animal welfare legislation, animal welfare standards and guidelines, State and Territory veterinary surgeons’ or practitioners’ legislation and regulations and relevant codes of conduct as they apply to DOT
• relevant work health and safety requirements

Assessment Conditions
Competency is to be assessed in the workplace OR the workplace and a simulated environment that accurately reflects performance in a real workplace setting.

Assessments for performance evidence must be conducted in an on-farm workplace situation with access to appropriate female cattle, facilities and equipment.

Assessment for the following performance evidence must be conducted on live animals:
• conduct DOT procedures
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2 322cf72
AHCLSK337 Train, care for and ride horses for stock work

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to handle, ride and train horses to muster, move and separate livestock. It covers caring for horses and equipment, and addresses the potential risks associated with working with and around horses and livestock.

This unit applies to individuals who have experience working in the livestock industry and in riding educated, compliant and manageable horses to muster and check stock on grazing properties. Work is normally carried out independently, under broad direction according to workplace procedures.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

Pre-requisite Unit

The prerequisite unit of competency for this unit is:

- AHCLSK218 Ride educated horses to carry out basic stock work

Note the following chain of prerequisites that also applies to this unit.

<table>
<thead>
<tr>
<th>Unit of competency</th>
<th>Prerequisite requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK218 Ride educated horses to carry out basic</td>
<td>ACMEQU202 Handle horses safely</td>
</tr>
</tbody>
</table>
**Unit Sector**

Livestock (LSK)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Prepare horses for work | 1.1 Select, use and maintain appropriate personal protective equipment (PPE)  
1.2 Select, muster, or bring from paddock, and assess the suitability of the horse for the task  
1.3 Catch and handle horses safely and humanely  
1.4 Check horse health, soundness, and fitness level to ensure it is capable to complete the work required  
1.5 Select, check, and maintain working equipment, according to instructions  
1.6 Groom horse prior to exercise or work  
1.7 Fit working gear to individual horse |
| 2. Train horses for stock work | 2.1 Identify and assess risks, and implement risk controls associated with horse riding and horse training  
2.2 Assess current level of education of the horse  
2.3 Train horse to calmly carry out required movements for working stock, including stops, turns and rollbacks  
2.4 Train horse to work and control a mob of livestock as a whole  
2.5 Train horse to safely handle a single beast and to return it to the |
<table>
<thead>
<tr>
<th>Elements</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td></td>
<td>mob safely according to industry practices</td>
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<tr>
<td></td>
<td>2.6 Train horse to separate a beast from a mob as instructed and according to industry practices</td>
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<tr>
<td></td>
<td>2.7 Train horse to calmly accept a stock whip being used by the rider, if required by the workplace, according to industry practices</td>
</tr>
<tr>
<td></td>
<td>2.8 Train horse to work with working dogs where required by workplace</td>
</tr>
<tr>
<td></td>
<td>2.9 Utilise agreed emergency procedures when training horses in required safety movements, including one-rein stops</td>
</tr>
<tr>
<td>3. Ride horses to carry out stock work</td>
<td>3.1 Interpret work program to determine work to be undertaken, and confirm with management</td>
</tr>
<tr>
<td></td>
<td>3.2 Select horses for the task, taking into consideration task requirements and own skill level</td>
</tr>
<tr>
<td></td>
<td>3.3 Catch and handle horses safely and humanely</td>
</tr>
<tr>
<td></td>
<td>3.4 Practise and reinforce training of horse while carrying out routine stock work</td>
</tr>
<tr>
<td></td>
<td>3.5 Take corrective action to re-train horse where necessary</td>
</tr>
<tr>
<td>4. Provide post ride care and maintain saddlery and equipment</td>
<td>4.1 Remove gear, and groom, wash and/or clean horse according to industry practices</td>
</tr>
<tr>
<td></td>
<td>4.2 Water and feed horse in line with workplace procedures and safe work practices</td>
</tr>
<tr>
<td></td>
<td>4.3 Release horse safely to appropriate enclosure, paddock or yard</td>
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<tr>
<td></td>
<td>4.4 Check, clean, maintain and store working gear</td>
</tr>
<tr>
<td></td>
<td>4.5 Repair working gear according to industry practices</td>
</tr>
<tr>
<td></td>
<td>4.6 Apply the workplace’s biosecurity and sustainability policies</td>
</tr>
<tr>
<td>5. Maintain horse health and condition</td>
<td>5.1 Monitor horses as a part of daily routines to identify signs of ill health, injury and poor condition</td>
</tr>
<tr>
<td></td>
<td>5.2 Muster or catch horses in need of attention, and report and record condition in line with workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.3 Administer prescribed treatments for common ailments, under supervision of the veterinarian or manager</td>
</tr>
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<td></td>
<td>5.4 Safely check horse legs and feet, safely clean out feet, and correctly identify lameness and potential causes for lameness</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
---|---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

5.5 Organise shoeing according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employability skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Comprehend information in workplace documentation</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record data and observations about horses in workplace forms accurately</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Follow industry guidelines and workplace procedures, including safe work and safe horse handling practices and animal welfare principles, relevant to own role</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Follow accepted communication practices and protocols for reporting issues to management using accurate industry terminology</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan, sequence and prioritise multiple tasks, and assemble equipment to complete activities, taking safety and risk factors into consideration</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK337 Train, care for and ride horses for stock work</td>
<td>AHCLSK336 Educate, care for and ride horses for stock work</td>
<td>Unit and assessment requirement content changed to clarify safety requirements and intent of unit</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for AHCLSK337 Train, care for and ride horses for stock work

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has cared for, ridden and trained at least two different horses for stock work. The following points must be demonstrated for each horse:

- identifying work health and safety hazards and implementing safe work procedures
- selecting and maintaining saddlery and equipment
- handling and preparing horses for riding and livestock work
- using calm and humane handling methods to minimise undue stress and risk to horses, handlers, and livestock according to animal welfare requirements
- developing a working relationship with the horse or horses in own care
- monitoring health and condition of horses, including carrying out basic hoof care and cleaning
- identifying signs of ill health, injury, or poor condition and administering basic treatments
- training horses to:
  - calmly carry out required movements for working stock, including safety movements, stops, turns and rollbacks
  - work and control a mob of livestock as a whole
- riding, controlling and stopping the horse to carry out checking, mustering and moving livestock as part of property operations
- assessing and monitoring horse behaviour during riding activities and taking corrective action if required
- completing post-ride activities including:
  - cleaning, feeding and watering horse
  - checking and maintaining tack
  - completing records as required by workplace.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common horse colours and markings, gender and other identifying features
- horse movement and behavioural characteristics, and learning theories relevant to stock work
- livestock behaviour and how this is utilised to minimise stress for horse and livestock
- relevant industry standards and practices, and workplace procedures and guidelines for horse riding and riding safety, including lungeing, riding in a yard before riding outside, and one-rein stops
- approaches to horse education for stock work and associated learning theories
- basic care husbandry and management procedures for horses
- common signs of unsoundness, including injury, disease, work stress or other disorders in horses
- basic anatomy and physiology of the horse
- use of horses for workplace operations
- care and maintenance of working gear
- horse conformation and work readiness or level of education
- horse handling and riding techniques
- key requirements of work health and safety and animal welfare regulations, and codes of practice relevant to working and interacting with horses.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions containing livestock handling facilities
- resources, equipment and materials:
  - various live, suitably educated, compliant and manageable horses to be trained for stock work and assessed as suitable for the experience and skill of the individual
  - livestock to use in training horses
  - appropriate tack for individual, horse and stock work activity
  - personal protective equipment (PPE) correctly fitted and applicable to activity for the individual
- specifications:
  - work instructions and workplace procedures for training, caring for and riding horses for stock work.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCLSK401 Develop feeding plans for a production system

Modification History

<table>
<thead>
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<th>Release</th>
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<tbody>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to develop feeding plans for a production system.

This unit applies to supervisors and unit managers who are responsible for nutrition and feeding in an intensive livestock production facility.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Select ingredients for feed</td>
<td>1.1 Identify nutritional needs of livestock from information available and class of livestock</td>
</tr>
<tr>
<td></td>
<td>1.2 Source nutritional advice from the appropriate industry or organisational sources</td>
</tr>
<tr>
<td></td>
<td>1.3 Select ingredients that provide for the identified nutritional need of livestock</td>
</tr>
<tr>
<td></td>
<td>1.4 Select suppliers of ingredients on the basis of quality and cost of feed</td>
</tr>
<tr>
<td></td>
<td>1.5 Determine quantities of individual ingredients required, in conjunction with advice from other available information and expert/supplier advice</td>
</tr>
<tr>
<td>2. Determine feed rations and schedules</td>
<td>2.1 Determine quantities of total feeds required for livestock from the production program, in conjunction with advice from other available information and expert advice</td>
</tr>
<tr>
<td></td>
<td>2.2 Take into consideration the results of any available laboratory testing when determining the quantities of each ingredient used</td>
</tr>
<tr>
<td></td>
<td>2.3 Schedule feeding and allocate responsibility for feeding in line with the production program and other operations occurring within the site</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify the method(s) of providing feed to livestock identified in the production plan and confirm with supplier of ingredients and other expert advice</td>
</tr>
<tr>
<td>3. Supervise mixing and storage of feed</td>
<td>3.1 Organise secure and hygienic storage of feed and ingredients to eliminate contamination and infestation</td>
</tr>
<tr>
<td></td>
<td>3.2 Select storage location to ensure safe access</td>
</tr>
<tr>
<td></td>
<td>3.3 Organise rotation of feedstocks and replacements to arrive at the appropriate time to ensure optimum freshness</td>
</tr>
<tr>
<td></td>
<td>3.4 Organise mixing of feed to suit the needs of the livestock, the identified nutritional requirements and the equipment available within the organisation</td>
</tr>
<tr>
<td></td>
<td>3.5 Add medications to feeds according to enterprise procedures if required</td>
</tr>
<tr>
<td></td>
<td>3.6 Take, package and label samples of feed and forward them to the laboratory for testing according to the schedules described in the production program</td>
</tr>
<tr>
<td></td>
<td>3.7 Check calibration of measuring equipment and calculation of quantities at regular intervals</td>
</tr>
</tbody>
</table>
Element | Performance criteria
--- | ---
**Elements describe the essential outcomes.** | **Performance criteria describe the performance needed to demonstrate achievement of the element.**

3.8 Identify work health and safety hazards, assess risks, and implement, monitor and review risk controls for feed preparation and feeding operations
3.9 Comply with enterprise biosecurity policies

4. Supervise feeding
4.1 Supply rations to the livestock according to the production program and schedules devised
4.2 Make potable water available continuously to the livestock
4.3 Monitor the health and wellbeing of the livestock in line with enterprise requirements and animal welfare policies
4.4 Monitor and report any change in production levels as a direct result of changes to feed types, ingredients or schedules
4.5 Give advice to operational staff during the feeding operation when requested, or when the need is observed
4.6 Remove all waste materials and substances from the site and store, or disposed of, according to legislation, environmental policies and enterprise procedures
4.7 Collate and store documentation according to the requirements of the organisation

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCLSK401 Develop feeding plans for a production system</td>
<td>Minor typographical errors corrected</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK401 Develop feeding plans for a production system

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work practices
- discuss feed and nutritional content with nutritionist and managers
- identify a range of raw ingredients
- operate a range of feeding equipment
- perform basic trouble shooting of the feeding operation
- monitor animal intake and performance
- read and interpret manufacturers' specifications, work and maintenance plans, and Safety Data Sheets (SDSs)
- interpret and apply task instructions, communicate with work team and supervisor, and record and report faults, workplace hazards and accidents
- accurately measure and calculate volumes, consumption and storage requirements
- complete the required records of feed use and livestock performance
- comply with enterprise biosecurity, environmental and animal welfare procedures and policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- control of common livestock diseases and preventative measures including the placement of medications in feed
- growth and development in livestock
- milling systems
- dietary needs and analysis of feed samples
- organisations sampling requirements and techniques
- where to access appropriate legislative requirements, manufacturer’s instructions and enterprise procedures/instructions
- silo operations and configuration, machinery and operating practices
- codes of practice and enterprise policies with regard to work health and safety, biosecurity, environment and animal welfare
- cleaning and storage of machinery, equipment and materials
- enterprise recording and reporting procedures.

**Assessment Conditions**

Competency is to be assessed in the workplace, OR workplace and a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK402 Develop livestock feeding plans

Modification History

<table>
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<tr>
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</table>

Application

This unit of competency describes the skills and knowledge required to develop livestock feeding plans.

This unit applies to managers of grazing operations who design and develop feeding plans for livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tbody>
</table>
| 1. Determine nutritional requirements for livestock | 1.1 Determine nutritional value of pasture and feedstuffs  
1.2 Identify and assess livestock production status according to enterprise requirements  
1.3 Determine essential requirements for livestock nutrition according to assessed livestock condition |
| 2. Assess pasture feed | 2.1 Determine grazing management strategy to ensure the sustainable stocking capacity of pasture  
2.2 Monitor pasture for quantity and quality to ensure continual and consistent supply of nutrients to livestock  
2.3 Monitor and assess pasture intake according to identified nutritional requirements of livestock |
| 3. Determine supplementary feeding program | 3.1 Determine economic basis to supplementary feeding according to enterprise requirements  
3.2 Identify and determine types of supplementary feed for all classes of livestock  
3.3 Determine supplementary feeding program to fill the pasture shortfall for predicted pasture growth |
| 4. Develop livestock feeding plan | 4.1 Develop and review feeding plan to ensure it remains responsive to changing conditions  
4.2 Identify and carry out suitable feed conservation methods or fodder sources in preparation for abnormal conditions  
4.3 Select a system of feeding that supplies the appropriate amount of feed to the herd/flock to meet condition and growth needs, and that meets production requirements of the business  
4.4 Prepare a feed budget according to the selected system of feeding  
4.5 Document data for continual assessment and effective management planning |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK402A Develop livestock feeding plans

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK402 Develop livestock feeding plans

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research predicted seasonal pasture production for the area
- estimate the feed value of a standing pasture at different times of the year
- calculate the feed demand for different types of livestock and production phases
- match feed supply and demand
- assess feeding plan alternatives
- develop and document a feeding plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- nutritional and daily energy requirements of livestock
- water quality and livestock tolerances
- nutritional value of different feedstuffs
- assessment procedures to ascertain livestock condition
- methods of assessing pastures quality and quantity
- pasture livestock carrying capacity
- supplementary feeding strategies
- change in nutritional requirements during late pregnancy and lactation

Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK404 Implement and monitor animal welfare programs

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement and monitor animal welfare programs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They may provide direction to others, and use discretion and judgement in the selection, allocation and use of available resources. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</table>
| 1. Provide information about animal welfare to the team                  | 1.1 Explain the relevant provisions of animal welfare regulations and codes of practice to the work group  
1.2 Provide information on workplace animal welfare policies, procedures and programs in a readily accessible manner  
1.3 Provide information about identified animal welfare requirements to the group and individuals in a broad workplace context and in the context of the individuals’ job roles |
| 2. Facilitate the participation of workers in animal welfare compliance   | 2.1 Implement and monitor workplace procedures for compliance with animal welfare procedures  
2.2 Explain procedures for reporting animal welfare concerns, grievances and complaints to workers, and action that will be taken to address these concerns, grievances and complaints  
2.3 Manage and resolve animal welfare concerns, grievances and complaints according to workplace procedures, or refer to the appropriate personnel where necessary |
| 3. Implement and monitor workplace animal welfare procedures              | 3.1 Report existing and potential animal welfare concerns, and take action to address these concerns according to workplace procedures  
3.2 Maintain detailed records of animal welfare concerns, grievances and complaints, and actions taken  
3.3 Monitor implementation of workplace animal welfare procedures to ensure ongoing adherence to and effectiveness of these procedures |
| 4. Implement workplace procedures for dealing with animal welfare emergencies | 4.1 Implement workplace procedures for dealing with animal welfare emergencies  
4.2 Record and report animal welfare emergencies to workplace management or relevant authorities  
4.3 Implement measures to prevent recurrence and minimise risk of animal welfare emergencies |
| 5. Implement and monitor workplace procedures for providing animal welfare training | 5.1 Identify animal welfare induction and training needs  
5.2 Implement both on and off-the-job animal welfare induction and training for work group |
<table>
<thead>
<tr>
<th><strong>Element</strong></th>
<th><strong>Performance criteria</strong></th>
</tr>
</thead>
</table>
| 6. Implement and monitor workplace procedures for maintaining animal welfare records | 6.1 Implement and monitor procedures to maintain animal welfare records  
6.2 Use aggregate information from animal welfare records to implement animal welfare programs |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK404A Implement and monitor animal welfare programs

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
Assessment Requirements for AHCLSK404 Implement and monitor animal welfare programs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- provide information about animal welfare to the work group and individuals in the workplace
- facilitate the participation of workers in animal welfare compliance
- implement and monitor workplace procedures for animal welfare
- implement workplace procedures for animal welfare emergencies
- implement and monitor staff training in animal welfare
- maintain animal welfare records
- implement relevant work health safety animal welfare and biosecurity requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant animal welfare legislation, regulations, codes of practice and guidelines including:
  - Australian Animal Welfare Strategy
  - Animal Welfare Act or Prevention of Cruelty to Animals Act or equivalent specific to the State or Territory
  - Australian Standards and Model Codes of Practice specific to the livestock or industry sector
  - industry requirements and standards for animal welfare for the animal species
  - animal welfare emergencies procedures for:
    - animal disease or injury
    - damage to facilities where animals are housed

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• animals which have escaped from the normal control of the workplace
• road accidents when moving and transporting animals
• inclement weather - flooding, strong wind, lightning, storm, extreme temperatures
• fire
• power failure
• water or feed failure or contamination
• need for animal welfare in the workplace
• requirements for ensuring the welfare of livestock described in the relevant codes of practice
• workplace policies, procedures, guidelines and standard operating procedures relating to animal welfare
• relevant work health safety animal welfare and biosecurity requirements and practices in the context of animal welfare

### Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK405 Implement intensive production systems

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to implement intensive production systems.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for production</td>
<td>1.1 Identify and obtain documents within the enterprise that detail the</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>operations</td>
<td>requirements of the production program</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess and calculate the resources required for the production operations from the product to be produced, the available timelines, the available resources, and the types of housing and feeding infrastructure</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine measurable indicators, specifications and targets based on the production program and type of housing and feeding infrastructure</td>
</tr>
<tr>
<td></td>
<td>1.4 Hold discussions with operational personnel and immediate management to discuss the production program</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify, seek and obtain approvals that are required for the production operations</td>
</tr>
<tr>
<td>2. Communicate production program and complete administration activities</td>
<td>2.1 Co-ordinate, schedule and communicate regularly with people, materials and equipment required for the operations according to the prepared plan to ensure smooth operation and progress</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify work health and safety hazards, assess risks and take responsive action throughout the production operations</td>
</tr>
<tr>
<td></td>
<td>2.3 Communicate clearly to operational personnel the procedures and tools to be used, personal protective equipment to be used/worn, types of records to be kept, work health and safety hazards that have been identified, and actions to be taken to mitigate the work health and safety risks, and seek confirmation of the communication from the operational personnel</td>
</tr>
<tr>
<td></td>
<td>2.4 Promptly and accurately complete documentation and records</td>
</tr>
<tr>
<td></td>
<td>2.5 Provide advice to operational staff and contractors during the production operations when requested, or when the need arises</td>
</tr>
<tr>
<td>3. Manage livestock and production environment</td>
<td>3.1 Monitor herd/flock regularly for signs of ill health or injuries and record and report observations</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor housing and feeding infrastructure regularly for signs of damage, wear and tear, and record and report observations</td>
</tr>
<tr>
<td></td>
<td>3.3 Supervise examination of dead livestock for evidence of disease through correct post-mortem techniques and seek veterinary advice if required</td>
</tr>
<tr>
<td></td>
<td>3.4 Assess and evaluate disease status of livestock, notify or report to appropriate personnel and seek veterinary assistance if required</td>
</tr>
<tr>
<td></td>
<td>3.5 Monitor components of quarantine procedures regularly to ensure compliance with regulatory and industry standards</td>
</tr>
<tr>
<td></td>
<td>3.6 Monitor and adjust aspects of the production system environment in line with the production program</td>
</tr>
<tr>
<td>4. Manage effluent and waste</td>
<td>4.1 Monitor effluent storage and disposal systems according to production program and manufacturer instructions</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>4.2</td>
<td>Calculate, monitor and document volume and type of effluent</td>
</tr>
<tr>
<td>4.3</td>
<td>Monitor the removal of all waste and debris from the production environment</td>
</tr>
<tr>
<td>4.4</td>
<td>Carry out ongoing production environment maintenance program throughout all seasons</td>
</tr>
<tr>
<td>4.5</td>
<td>Monitor and report on the regulatory and legislative requirements associated with the production program</td>
</tr>
<tr>
<td>5.1</td>
<td>Ensure monitoring of components specified in the production plan is adhered to</td>
</tr>
<tr>
<td>5.2</td>
<td>Make checks to ensure that work health and safety requirements are being observed and followed</td>
</tr>
<tr>
<td>5.3</td>
<td>Make checks to ensure that environment regulatory requirements are being observed and followed</td>
</tr>
<tr>
<td>5.4</td>
<td>Communicate with operational staff and contractors regularly to ensure smooth operation and progress</td>
</tr>
<tr>
<td>5.5</td>
<td>Make checks to ensure that all documentation and records required by regulatory agencies, industry and enterprise are completed clearly, promptly and accurately</td>
</tr>
<tr>
<td>5.6</td>
<td>Take corrective action promptly when required</td>
</tr>
<tr>
<td>5.7</td>
<td>Collate and store documentation and records appropriately</td>
</tr>
<tr>
<td>5.8</td>
<td>Prepare recommendations for future production programs based on the conduct of the operations, the data collected and the discussions with enterprise staff and contractors</td>
</tr>
<tr>
<td>5.9</td>
<td>Report on the progress and key aspects of the production operations and throughput to enterprise</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK405A Implement intensive production systems
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK405 Implement intensive production systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine measurable indicators, specifications and targets for the intensive enterprise
- assess the resources required for unit operations
- establish processes/strategies, procedure and controls to meet quality assurance requirements and production targets
- communicate production program to relevant personnel and complete administration activities
- manage livestock and the production environment
- implement quarantine procedures and monitor disease status of stock
- manage effluent and waste generated by production operations
- monitor and adjust production system for output, QA compliance, costs and profitability.
- prepare recommendations for future production programs based on the conduct of the operations, the data collected and the discussions with enterprise staff and contractors
- implement relevant work health and safety, biosecurity, animal welfare and environmental requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- type and use of information that can be gathered from enterprise programs, documents and records
- types of resources required, types of products, methods for assessing and calculating resources and products by using information from enterprise programs, documents and records
Assessment Requirements for AHCSI405 Implement intensive production systems

- type of measurable indicators, specifications and targets for the production system using information from enterprise programs, documents and records
- functions, parameters and scope of enterprise production programs and production plans
- relevant regulatory, industry and enterprise approvals, licences, authorities, documentation, records and reporting requirements for enterprise production operations
- manpower, materials and equipment requirements for carrying out effective and efficient enterprise production operations
- relevant work health and safety requirements
- signs of health, signs of ill health and methods of assessing livestock health
- types and functions of housing and feeding infrastructure relevant to the enterprise production operations and methods for assessing damage, wear and tear to infrastructure
- techniques, procedures and requirements for post-mortem examination of livestock carcasses
- common diseases of livestock, and methods for assessing and evaluating disease status
- relevant biosecurity requirements, quarantine requirements, functions, components and facilities required of an enterprise quarantine system
- regulatory and industry requirements for effluent storage and disposal, types and functions of effluent storage and disposal systems, and methods for assessing and calculating effluent production
- regulatory and industry requirements, methods and systems for waste and debris storage and disposal
- relevant environment requirements and sustainability practices
- functions and aspects of production environment maintenance programs
- relevant animal welfare requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK406 Oversee animal marking operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to oversee animal marking operations.

This unit applies to livestock producers and those with supervisory responsibilities within livestock production enterprises.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
# Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare marking plan | 1.1 Obtain and clarify information and instructions with regard to marking operations  
1.2 Ensure timing of marking and calendar of operations fit so that growth checks are minimised  
1.3 Determine animal groupings, marking operations and sequencing  
1.4 Assess and determine resource requirements within enterprise budgetary constraints  
1.5 Prepare marking plan and ensure sufficient flexibility to adapt to changes during marking operations |
| 2. Co-ordinate and arrange resources | 2.1 Locate and arrange suitable locations for undertaking marking operations and facilities to meet requirements of marking schedules  
2.2 Arrange and provide appropriate and adequate equipment, materials and health treatments on site  
2.3 Confirm staff and provide them with safety, task and operational briefings  
2.4 Identify work health and safety hazards, assess risks, and implement, monitor and review risk controls in line with enterprise polices  
2.5 Time and supervise marking operations to ensure mismothering is minimised and animal welfare requirements are met |
| 3. Monitor marking operation | 3.1 Monitor implementation of marking plan for efficiency and effectiveness in terms of achieving enterprise objectives  
3.2 Monitor condition and health status of animals, take appropriate action to rectify risks to animal welfare, and report abnormalities where necessary  
3.3 Maintain effective worksite communication to ensure efficient workflow and address immediate problems  
3.4 Document data with regard to operational processes and outcomes for continual assessment and management planning |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK406A Oversee animal marking operations

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK406 Oversee animal marking operations

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify hazards, assess risks and implement and monitor of safe operating procedures
- plan, cost and schedule resource requirements
- prepare and implement a work plan for marking
- prioritise and schedule marking operations
- determine and allocate staff roles and responsibilities
- monitor the health and well-being of animals during and after marking
- manage staff and operations and establish and monitor performance targets
- document and prepare plans and reports for the understanding of staff and management
- implement and monitor relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
- management processes and procedures
- cost analysis techniques
- procedures for planning and developing marking plans
- marking and production plans
- codes of practice with regard to animal marking and animal health and welfare
- use of veterinary medicines and their administration
- animal marking methods and procedures
- work health and safety and animal welfare legislation, codes of practice and enterprise requirements
- animal behaviour and nutritional requirements
Assessment Conditions

Competency is to be assessed in the workplace or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK407 Plan and monitor intensive production systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and monitor intensive production systems.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Source information for</td>
<td>1.1 Consult livestock production plan for details of current period</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| input to production system planning | planning, enterprise requirements and market expectations  
1.2 Analyse key production data to establish unit performance  
1.3 Access and analyse information regarding the characteristics of the herd/flock under production  
1.4 Access and analyse regulatory, industry and enterprise requirements that impact on the production system  
1.5 Access and analyse market information regarding quality, standards and trends for input to the planning process |
| 2. Plan for production |  
2.1 Determine target unit performance through a comparison with industry and enterprise standards  
2.2 Establish and confirm production targets using data and information from unit’s livestock production  
2.3 Determine resources required to achieve production targets in terms of personnel, equipment and materials  
2.4 Organise and engage staff and contractors to suit the production plan and its targets  
2.5 Select and order other resources according to enterprise guidelines |
| 3. Plan for animals’ needs, environmental and effluent management to ensure welfare of animals and achieve production targets |  
3.1 Assess and calculate housing, effluent management, environmental management and biosecurity requirements from livestock numbers, market requirements and regulatory requirements  
3.2 Evaluate construction and equipment system options and select the best option  
3.3 Select materials chosen for construction according to animal welfare needs, cost and efficiency  
3.4 Determine aspects of the production environment according to animals’ welfare needs, efficiency of systems and market expectations  
3.5 Select animal feed based on animal production, the size of the herd/flock, and the suitability of available feed products |
| 4. Determine scheduling and key responsibilities |  
4.1 Determine scheduling for the production plan taking the range of seasonal, geographic and resourcing factors into consideration  
4.2 Determine key responsibilities for specific implementation processes  
4.3 Determine documentation and record keeping requirements and put procedures in place to ensure compliance with the range of applicable regulations  
4.4 Ensure the production plan, including scheduling and key responsibilities, is clearly documented  
4.5 Ensure the production plan includes the type, format, frequency |
<table>
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<tbody>
<tr>
<td>5. Monitor and adjust production plan strategies</td>
<td>and detail of all reporting requirements by managers and operators 5.1 Evaluate the effectiveness of the production plan at key points and make adjustments as necessary 5.2 Identify, monitor and assess environmental impacts and work health and safety hazards relating to the production plan throughout the implementation process 5.3 Make modifications to the production plan as and when necessary</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK407A Plan and monitor intensive production systems

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK407 Plan and monitor intensive production systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- analyse key production data, herd/flock information and market requirements
- set production targets and identify resources needed to achieve them
- plan accommodation that meets animal welfare and production requirements
- develop feeding plans and evaluate alternatives for feed purchasing, milling and distribution
- determine work responsibilities and staffing requirements
- handle waste and effluent in line with environmental requirements and legislation
- monitor, review and adjust intensive production plans
- implement relevant work health and safety requirements
- implement relevant biosecurity, animal welfare and environmental management requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
- functions, parameters and scope of production plans
- type and use of information from enterprise production plans and enterprise production data that can be used to formulate production system planning and production unit performance targets
- type and use of information on herd/flock characteristics; regulatory, industry and enterprise requirements; industry and enterprise standards and benchmarks; market specifications for product qualities, product standards and market trends; production unit’s history and data, for the formulation of the production system plan and performance targets
Assessment Requirements for AHC1SK407 Plan and monitor intensive production systems

Date this document was generated: 18 March 2019

- types, quantities, assessment and calculation, procurement and selection of manpower, material, equipment and other resources required for the production plan
- types and functions of, and methods for assessing and calculating requirements of, housing, effluent management and environmental management infrastructure
- efficiency and cost benefit ratios of different types of housing, effluent management and environmental effluent infrastructure and systems, taking into account animal welfare requirements and enterprise production targets
- types, functions and cost benefit ratios of livestock feeds
- relevant aspects and impacts of production cycles and staff job roles on production planning
- relevant regulatory, industry and enterprise documentation, records and reporting requirements for implementation of production plans
- methods for assessing and evaluating production plans
- relevant work health and safety requirements
- relevant environmental requirements and sustainability practices
- relevant biosecurity requirements
- relevant animal welfare practices

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK408 Pregnancy test animals

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out pregnancy testing in livestock.

This unit can be delivered in the context of the following industries: cattle and horses.

This unit does not cover ultrasound scanning for pregnancy diagnosis.

This unit applies to those whose job role includes testing animals for pregnancy using manual diagnosis procedures. Veterinary advice may need to be sought in some cases where pregnancy symptoms are difficult to detect, or animals are to be identified as pregnant for sale.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.
Pre-requisite Unit
Nil.

Unit Sector
Livestock (LSK)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Prepare for pregnancy testing</td>
<td>1.1 Prepare physical resources, human resources and relevant documentation for pregnancy testing</td>
</tr>
<tr>
<td></td>
<td>1.2 Muster, yard and safely restrain animals in compliance with work health and safety, animal welfare and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Draft animals to be tested according to breeding or management program requirements</td>
</tr>
<tr>
<td>2. Arrange support for pregnancy testing</td>
<td>2.1 Assemble pregnancy testing supplies and equipment for the operators</td>
</tr>
<tr>
<td></td>
<td>2.2 Separate and restrain individual animals for veterinary treatment or examination</td>
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<tr>
<td></td>
<td>2.3 Undertake all handling and testing of animals with strict adherence to animal welfare codes of practice</td>
</tr>
<tr>
<td></td>
<td>2.4 Complete records of pregnancy testing operations in line with established procedures and report outcomes to management as required</td>
</tr>
<tr>
<td>3. Carry out manual pregnancy diagnosis procedures</td>
<td>3.1 Identify work health and safety hazards, assess risks and implement suitable controls while working with animals</td>
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<tr>
<td></td>
<td>3.2 Fit and use personal protective equipment in compliance with biosecurity and personal hygiene requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Humanely restrain individual animals for testing and check individual breeding records</td>
</tr>
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<td></td>
<td>3.4 Clean rectal area of animal prior to examination</td>
</tr>
<tr>
<td></td>
<td>3.5 Humanely and safely carry out rectal examination/palpation to establish pregnancy or non-pregnancy</td>
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<td></td>
<td>3.6 Implement strict hygiene procedures between pregnancy testing individual animals in compliance with animal welfare and biosecurity requirements</td>
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<tr>
<td></td>
<td>3.7 Record identities and relevant details of animals tested</td>
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<tr>
<td></td>
<td>3.8 Observe and record other indicators of animal health for input to</td>
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<td>Element</td>
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</tbody>
</table>
| 4. Carry out post pregnancy testing procedures | 4.1 Accurately identify animals diagnosed as pregnant or not pregnant  
4.2 Consign all animals to their destination or return them to paddocks/pens in line with workplace requirements  
4.3 Dispose of biological waste, debris and veterinary medicine waste in compliance with work health and safety, biosecurity and environmental requirements  
4.4 Carry out regular monitoring of animals post pregnancy testing to detect post-testing complications |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK408A Pregnancy test animals

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK408 Pregnancy test animals

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan and prepare for pregnancy testing
- coordinate and arrange support for pregnancy testing
- arrange support for pregnancy testing
- draft animals and source information on joining to assist in pregnancy testing
- restrain animals for pregnancy testing using humane methods and facilities
- carry out manual pregnancy diagnosis procedures in adherence with animal welfare codes
- monitor animals after pregnancy testing
- maintain records of pregnancy testing
- apply relevant animal welfare requirements
- implement relevant work health and safety animal welfare and biosecurity requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant anatomy and physiology of the animal species
- reproductive physiology and pregnancy development of the animal species
- husbandry and management strategies for pregnant and non-pregnant animals
- pregnancy testing methods
- reproductive diseases and complications in the animal species
- relevant work health and safety, animal welfare and biosecurity legislation, codes of practice and industry and enterprise policies
- recording and reporting systems used in conjunction with pregnancy diagnosis and animal breeding programs.
Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessments for the following performance evidence must be conducted on live animals:

- carry out pregnancy diagnosis procedures

Competency in this unit can be determined in a single species.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK409 Supervise animal health programs

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise animal health programs.

This unit applies to managers of animal production enterprises and covers the process of implementing and monitoring animal health programs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
# Elements and Performance Criteria

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| 1. Monitor and assess animal health | 1.1 Conduct regular observations to assess animals’ health  
1.2 Recognise and report symptoms of ill health and common diseases or parasite infestations  
1.3 Carry out sampling and arrange testing for internal parasites or diseases where required  
1.4 Refer unusual or suspected exotic disease outbreaks for veterinary advice in line with biosecurity legislation and enterprise policies  
1.5 Report notifiable diseases and comply with all restrictions and treatment requirements  
1.6 Record animal health status  
1.7 Identify work health and safety hazards, assess risks and implement and monitor suitable controls  
1.8 Select, use and maintain appropriate hygiene measures and suitable personal protective equipment (PPE)  
1.9 Monitor and record animal welfare status in line with enterprise and legislative requirements  
1.10 Dispose of deceased animals according to environmental policies |
| 2. Implement preventative health strategies | 2.1 Identify risks to animal health, and source strategies, from the production plan, relevant expert or specialist consultant where applicable  
2.2 Develop and implement a vaccination program to control clostridial and other diseases  
2.3 Identify livestock prone to internal parasite build up and plan out the timing of treatments  
2.4 Implement or research pest and disease control strategies based around pasture spelling and rotations of different classes of livestock  
2.5 Plan the health treatments for animals using an integrated approach  
2.6 Use drenches, vaccines and other stock medications according to manufacturer instructions and comply with withholding periods  
2.7 Rotate drench groups to minimise the risk of parasite resistance |
| 3. Record and review the animal health program | 3.1 Record all treatments and maintain an inventory of stock medicines  
3.2 Record health issues and record the results of tissue, organ and blood samples if applicable |
### Element | Performance criteria
--- | ---
 | 3.3 Use records of health tests and animal health treatments, including animal production records, to review the animal health plan

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK409A Supervise animal health programs

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK409 Supervise animal health programs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards, assess risks and implement and monitor safe work practices and appropriate hygiene procedures
- monitor the health and wellbeing of animals
- detect possibility of disease through parameters such as loss of bodyweight behaviour or length of time required to eat food
- recognise clinical symptoms (normal vs. abnormal)
- recognise abnormal physiological and behavioural signs in livestock
- collect samples for testing for internal parasites and diseases
- implement preventative health strategies
- administer vaccines and medications to animals
- maintain records associated with animal health programs
- implement relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- symptoms of common livestock diseases and parasite infestations
- storage conditions for a range of chemicals, including veterinary chemicals
- types of vaccines and how they work
- zoonotic diseases and their mode of transmission
- animal anatomy and physiology relevant to the collection of tissue, organ, blood and other biological samples in live and dead animals and the conduct of post-mortems
- relevant biosecurity requirements
• management practices and processes to minimise noise, odours, and debris from the livestock operations
• relevant legislation, regulations and codes of practice relating to the use of veterinary medicines, animal diseases, animal welfare and waste and environmental management,
• relevant work health and safety legislation, regulations and codes of practice

Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK410 Supervise feedlot operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise feedlot operations.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select feedlot livestock</td>
<td>1.1 Consult enterprise plans and management regarding the breeds,</td>
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<td>Performance criteria</td>
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<tr>
<td><strong>AHCLSK410 Supervise feedlot operations</strong></td>
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<td><strong>© Commonwealth of Australia, 2019</strong></td>
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<td><strong>Skills Impact</strong></td>
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<td><strong>Element</strong></td>
<td><strong>Performance criteria</strong></td>
</tr>
<tr>
<td>classes and numbers of livestock to be obtained for feedlotting</td>
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</tr>
<tr>
<td>1.2 Select and purchase livestock for feedlotting</td>
<td></td>
</tr>
<tr>
<td>1.3 Inspect purchased livestock on delivery for satisfactory health and condition</td>
<td></td>
</tr>
<tr>
<td>1.4 Complete required documentation and records accurately and promptly, and store these appropriately</td>
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</tr>
<tr>
<td><strong>2. Oversee the preparation of rations for feedlot livestock</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Identify nutritional needs of livestock from information available and enterprise production targets</td>
<td></td>
</tr>
<tr>
<td>2.2 Gather expert advice on livestock nutrition from the appropriate government, industry or enterprise sources</td>
<td></td>
</tr>
<tr>
<td>2.3 Select feed ingredients that meet the identified nutritional needs of livestock</td>
<td></td>
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<tr>
<td>2.4 Select suppliers of feed ingredients based on quality and cost benefit ratios</td>
<td></td>
</tr>
<tr>
<td>2.5 Determine quantities of feed ingredients required based on available information and advice</td>
<td></td>
</tr>
<tr>
<td>2.6 Formulate feeding schedule and allocate responsibility for feeding livestock to appropriate personnel</td>
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</tr>
<tr>
<td>2.7 Assess and identify method(s) of feeding livestock based on available information and advice</td>
<td></td>
</tr>
<tr>
<td><strong>3. Supervise feeding of feedlot livestock</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Organise mixing of feed to suit the needs of the livestock, the identified nutritional requirements, and the equipment available within the enterprise</td>
<td></td>
</tr>
<tr>
<td>3.2 Supervise calibration of measuring equipment and calculation of feed ingredient quantities</td>
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<tr>
<td>3.3 Supervise the selection, maintenance and use of suitable personal protective equipment</td>
<td></td>
</tr>
<tr>
<td>3.4 Identify work health and safety hazards, assess risks and implement control measures</td>
<td></td>
</tr>
<tr>
<td>3.5 Supervise the feeding of livestock according to production program</td>
<td></td>
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<tr>
<td><strong>4. Monitor performance of feedlot livestock</strong></td>
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</tr>
<tr>
<td>4.1 Monitor the health and condition of livestock and their production levels; record and report any reaction or change to a change in feed types, ingredients or schedules</td>
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<tr>
<td>4.2 Provide advice to enterprise staff on the feeding of livestock when requested, or when the need arises</td>
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<tr>
<td>4.3 Supervise the storage, removal and disposal of all feed wastes and debris from the production environment</td>
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<tr>
<td>4.4 Supervise the dispatch of livestock for slaughter with required identification and documentation</td>
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<tr>
<td>4.5 Collate and analyse feedback from slaughter point and</td>
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<tr>
<td></td>
<td>downstream customers</td>
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<td></td>
<td>4.6 Maintain and store documentation and records appropriately</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK410A Supervise feedlot operations

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK410 Supervise feedlot operations

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select, purchase and induct livestock for feedlotting according to enterprise requirements
- source advice on feed and feeding regime with nutritionist and managers
- oversee the preparation of rations for feedlot livestock
- supervise feeding of feedlot livestock and provide advice to staff where required
- monitor livestock performance on weight gains and meeting carcass criteria and diagnose feeding problems and remove animals for treatment
- review procedures in response to feedback from slaughter point and customers
- complete the required records of feed use and livestock performance
- implement relevant work health and safety, animal welfare, biosecurity and environmental management requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types and use of information to be gathered from enterprise plans and management for the determination of suitable feedlot livestock to be procured
- breeds, classes and characteristics of feedlot livestock
- criteria for assessment and selection of feedlot livestock
- regulatory, industry and enterprise requirements and procedures for purchase, delivery and movement of feedlot livestock
- principles of nutrition, feeding strategies and feeding management of feedlot livestock
- types, characteristics and quality assessments of feed ingredients, and the methods for assessing their nutritional value in meeting the needs of feedlot livestock
- types, forms and characteristics of livestock feeds
Assessment Requirements for AHC1SK410  Supervise feedlot operations

- process and requirements of a cost benefit analysis
- procedures and resource requirements for mixing, blending and milling feed ingredients and feeds
- relevant work health and safety requirements
- signs of health, ill health, good condition and poor condition in livestock, and methods for assessing livestock health and condition in relation to nutrition and feeding
- possible production changes in relation to changes in nutrition, feeds and feeding strategies
- types of and disposal methods for organic and non-organic waste
- relevant environmental requirements and sustainability practices
- regulatory, industry and enterprise requirements for selection, movement and dispatch of livestock for slaughter
- types and use of information that can be gathered from slaughter facilities and downstream customers to formulate, improve or adjust nutritional and feeding strategies for feedlot livestock
- relevant animal welfare and biosecurity requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK411 Supervise natural mating of livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise the natural mating of livestock.

This unit applies to livestock producers and those with supervisory responsibilities within pastoral production enterprises.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
<table>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare animals for breeding</td>
<td>1.1 Access and confirm requirements of enterprise breeding program and relevant animal data 1.2 Identify work health and safety hazards, assess risks, and implement, monitor and review risk controls in line with enterprise policies 1.3 Identify and prepare joining areas using a range of selection factors 1.4 Handle animals safely and humanely to minimise stress and discomfort and in line with industry and enterprise animal welfare requirements 1.5 Draft animals according to mating plan and in appropriate ratios to encourage optimum mating 1.6 Determine and meet sire requirements in advance of mating 1.7 Prepare and examine animals for mating</td>
</tr>
<tr>
<td>2. Implement breeding program and monitor mating</td>
<td>2.1 Access veterinary advice according to animal’s needs, enterprise requirements and industry practice 2.2 Identify and schedule dates and timing of breeding 2.3 Carry out physical examination of animals to evaluate health and welfare status of animals 2.4 Observe behaviour of animals during joining to identify necessity of intervention and assistance 2.5 Provide assistance as required</td>
</tr>
<tr>
<td>3. Complete breeding program</td>
<td>3.1 Remove sires from herd, mob or flock where required 3.2 Monitor mating activity to ensure successful joinings have occurred, to identify problems and to effect remedial action as required 3.3 Arrange for pregnancy testing to determine the effectiveness of joining 3.4 Record and document data to develop history of mating performance and outcomes 3.5 Research industry information of emerging and prevailing practices and compare with enterprise practice to recommend future improvements</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCLSK411A Supervise natural mating of livestock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK411 Supervise natural mating of livestock

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards, assess risks and implement and monitor of safe operating procedures
- carry out physical examination of sires and females for health and breeding soundness
- prepare animals for joining
- monitor joining activity and returns to oestrus
- access, interpret and record data associated with mating program
- implement relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- mating behaviour
- anatomy and physiology of the reproductive organs and reproductive process in animals
- required live weights and conditions for mating
- environmental influences and their effects on joining
- ovulation stimulation and synchronisation
- enterprise’s breeding programs and selection criteria (EBV & ASBV)
- pregnancy testing/ scanning procedures
- animal health and abnormalities
- relevant State/Territory legislation, regulations and Codes of Practice with regard to work health and safety and animal welfare
- enterprise and industry policies with regard to recording and reporting requirements
- identification of veterinary and non-veterinary procedures
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK412 Arrange livestock purchases

Application
This unit of competency describes the skills and knowledge required to arrange livestock purchases.

This unit applies to livestock producers.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Livestock (LSK)

Elements and Performance Criteria

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### Performance criteria

<table>
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<tbody>
<tr>
<td>Essential outcomes.</td>
<td>achievement of the element.</td>
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</tbody>
</table>
| 1. Identify purchasing opportunities | 1.1 Identify and confirm number, type and breed of livestock to be purchased  
1.2 Research and review agents and sellers of livestock to determine appropriate sources  
1.3 Monitor and identify sales schedules for livestock types  
1.4 Research and evaluate purchasing prices to identify comparative values between sellers and agents |
| 2. Inspect livestock condition | 2.1 Check health status of livestock using accepted methods  
2.2 Obtain and verify records and documents relating to livestock histories  
2.3 Assess suitability of livestock for purchasing purposes  
2.4 Assess prices against livestock condition and enterprise requirements to identify appropriate purchasing values |
| 3. Complete documentation | 3.1 Source and complete insurance requirements for livestock  
3.2 Confirm purchases at current market price levels according to estimated livestock values  
3.3 Ensure accuracy of documentation details and exchange promptly with seller |
| 4. Organise transportation | 4.1 Identify carriers appropriate to livestock type and quantity and engage them on suitable terms  
4.2 Identify work health and safety hazards associated with livestock handling and transport, assess risks, and implement, risk controls in line with enterprise policies  
4.3 Arrange timing and dates of transportation and delivery with transporter, vendors and agents  
4.4 Assess special needs of livestock and prepare facilities to ensure timely pick up  
4.5 Undertake animal health and welfare checks on arrival according to enterprise and legislative requirements  
4.6 Where required quarantine animals in line with enterprise policies  
4.7 Complete records associated with livestock movements |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK412A Arrange livestock purchases

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCLSK412 Arrange livestock purchases

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research livestock price trends and budgeted returns
- organise transport
- negotiate on price and terms
- assess livestock and condition
- arrange transport and insurance
- check on health status and condition of livestock
- complete records associated with livestock transport
- implement relevant quarantine/biosecurity practices where required
- implement relevant work health and safety requirements
- implement relevant animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- livestock assessment for relevant features / traits
- livestock selling procedures
- matching livestock to feed available
- livestock transportation
- animal health procedures
- livestock insurance
- relevant legislative work health and safety requirements especially as they relate to livestock sales, livestock products, animal welfare, animal transportation for local and export markets, and safe livestock handling techniques
• enterprise and industry policies and codes of practice with regard to livestock sales, livestock transportation, and recording and reporting requirements (NLIS)

Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK413 Design livestock handling facilities

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Application

This unit of competency describes the skills and knowledge required to design livestock handling facilities.

This unit applies to those whose job role includes planning and designing handling and/or accommodation facilities for livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupation licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
# Elements and Performance Criteria

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</table>
| 1. Determine requirements | 1.1 Assess and clarify requirements for livestock handling facilities  
1.2 Negotiate and confirm cost structures and timelines within enterprise budgetary constraints  
1.3 Obtain and assess plans for livestock handling facilities from a variety of sources |
| 2. Undertake a site analysis | 2.1 Inspect location of new or existing site and record physical elements and features of the site for assessment of suitability  
2.2 Specify surveys to be undertaken and determine tolerances according to enterprise requirements  
2.3 Assess and determine site preparation requirements according to enterprise policies and site parameters |
| 3. Prepare a design brief | 3.1 Modify plans appropriate to the individual site and enterprise objectives  
3.2 Assess options to modify existing facilities or establish alternative handling operations and obtain quotes  
3.3 Identify relevant work health and safety, animal welfare, biosecurity and environment sustainability requirements, codes of practice, enterprise quality assurance requirements and incorporate them into the plan  
3.4 Identify legal requirements and constraints on development processes  
3.5 Prepare design brief and undertake consultation to establish agreement on options and approaches for development |
| 4. Develop a final plan | 4.1 Prepare recommendations based on the analysis of data and enterprise instructions  
4.2 Obtain authorisations and approvals required for implementation of the plan  
4.3 Produce detailed plan with considerations for work health and safety, animal welfare, biosecurity and environmental implications and enterprise objectives |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK413A Design livestock handling facilities

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK413 Design livestock handling facilities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess the need for livestock handling facilities
- evaluate and recommend alternative options
- determine the site and design the handling facility for the site
- incorporate work health and safety and animal welfare requirements, potential environmental impacts and enterprise operational principles for livestock handling and movement into design
- estimate cost of building the designed facilities
- develop a detailed plan for livestock handling facility

Knowledge Evidence

The candidate must demonstrate knowledge of:

- livestock behaviour and design interactions
- enterprise livestock handling facility requirements
- requirements of transportation vehicles and loading areas
- costing methodologies
- livestock handling options and accommodation facilities and their uses
- site constraints in relation to livestock handling facilities
- industry and legislative requirements for the planning and establishment of livestock handling facilities
- relevant work health and safety legislative requirements
- codes of practice with regard to environmental protection and animal welfare
Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK414 Arrange transport for farm produce or livestock

Application
This unit of competency describes the skills and knowledge required to arrange transport for farm produce or livestock.

This unit applies to those whose job roles include arranging and coordinating the transport of farm produce, fodder or livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Livestock (LSK)

Elements and Performance Criteria

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</table>
| 1. Confirm transport requirements | 1.1 Confirm transport requirements according to enterprise marketing and production plans  
1.2 Confirm the amount and type of farm produce and number of livestock to be transported, the pick up or delivery requirements, and the route to be taken according to enterprise instructions  
1.3 Identify and comply with legislative requirements associated with the transport farm of produce or livestock |
| 2. Prepare transport plan | 2.1 Determine equipment, vehicles and resources required to transport farm produce or livestock and arrange according to enterprise requirements  
2.2 Identify, seek and obtain relevant authorisations, permits or animal identification requirements according to legislative requirements  
2.3 Document transport arrangements including pickup and delivery details, and any requirement to unload livestock to allow for spelling  
2.4 Document conditions to be maintained for produce, including separation for product integrity  
2.5 Negotiate compensation or penalties for damage to produce or livestock, or obtain transport insurance  
2.6 Ensure plan complies with enterprise and legislative requirements for work health and safety, animal welfare and biosecurity |
| 3. Source and select carrier | 3.1 Source carriers to ascertain availability, terms and conditions in relation to transport and enterprise requirements  
3.2 Contact carriers who satisfy the transport requirements to negotiate suitable costs, terms and cartage conditions  
3.3 Select carrier and confirm negotiations with an agreement and insurance arrangements prepared accordingly |
| 4. Co-ordinate transport arrangement | 4.1 Ensure completion and accuracy of relevant documentation according to industry and legislative requirements  
4.2 Communicate regularly with operational staff and contractors to confirm clarity and understanding of arrangements  
4.3 Check and confirm scheduling arrangements and preparation of farm produce or livestock in readiness for transportation with enterprise personnel |
Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK414A Arrange transport for farm produce or livestock

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK414 Arrange transport for farm produce or livestock

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- organise quotes and negotiate effective transport contracts/agreements
- document a transport plan
- ensure transport plan meets relevant work health and safety, animal welfare and biosecurity requirements
- obtain permits and clearances
- co-ordinate transport operations
- ensure the accurate and timely completion of relevant documentation

Knowledge Evidence

The candidate must demonstrate knowledge of:
- industry and legislative requirements for the transport of grain and livestock
- safety requirements for livestock and personnel
- transportation methods availability and costing alternatives
- relevant animal welfare, biosecurity and work health and safety legislative requirements

Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCI514 Arrange transport for farm produce or livestock

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK415 Oversee alpaca farm activities

Modification History

<table>
<thead>
<tr>
<th>Release Number</th>
<th>TP Version</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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Application

This unit of competency describes the skills and knowledge required to oversee alpaca farm activities.

This unit applies to those whose job role includes overseeing activities on an alpaca farm, particularly maintaining the farm’s administrative affairs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Maintain farm records** | 1.1 Identify and obtain information required to successfully manage farm activities  
1.2 Maintain and manage record keeping and information management systems in place within farm to ensure that sound records may be accessed when required  
1.3 Obtain and supply required pedigrees and histories from/to the relevant controlling body  
1.4 Complete and forward alpaca transfer and registration forms to relevant controlling body |
| **2. Identify and nominate alpacas for sale, exhibition or competition** | 2.1 Consider individual alpacas for sale, exhibition or competition according to enterprise objectives and procedures  
2.2 Obtain, complete and submit appropriate entry forms for specified activity and pay any required entry fees |
| **3. Oversee alpaca farm activities** | 3.1 Identify work health and safety hazards associated with alpaca farm activities, assess risks, and implement risk controls in line with enterprise polices  
3.2 Apply site quarantine and other biosecurity protocols, including hygiene and cleanliness of work areas, to all animals and activities as required  
3.3 Apply enterprise animal welfare policies  
3.4 Agree upon and document services to be provided for clients' animals with individual clients  
3.5 Develop and agree upon plans with each client for management of identified risks in relation to services provided as required  
3.6 Identify and manage alpacas arriving at the property in line with established farm protocols |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK415A Oversee alpaca farm activities

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK415 Oversee alpaca farm activities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implementing safe work procedures
- keep alpaca farm records that comply with requirements of controlling body
- manage nomination of alpacas for sale, exhibition and competition
- apply relevant animal welfare practices, site quarantine and other biosecurity protocols, including hygiene and cleanliness of work areas, to all animals and activities as appropriate
- maintain operational and breeding records

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant legislation and regulations relating to work health and safety, waste and environment management, animal health and animal welfare, and employment of staff and contractors
- relevant state and territory legislation, regulations and codes of practice with regard to workplace work health and safety, and the use and control of machinery and equipment
- requirements and procedures laid down by the breed society for recording and communicating farm records
- risk management procedures required when providing services to clients’ animals
- relevant biosecurity measures in relation to alpaca movements between properties
Assessment Conditions

Competency is to be assessed in the workplace or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK416 Identify and select animals for breeding

Modification History

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Application

This unit of competency describes the skills and knowledge required to identify and select animals for breeding.

This unit applies to supervisors and managers on livestock farms.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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AHCLSK416 Identify and select animals for breeding

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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
<tr>
<td>1. Identify breeding selection criteria</td>
<td>1.1 Reference enterprise production records and reaffirm enterprise production goals in the breeding program 1.2 Source the heritability of the desired performance characteristics and identify the potential for genetic improvement 1.3 Determine criteria for selection and record them in the production plan</td>
</tr>
<tr>
<td>2. Select animals for breeding</td>
<td>2.1 Assess accurately animals against selection criteria 2.2 Determine and organise culling and replacement practices to improve the performance of the enterprise breeding program 2.3 Check and monitor selected livestock to ensure maintenance of condition and welfare status in accordance with breeding program requirements 2.4 Conduct or organise tests using recognised industry methods and evaluate within appropriate breeding program parameters</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK416A Identify and select animals for breeding

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK416 Identify and select animals for breeding

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop selection criteria for a breeding program
- select animals that have defects in conformation and/or productivity
- select animals that display characteristics associated with desirable genetic traits
- select animals according to a breeding program’s selection criteria
- assess and record performance information

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles of genetic selection for multi traits
- structural abnormalities and their potential impact on production
- correlated traits
- market requirements and related physical and measurable traits
- enterprise animal selection criteria
- strategies for animal selection - including individual traits, measured performance, Estimated Breeding Value (EBVs & ASBVs), and indexes
- use of breeding value percentile tables

Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK418 Escort livestock during export

Modification History

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Application

This unit of competency describes the skills and knowledge required to escort livestock during export.

This unit applies to animal attendants who escort livestock on sea voyages.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They may provide direction to others, and use discretion and judgement in the selection, allocation and use of available resources. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

All units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCLSK331 Comply with industry animal welfare requirements
AHCLSK307 Euthanase livestock

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

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</tr>
</tbody>
</table>
| **1. Carry out administration requirements** | 1.1 Obtain and clarify details of the livestock to be exported from the exporter or producer  
1.2 Establish effective communication links between all parties to the consignment and any relevant organisations or agencies  
1.3 Investigate and verify specific details of the vessel/plane to facilitate loading and transit operations  
1.4 Complete required certification, permit and invoicing arrangements according to exporter requirements and relevant legislation  
1.5 Estimate nutritional and veterinary requirements and order required quantities according to exporter directions, established industry standards and load specifications |
| **2. Prepare for livestock to be loaded** | 2.1 Comply with work health and safety policies and procedures, including selection of appropriate Personal Protective Equipment (PPE)  
2.2 Ensure that animal welfare and biosecurity requirements are met  
2.3 Establish communication lines with all shipboard personnel for the voyage  
2.4 Review exporter instructions according to loading criteria  
2.5 Identify appropriate infrastructure for loading  
2.6 Perform basic risk analysis for loading and recommend preventative measures  
2.7 Identify appropriate on-board loading resources including personnel requirements  
2.8 Check and ensure all on-board equipment is in working condition, including the veterinary kit and euthanasia equipment |
| **3. Load and accompany livestock on transport** | 3.1 Observe and follow work health and safety policies and procedures, animal welfare, biosecurity and environmental requirements  
3.2 Load and secure prepared livestock safely and humanely according to animal welfare, biosecurity, work health and safety and exporter requirements  
3.3 Check and verify loading densities and conditions in accordance with the loading plan and regulatory requirements  
3.4 Monitor and record water and feed provision to livestock and report any abnormalities or variance from feed budgets to the appropriate party |
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>3.5 Carry out regular observation of all livestock to ensure timely and appropriate responses to changes in condition, feed and water intake, or incidence of disease</td>
</tr>
<tr>
<td></td>
<td>3.6 Deal humanely with injured or diseased livestock in accordance with relevant animal welfare, biosecurity, health and environmental considerations and in consideration of customer requirements</td>
</tr>
<tr>
<td></td>
<td>3.7 Complete reports according to shipping company policy and in accurate observation of shipping conditions</td>
</tr>
<tr>
<td>4. Complete post-shipment procedures</td>
<td>4.1 Establish unloading strategies including timing, health checks and documentation in consultation with the carrier’s Chief Officer or Master</td>
</tr>
<tr>
<td></td>
<td>4.2 Complete pen cleaning and other established pre-unloading procedures prior to entering port</td>
</tr>
<tr>
<td></td>
<td>4.3 Unload animals safely and humanely using appropriate equipment and facilities in line with work health and safety, animal welfare, biosecurity and exporter requirements</td>
</tr>
<tr>
<td></td>
<td>4.4 Identify specific animal requirements at unloading and obtain supplies to meet consignment needs</td>
</tr>
<tr>
<td></td>
<td>4.5 Complete end of voyage reports and required documentation in accordance with exporter requirements, shipping company policy, government legislation, and customer requirements</td>
</tr>
<tr>
<td></td>
<td>4.6 Undertake post-transport checks according to exporter and customer requirements, and shipping company policy</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK418A Escort livestock during export
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK418 Escort livestock during export

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out pre-shipping and consignment administration procedures
- make preparations for loading of livestock
- load livestock onto the carrier
- handle, treat and feed livestock in accordance with relevant animal welfare, biosecurity, health and environmental legislation and codes of practice and in consideration of customer requirements
- identify signs of ill health and injury, or signs of abnormal or depressed appetite
- handle and restrain livestock for observation and treatment as required
- oversee the care of livestock in transit
- communicate effectively with exporting agents and related agencies, as well as the Master/Captain, officers and seamen on board
- complete export documentation including daily records of animal observations and conditions
- communicate effectively with exporting agents and related agencies, as well as transportation officers and staff
- implement relevant work health and safety, animal welfare, biosecurity and environmental requirements and practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant work health and safety, animal welfare, biosecurity and quarantine, and environmental legislation and codes of practice
- regulatory requirements and industry standards for the transport of livestock using sea carriers
- typical exporter and shipping company requirements, policies and procedures
- how conflicts should be handled between regulatory requirements and requirements of exporters or shipping companies
- working culture and specifications for imported livestock of common importing countries
- care, husbandry and management procedures for health and welfare of all classes of livestock - including pregnant livestock - in transit
- methods and techniques for handling and restraint of all classes of livestock
- methods and techniques for loading and unloading of livestock
- signs of health, anatomy and physiology of the livestock species
- zoonoses of livestock and preventative health strategies for humans and livestock
- common diseases of the livestock species and preventative health strategies
- signs of ill health and related management strategies in the livestock species
- methods and techniques of euthanasia
- disposal of animal carcasses on-board sea carriers
- on-board procedures and responsibilities
- use and maintenance of personal protective equipment, veterinary, euthanasia and disinfectant materials and equipment
- invoice, receipt and document requirements at both ends of the transport operation
- strategies for effective communication between all parties to the consignment, relevant organisations and agencies, and on-board carrier personnel

**Assessment Conditions**

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessments for the following performance evidence must be conducted on live animals:

- load and transport livestock

Competency for the unit can be determined in a single species.

Assessors must satisfy current standards for RTOs

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK419 Manage horses for stock work

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to manage horses for stock work, including coordinating specialist services from veterinarians and farriers.

The unit applies to individuals, experienced in riding horses for stock work, who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgement in the selection, allocation and use of available resources, and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

Pre-requisite Unit

The prerequisite unit of competency for this unit is:

- ACMEQU406 Manage selection of horse for new or inexperienced handler, rider or driver

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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### Elements

**Elements describe the essential outcomes.**

<table>
<thead>
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</thead>
</table>
| **1. Manage horse condition and health** | 1. Develop and implement workplace procedures for maintaining health and welfare of horses in consultation with workplace staff  
1.2 Assess, report and document soundness and working condition of horses in the workplace  
1.3 Ensure proper selection, use and maintenance of appropriate personal protective equipment (PPE)  
1.4 Identify unsound or unhealthy horses and diagnose or establish reasons for their condition, such as seeking veterinary advice where required  
1.5 Administer treatment and implement management plan for unsound or unhealthy horses under supervisor or veterinary supervision, according to plan  
1.6 Keep accurate records of horse identification, treatments administered and management plans |
| **2. Manage nutritional requirements of horses** | 2.1 Develop and implement feeding plans for horses in the workplace, taking into account daily and seasonal factors affecting nutritional requirements  
2.2 Provide supplementary feeding programs to workplace horses to ensure they are in optimum physical condition and health for stock work  
2.3 Identify potential nutritional problems and take preventative or corrective action through the use or withdrawal of supplementary feeding  
2.4 Develop and implement work programs for horses according to their condition and nutritional status |
| **3. Supervise activities and tasks requiring the use of horses for workplace personnel** | 3.1 Conduct risk assessments for activities and tasks requiring the use of horses, and implement and monitor the measures to control these risks  
3.2 Match horses in workplace to personnel by rider ability and suitability for tasks  
3.3 Schedule tasks requiring the use of horses, and communicate details to appropriate staff  
3.4 Coordinate tasks requiring the use of horses, and provide supervision to ensure that horses and personnel work within industry and workplace requirements |
Elements describe the essential outcomes.

Performance Criteria

3.5 Coordinate breaking-in of horses by contractors or staff, and provide supervision to ensure that horses and personnel work within industry and workplace requirements.

3.6 Provide inexperienced horses with stock training by experienced riders.

3.7 Maintain regular communication with workplace staff and contractors to ensure smooth operation.

3.8 Monitor outcomes of activities and tasks requiring the use of horses, and record in line with workplace requirements.

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret and check accuracy of textual and numerical information from a range of sources to determine and confirm work requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record and report specific information using workplace formats, and revise and update documentation based on outcomes of action</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of resources and costs associated with horse health and feed programs</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Provide clear, sequenced instructions and respond to queries using terminology and concepts appropriate for the audience</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Work independently and collectively within broad parameters, taking responsibility for plans, decisions and outcomes relating to work area</td>
</tr>
<tr>
<td></td>
<td>• Know own obligations and responsibilities relating to regulatory and industry requirements for due diligence and safety of staff and horses</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Follow accepted industry practices and protocols for working collaboratively with management and organising specialist services from veterinarians and farriers</td>
</tr>
</tbody>
</table>
Skill Description

Get the work done • Plan, implement and coordinate multiple work tasks to achieve effective and efficient management of horses for stock work

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
<td>AHCLSK419 Manage horses for stock work</td>
<td>AHCLSK417 Manage horses for stock work</td>
<td>Changes and additions to clarify safety requirement Addition of foundation skills descriptions Addition of prerequisite unit Additions to performance evidence requirements</td>
<td>No equivalent unit</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK419 Manage horses for stock work

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Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has demonstrated management of at least two horses and two workers undertaking stock work on a property, including:

- developing and implementing management plans for the condition and health of horses in the workplace
- monitoring and managing the health and welfare of horses and developing feeding plans for horses in the workplace
- developing work programs for horses in the workplace
- matching horse type and experience to rider and task
- supervising and coordinating activities and tasks requiring the use of horses in the workplace, and monitoring the outcomes
- managing the provision of training for inexperienced horses
- identifying and treating ill or injured horses and consulting with veterinarians
- coordinating the horse work of other property personnel such as horse breakers, veterinarians, farriers and other farm staff
- communicating task requirements to staff and arrangements for breaking-in of horses to staff and contractors
- observing, identifying and reacting appropriately to environmental implications and work health and safety hazards
- applying relevant animal welfare and biosecurity requirements to managing horses.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- key requirements of work health and safety and animal welfare regulations and codes of practice relevant to working and interacting with horses
• key requirements of biosecurity and environment sustainability requirements relevant to working and managing horses
• industry and workplace policies, procedures and guidelines relevant to the job role
• feeding plan and work program for individual horses in the workplace
• care, husbandry and management procedures for horses
• signs of health, anatomy, physiology and behaviour of the horse
• signs of ill health in horses and management strategies for common illnesses
• strategies for and management of breaking in of horses and training inexperienced horses
• use of horses for workplace operations
• strategies for effective communication in the workplace
• strategies for effective supervision and management of staff in the workplace.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • various horses used in livestock work assessed as suitable for the experience and skill of the individual
  • appropriate tack for individual, horse and stock work activity
  • personal protective equipment (PPE) correctly fitted and applicable to activity for individual
• specifications:
  • work instructions and workplace procedures relating to managing horses
  • access to legislation and industry information related to managing horses
• relationships with others:
  • management and specialists to interact with regarding the management of horses
  • staff to coordinate and match to horse suitability.


Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK501 Manage livestock production

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan for livestock production and manage the implementation of such a plan.

This unit applies to farm managers with extensive or intensive livestock production enterprises.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Plan for production | 1.1 Assess the capability of land resources for grazing and determine stock, pasture and land management strategies for each land capability class  
1.2 Assess the suitability and sustainability of water resources  
1.3 Establish livestock production targets for each enterprise for the short and long term according to the farms marketing and business plans  
1.4 Establish production targets, taking into consideration enterprise short and long term livestock production goals, herd/flock breeding improvements and relevant risk control strategies  
1.5 Select genetics and breeding programs based on the production targets and the marketing requirements for the enterprise  
1.6 Select and design production facilities in a way that deals sensitively with identified waste products  
1.7 Establish and specifically include environmental controls in the production plan  
1.8 Identify work health and safety hazards, assess risks and incorporate suitable controls into the production plan  
1.9 Prepare a plan that documents the decisions taken, the assessments made, the targets established, and any specific issues that relate to work health and safety, animal welfare, biosecurity and environmental risks  
1.10 Ensure plan includes the type, format, frequency and detail of any reporting required by both manager(s) and operators |
| 2. Plan for livestock needs | 2.1 Determine feed requirements for each age/sex category of herds and/or flocks  
2.2 Determine most appropriate feeding plan for each livestock category based on a cost benefit analysis  
2.3 Research and implement most appropriate health strategies to prevent and control disease in each herd and/or flock on the basis of a cost benefit analysis  
2.4 Prepare schedules for purchasing and using the products and services used in livestock production  
2.5 Research and implement most appropriate livestock production, harvesting, handling and transportation methods and animal welfare requirements from a cost benefit analysis  
2.6 Prepare a livestock production plan that incorporates the calendar of operations for each enterprise production cycle, and the management of any specific animal welfare issues  
2.7 Ensure plan includes the type, format, frequency and detail of any reporting required by both manager(s) and operators |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| **3. Seek information on innovations for existing or potential enterprises and farm activities** | 3.1 Identify and access sources of information on innovations relevant to the enterprise and livestock species  
3.2 Assess information on innovations to determine whether or not such innovations could be used in the present enterprise, or in a potential future enterprise  
3.3 Amend prepared production plans to include innovations deemed suitable for use in the enterprise |
| **4. Test and adopt relevant innovations** | 4.1 Consult any people who may be involved in implementing the innovation or in planning for it and discuss the change with them  
4.2 Test innovations on the farm to determine whether or not they are suitable, and whether they may be readily adapted to suit the circumstances of the business  
4.3 Identify any work health and safety hazards, animal welfare, biosecurity or environmental risks that present during the trial phase, assess them and take responsible action  
4.4 Make a decision about whether or not to adopt the innovation, based on its costs and benefits and any implementation issues, including work health and safety, animal welfare, biosecurity and environmental considerations |
| **5. Implement, monitor and evaluate livestock production plans** | 5.1 Implement and monitor production plans according to the calendar of operations  
5.2 Site, erect or install production facilities in a way that deals sensitively with identified waste products  
5.3 Evaluate livestock growth/maturity or production according to the planned targets and the marketing requirements  
5.4 Monitor flock/herd health, and control and prevent parasite and disease outbreaks quickly and effectively  
5.5 Assess feed supplies, monitor pasture or landscape condition and species composition, and vary stocking rates to maintain optimum pasture and livestock health  
5.6 Identify, monitor and manage work health and safety hazards, animal welfare, biosecurity or environmental impacts relating to livestock production in the business to promote optimum pasture, livestock, and employee health  
5.7 Analyse physical and financial records and extractions taken from them to assess production performance, and to provide information for business and taxation purposes  
5.8 Evaluate the production performance of each enterprise to determine whether or not they are sustainable and profitable, and to use in reviewing and revising production plans |
<p>| <strong>6. Comply with legal</strong> | 6.1 Obtain information about the legal requirements and regulations |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>requirements and regulations</td>
<td>that affect farm land ownership/possession and livestock production</td>
</tr>
<tr>
<td></td>
<td>6.2 Determine record keeping requirements, and put in place procedures to ensure compliance with the range of applicable regulations including taxation legislation</td>
</tr>
<tr>
<td></td>
<td>6.3 Obtain permits from the relevant authorities for the transport and movement of livestock and equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK501A Manage livestock production

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK501 Manage livestock production

Modification History

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<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop livestock production plans
- manage all resources for a grazing enterprise
- implement grazing strategies that match livestock needs and optimise pasture growth
- maintain the farm natural resource base through sustainable practice
- plan and monitor the finances of the production unit
- observe, identify and react appropriately to animal welfare, biosecurity and environmental implications and work health and safety hazards
- monitor and manage animal health, welfare and nutrition
- supervise livestock husbandry operations
- analyse and assess the economic impact of specific situations
- establish processes/strategies, procedures and controls for livestock production
- assess land capability
- comply with legal and taxation requirements
- maintain records of production
- assess, and then adopt profitable innovations
- implement and monitor relevant work health and safety, animal welfare, biosecurity and environmental requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- livestock nutrition
- health and welfare of animals within the production system.
Assessment Requirements for AHCLS1501 Manage livestock production

- key considerations in a livestock breeding operation
- livestock husbandry and management practices
- land capability and its relevance to planning livestock production in the context of the whole farm
- sustainable land use principles and practices applicable in the region
- environmental controls and codes of practice applicable to the enterprise
- budgeting and financing for an enterprise
- cost benefit analysis,
- management practices and processes to minimise noise, odours and debris from the livestock operations
- relevant legislation and regulations relating to soil and water degradation issues, animal health and welfare, biosecurity and chemical use
- relevant work health and safety legislation and codes of practice

Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK502 Arrange marketing of livestock

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to arrange for the marketing of livestock and associated products.

This unit applies to livestock production managers whose job role includes livestock marketing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
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<td>Element</td>
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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine sales characteristics and demand | 1.1 Identify potential purchasers and their purchasing requirements from available market information  
1.2 Observe current and recent sales to monitor market trends and patterns  
1.3 Monitor and review regulatory requirements for market entry to ensure quality assurance and fitness for sale  
1.4 Determine ability to deliver product to meet market demand and requirements |
| 2. Sell product and arrange transport       | 2.1 Research sale logistics and incorporate into marketing strategy  
2.2 Consult sale outlets about market prospects and inform them of preferred sale method  
2.3 Complete transport arrangements in time for sale, and prepare and organise facilities and product and documentation  
2.4 Complete negotiations with agents, brokers and buyers  
2.5 Arrange and process payments               |
| 3. Assess sales performance                | 3.1 Obtain and analyse sales data to facilitate monitoring of performance against marketing plan and enterprise requirements  
3.2 Analyse strengths and weaknesses of performance  
3.3 Review sales strategies to maximise future returns  
3.4 Record data for future reference according to enterprise, industry and legislative requirements |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK502A Arrange marketing of livestock
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
Assessment Requirements for AHCLSK502 Arrange marketing of livestock

Modification History

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</table>

Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify appropriate markets and sales opportunities
- calculate cost of production and target sale price
- select sales outlets
- select selling method and negotiate with brokers, sellers and agents
- prepare and implement marketing plan
- ensure that the product meets legislative and industry requirements for fitness for sale
- coordinate sales and transport logistics for livestock products
- analyse sales data and trends to maximise future profit margins

Knowledge Evidence
The candidate must demonstrate knowledge of:
- market specifications for the products produced
- quality assurance procedures and their implementation
- sales outlets
- current and alternate sale methods
- preparation of livestock and transportation systems
- price risk and sales strategies
- sales analysis
- enterprise and industry policies and codes of practice with regard to livestock sales transportation, recording and reporting requirements
- market access requirements - Minimum Residue Levels (MRLs) and the variance between countries, withholding periods after treatment
Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK503 Develop and implement a breeding strategy

Modification History

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<tbody>
<tr>
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<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 2.0.</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to assess breeding requirements, select livestock for breeding, and monitor and evaluate the breeding program.

The unit applies to managers of livestock properties who are responsible for breeding programs and use of resources appropriate to meet property breeding aims. They take responsibility and exercise autonomy in undertaking complex work analysing, designing and communicating solutions to sometimes complex problems.

No occupational licensing or certification requirements apply to this unit at the time of publication.

Work health and safety and animal welfare legislation relevant to interacting with horses applies to workers in this industry. Requirements vary between industry sectors and state/territory jurisdictions. Users are advised to check with the relevant authority for specific requirements.

Pre-requisite Unit

Nil

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>Elements</td>
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<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Plan breeding program | 1.1 Assess and clarify breeding requirements to meet property or organisational aims  
1.2 Identify and arrange resources to support breeding requirements  
1.3 Select breeding options to optimise results and consistency  
1.4 Undertake economic assessments to establish the feasibility of the breeding objectives  
1.5 Formulate breeding program to meet organisation objectives, and ensure sufficient flexibility to accommodate contingencies |
| 2. Select livestock for breeding | 2.1 Determine selection criteria for the visual and objective methods of selecting livestock based on heritability and economic returns for the property  
2.2 Establish culling and replacement practices to maintain or improve appropriate herd size, animal ratios and grade of livestock  
2.3 Assess genetic gain potential to determine and justify herd or flock structure  
2.4 Source genetic material to optimise genetic gain within the herd or flock from suitable sources  
2.5 Check and monitor selected livestock to ensure condition and welfare status meets breeding program requirements  
2.6 Carry out measurements of production and genetic characteristics, and evaluate results within appropriate breeding program requirements |
| 3. Monitor breeding program | 3.1 Supervise implementation of the breeding program for efficiency and effectiveness  
3.2 Prioritise and implement changes necessary to achieve breeding aims according to breeding program requirements  
3.3 Examine and control allocated resources within organisation budgetary constraints  
3.4 Maintain safe workplace and environmentally responsible practices in line with industry and organisation work health and safety and environment sustainability requirements  
3.5 Observe and comply with relevant legislative requirements associated with livestock production, such as animal welfare and biosecurity requirements |
Elements | Performance Criteria
--- | ---
**Elements describe the essential outcomes.** | **Performance criteria describe the performance needed to demonstrate achievement of the element.**

4. Evaluate breeding program

4.1 Review breeding program processes and outcomes against organisation objectives

4.2 Assess performance of facilities, resources and equipment for effectiveness and efficiency

4.3 Assess effectiveness of selection criteria for contribution to achievement of breeding aims and organisation profitability

4.4 Document relevant information for continual assessment to inform future practice

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Critically analyse documentation from a variety of sources to identify specific criteria, and consolidate information to determine requirements for breeding program and livestock production</td>
</tr>
<tr>
<td>Writing</td>
<td>• Consolidate and logically structure relevant information to produce clear and concise documentation relevant to purpose and audience</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Use mathematical concepts to calculate, compare and estimate numerical and financial data required for planning and forecasting livestock production and breeding activities</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility to ensure organisational policies, procedures and regulatory requirements relevant to livestock breeding program are being met</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Select and uses appropriate conventions and protocols when communicating with others in a range of work contexts</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Monitor progress of plans and schedules, and review and change to meet new demands and priorities</td>
</tr>
</tbody>
</table>
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>AHCLSK503 Develop and implement a breeding strategy Release 2</td>
<td>AHCLSK503 Develop and implement a breeding strategy Release 1</td>
<td>Minor changes to clarify intent of element 1 Safety requirements and foundation skills descriptions added</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK503 Develop and implement a breeding strategy

Modification History

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</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has developed and implemented a minimum of one breeding strategy for an operation or property, including:

- identifying genetic information for existing and potential livestock through breed data
- using industry programs to benchmark and identify sources of genetic material
- developing a breeding objective
- implementing selection strategies for livestock
- implementing animal welfare strategies to handle livestock safely and humanely
- monitoring progress in a breeding program and undertaking reviews
- evaluating breeding program
- documenting and reviewing data derived from the breeding strategy
- maintaining a safe and hazard-free workplace environment
- monitoring and minimising impacts to the environment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- difference between genotype and phenotype, the heritability of genetic traits and the basic genetic theory related to genetic correlation of traits
- relevance of generation interval in relation to commercial improvement
- relevance of estimated breeding values in the development of a multi-trait selection strategy
- economic impact of production characteristics
• features of and measurement of production and genetic characteristics used in breeding programs
• relevant work health and safety and biosecurity requirements, and animal welfare and environment sustainability practices
• key requirements of regulations and codes of practice relevant to developing and implementing a breeding strategy, including:
  • work health and safety
  • animal welfare
  • biosecurity
  • sustainability practices.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace or an environment that accurately represents workplace conditions
• specifications:
  • work instructions and workplace procedures relevant to developing and implementing a breeding strategy
  • organisational documentation relating to breeding information and financial arrangements required to develop a breeding strategy.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK504 Develop livestock health and welfare strategies

Modification History

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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to develop and implement preventative health treatment and welfare strategies for animals.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
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<tbody>
<tr>
<td>1. Develop health and welfare strategies for</td>
<td>1.1 Monitor livestock condition and identify risks to health and welfare relevant to the workplace and local environment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| livestock | 1.2 Develop and document a livestock health and welfare strategy  
1.3 Identify and arrange facilities and equipment required to implement health and welfare strategy  
1.4 Inform staff details of health and welfare strategy, treatment schedules, work health and safety issues |
| 2. Implement health strategy | 2.1 Plan and administer treatment according to veterinary guidelines, legislative requirements, and animal welfare codes of practice  
2.2 Refer complex problems or signs of disease for specialist advice and treatment  
2.3 Carry out control measures as required to prevent the spread of communicable diseases  
2.4 Implement procedures for reporting notifiable diseases according to legislative requirements |
| 3. Manage livestock health and welfare | 3.1 Integrate requirements of the regulations and animal welfare code of practice into the health and welfare strategy and workplace procedures  
3.2 Analyse and evaluate health and welfare records  
3.3 Ensure compliance with withholding periods for treatments  
3.4 Evaluate livestock post-treatment for evidence of treatment effectiveness and any further health problems  
3.5 Review treatment outcomes and evaluate processes for effective management planning and best practice  
3.6 Evaluate animal health, biosecurity and emergency procedures in a review of the animal health and welfare strategy  
3.7 Maintain records for health and welfare strategy |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLSK504A Develop livestock health and welfare strategies
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK 504 Develop livestock health and welfare strategies

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify livestock diseases relevant to the workplace and local environment
- develop prevention and treatment strategies for diseases
- implement a proactive risk management approach to managing animal health and welfare
- implement health and welfare strategies appropriate to the livestock species
- calculate dose rates and schedule treatments
- implement and monitor relevant work health and safety requirements
- implement and monitor relevant biosecurity and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- livestock health and abnormalities
- preventative health strategies
- principles of genetic resistance and immunity
- contingency and operational planning
- relevant animal welfare legislation, regulations and codes of practice
- relevant environmental protection legislation and codes of practice
- treatment applications, handling and consequences of their use
- relevant quarantine, biosecurity and emergency legislation, codes of practices and procedures
- relevant work health and safety legislative requirements
Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK505 Develop production plans for livestock

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop production plans for livestock.

This unit applies to managers of intensive or extensive livestock production systems.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
</tr>
<tr>
<td>1. Determine feasibility of livestock enterprise</td>
<td>1.1 Assess farm environment parameters for their suitability for a range of livestock species</td>
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<td></td>
<td>1.2 Assess potential livestock enterprises for their market potential and gross margin returns</td>
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<tr>
<td></td>
<td>1.3 Identify resource requirements</td>
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<tr>
<td></td>
<td>1.4 Identify production risks and strategies to address them</td>
</tr>
<tr>
<td></td>
<td>1.5 Select livestock species and breeds/genetics to suit the production system and the market</td>
</tr>
<tr>
<td>2. Identify and define determinants of livestock profitability</td>
<td>2.1 Define production objectives</td>
</tr>
<tr>
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<td>2.2 Establish strategies for herd/flock sourcing and improvement and determine breeding program as appropriate</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine feed requirements for each age/sex/category of herds/flocks</td>
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<td></td>
<td>2.4 Determine feeding strategy including grazing management, where appropriate, and develop feeding programs for each livestock category</td>
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<td></td>
<td>2.5 Develop health management program to manage/prevent disease in each herd/flock</td>
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<td></td>
<td>2.6 Establish environmental controls as required</td>
</tr>
<tr>
<td>3. Establish livestock production targets and prepare production plan</td>
<td>3.1 Define performance indicators for the livestock enterprise</td>
</tr>
<tr>
<td></td>
<td>3.2 Develop product quality specifications and set production targets</td>
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<tr>
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<td>3.3 Establish livestock cash flow budget</td>
</tr>
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<td>3.4 Prepare production plan incorporating a calendar of operations for the enterprise production cycle</td>
</tr>
<tr>
<td>4. Review production plans to determine input and service requirement</td>
<td>4.1 Plan logistical arrangements related to harvesting, transportation and marketing and other key operations for the production cycle</td>
</tr>
<tr>
<td></td>
<td>4.2 Establish schedules for the purchase of inputs and services used in production</td>
</tr>
<tr>
<td></td>
<td>4.3 Establish appropriate physical and financial record keeping system to provide data for the analysis of livestock production performance</td>
</tr>
<tr>
<td></td>
<td>4.4 Review production plan</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK505A Develop production plans for livestock

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK505 Develop production plans for livestock

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- determine feasibility of livestock enterprise
- identify and define determinants of livestock profitability
- establish livestock production targets
- prepare production plans
- review production plans to determine input and service requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:
- livestock husbandry, production and management practices
- livestock selection, health and grazing strategies
- financial analysis techniques
- livestock marketing
- sustainable land use principles and practices applicable in the region
- environmental controls and codes of practice applicable to the enterprise
- whole farm planning processes

Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK506 Design livestock effluent systems

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to design and plan livestock effluent systems.

This unit applies to livestock production managers or specialists who design effluent and disposal systems.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)

Elements and Performance Criteria

<table>
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<tr>
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<td>Performance criteria describe the performance needed to demonstrate</td>
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### Element

**essential outcomes.**

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<td>achievement of the element.</td>
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</table>

1. **Determine the feasibility of an effluent management system**

   1.1 Assess and determine planning parameters that affect the design of effluent management systems
   1.2 Assess and determine statutory, local government and environment authority requirements for effluent disposal
   1.3 Assess and determine the environmental impacts of livestock effluent disposal
   1.4 Evaluate effluent recycling options in conjunction with the enterprise plan
   1.5 Analyse effluent processing options on the basis of their merits and suitability for the environment
   1.6 Obtain information from effluent management specialists on all relevant aspects of effluent management
   1.7 Assess and determine an effluent management system on the basis of a cost benefit analysis

2. **Design an effluent management system**

   2.1 Calculate the volume of livestock effluent using information collected from enterprise plans, industry and enterprise production data and other sources
   2.2 Calculate the volume of water flowing into the effluent management system
   2.3 Calculate storage requirements
   2.4 Obtain professional advice appropriate to the complexity of the task and the financial risk involved
   2.5 Ensure plan and layout include provision of access, availability and the incorporation of technological innovations
   2.6 Assess and evaluate work health and safety hazards and risks, establish safe systems, and maintain records
   2.7 Ensure effluent management system design reflects the requirements of the enterprise business plan, production plan and management plan

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCLSK506A Design livestock effluent systems

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK506 Design livestock effluent systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess the effectiveness of a range of effluent management systems to meet the requirements of statutory, local government and environment authorities for effluent disposal
- conduct cost benefit analysis of livestock effluent management systems to select a suitable effluent management system
- design and plan the layout of an effluent system that meets environmental standards and enterprise requirements
- design an effluent management system
- incorporate the enterprise work health and safety and environmental management policies into the plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types, functions, characteristics, disadvantages and advantages of effluent management systems (including storage, recycling, processing and disposal)
- regulatory requirements, including environmental, sustainability work health and safety and biosecurity requirements, industry standards, industry and enterprise production parameters, data and information for the design and planning of effluent management systems
- uses and processes for cost benefit analyses, and their applications in relation to livestock production and effluent management
- types and use of information required, and methods for the assessment and determination of effluent production, output and volume for livestock enterprises
Assessment Requirements for AHCLS1K506 Design livestock effluent systems

- effects and impacts of different livestock production systems on the design and planning of effluent management systems
- types and use of information and advice from other professions or industry sectors that are relevant to livestock enterprises in the design of effluent management systems, including engineering and financial professions

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current conditions for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCLSK507 Plan, monitor and evaluate strategies to improve livestock through genetics

Modification History

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Application

This unit of competency covers the planning required to determine the genetic selection of a pure breed or cross breeding program to suit the farm environment. The plan will aim to increase production and financial return by using genetic improvement of the livestock for meat production, dairy production and fibre production and the evaluation of the current breeding program. Data is collected and analysed in order to select sires and dams to improve the livestock to meet the product specifications chosen for the enterprise. Evaluation of the breeding program is carried out on completion.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit is applicable to a person who has a role in managing a breeding enterprise. This unit is likely to require consultation with breed societies, importers and distributors of genetic material, local livestock agents, processors and marketers of the product.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Livestock (LSK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine breeding goals for the enterprise in relation to market specifications | 1.1 Determine the breeding goals for the short term and the strategy to meet market specifications in the long term  
1.2 Analyse the traits affecting profit in a livestock breeding enterprise to optimise production through an improved genetic breeding program  
1.3 Assess the environment where the breeding enterprise is based and select a breed and breeding program to match that environment  
1.4 Select a product specification suited to the breeding enterprise |
| 2. Assess current performance of the breeding enterprise | 2.1 Collect and analyse data on the traits currently used in the breeding enterprise  
2.2 Collect and analyse data on current market performance, using feedback from processors and customers |
| 3. Assess and select livestock for genetic improvement | 3.1 Assess the current breeding herd for the genetic traits required for production and marketing  
3.2 Analyse genetic information to select herd replacements from the breeding herd and before purchasing stock  
3.3 Evaluate the costs and benefits of natural mating, Artificial Insemination (AI) and Embryo Transfer (ET) to achieve genetic improvement |
| 4. Carry out a breeding program | 4.1 Assess and improve the facilities on the property for drafting, inseminating and pregnancy testing  
4.2 Develop and monitor procedures to be followed for work health and safety while implementing the animal-breeding program  
4.3 Apply legal, veterinarian and welfare requirements  
4.4 Apply practices to improve submission rates and conception rates of a breeding program  
4.5 Assist genetic selection by the use of equipment to aid in data collection and analysis  
4.6 Use new technology to collect feedback to improve production and market performance |
| 5. Evaluate the breeding program against the breeding goals | 5.1 Assess the compliance of the livestock to the market specifications by using electronic information including feedback sheets and test results  
5.2 Assess the phenotype of the livestock produced against the breeding goals |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - equivalent to VBP152 Plan, monitor and evaluate strategies to improve livestock through genetics.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCLSK507 Plan, monitor and evaluate strategies to improve livestock through genetics

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- analyse profit for the breeding enterprise
- select suitable market specifications for the enterprise
- develop selection criteria for a breeding program
- select livestock for a breeding program on phenotype and genotype
- assess farm facilities to carry out a breeding program
- use Breed Object index
- arrange Artificial Insemination (AI) and Embryo Transfer (ET) programs
- implement the breeding program
- feed livestock to ensure success of a breeding program
- organise drugs, animal identification and all equipment in clean working order in preparation for the program
- keep breeding and production records
- submit records and information for statistical analysis and registration of livestock
- handle livestock safely and humanely
- interpret feedback information

Knowledge Evidence

The candidate must demonstrate knowledge of:
- theory of cell division and the structure of DNA
- heritability estimates for the selected characteristics
- recording and understanding breed pedigrees
- dominant genetic traits and marker genes
• accuracy of the genetic potential of the selected breeding trait for the program
• genetic defects
• value of heterosis in a breeding program
• ethics and codes of practice for the welfare of livestock on the breeding program
• phenotype selection criteria
• market specifications targeted by the breeding program
• long term breeding aims
• pregnancy testing procedure
• veterinary and non-veterinary standard operating procedures
• sources for genetic information, up to date program design and implementation procedures

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER301 Process customer complaints

Modification History

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Application

This unit of competency describes the skills and knowledge required to handle formal and informal feedback and complaints from customers.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Respond to customer complaints</td>
<td>1.1 Process complaints as per organisational policies and procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Obtain, document and review reports relating to the complaints</td>
</tr>
</tbody>
</table>
## AHCMER301 Process customer complaints

### Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Make decisions taking into account applicable law, company policies and codes</td>
</tr>
<tr>
<td>1.4</td>
<td>Negotiate resolution of the complaint and seek agreement where possible</td>
</tr>
<tr>
<td>1.5</td>
<td>Maintain a register of complaints and disputes</td>
</tr>
<tr>
<td>1.6</td>
<td>Inform customer of outcome of investigation</td>
</tr>
<tr>
<td>2.1</td>
<td>Identify complaints that require referral to other personnel or external bodies</td>
</tr>
<tr>
<td>2.2</td>
<td>Make referrals to appropriate personnel for follow up</td>
</tr>
<tr>
<td>2.3</td>
<td>Forward all documents and investigation reports</td>
</tr>
<tr>
<td>2.4</td>
<td>Ensure appropriate personnel are followed up to gain prompt decisions</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCMER301A Process customer complaints.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMER301 Process customer complaints

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply organisational or industry procedures for customer complaints
- investigate the details of and background to the complaint and refer to other parties if required
- negotiate an outcome with the customer if appropriate
- process the complaint according to enterprise policy
- recommend appropriate action arising from the complaint

Knowledge Evidence

The candidate must demonstrate knowledge of:

- State/Territory/Commonwealth legislation, regulations, industry codes of practice, standards and guidelines
- organisational policy and procedures for dealing with complaints
- strategies for dealing with customer complaints
- negotiation and communication strategies
- the individual's role in processing customer complaints

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER302 Provide advice on hardware products

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide advice on hardware products.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify customer needs</td>
<td>1.1 Use appropriate interpersonal skills to identify customer needs</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
---|---
|  | accordance with enterprise policies and procedures and legislative requirements
| 1.3 | Match available products to customer needs
| 1.4 | Research knowledge and understanding of hardware products actively and regularly and update from authoritative sources
| 2. | Provide product advice
| 2.1 | Provide advice to customers in a timely and professional manner and accordance with legislative requirements
| 2.2 | Exhibit and demonstrate products appropriately to customer as required
| 2.3 | Suggest alternative and additional products and services as necessary
| 2.4 | Address customers concerns and questions sensitively in line with enterprise requirements

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCMER302A Provide advice on hardware products.

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMER302 Provide advice on hardware products

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- advise customers as to the range of products available for their specific application/environment
- engage with and give advice to customers
- ensure that the advice, product type, application and suitability are understood by the customer
- encourage add on sales
- research hardware products
- organise the demonstration of products
- represent the enterprise in a professional manner when dealing with customers

Knowledge Evidence

The candidate must demonstrate knowledge of:

- customer service and selling techniques
- systems and procedures for the safe handling of products
- enterprise policies and procedures, business values, structure, product range and services
- industry terminology for products
- relevant requirements of work health and safety, industry, fair trading, trade practices, sales of goods, and public liability

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER303 Sell products and services

Modification History

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Application

This unit of competency describes the skills and knowledge required to sell products and services.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Engage customer | 1.1 Approach customer in a timely and professional manner  
<p>|  | 1.2 Use interpersonal skills to engage customer |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td></td>
<td>1.3 Present customers with purchase options that address their needs and assist to</td>
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<td></td>
<td>identify their preferred option</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify personal and professional and legal limitations in addressing customer</td>
</tr>
<tr>
<td></td>
<td>needs and seek assistance from appropriate personnel</td>
</tr>
<tr>
<td>2. Sell products and</td>
<td>2.1 Determine prices and quotations on the advice of appropriate personnel and</td>
</tr>
<tr>
<td>services</td>
<td>provide to customer</td>
</tr>
<tr>
<td></td>
<td>2.2 Complete sales to maximise potential for customer satisfaction</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and respond to opportunities for up selling and repeat sales</td>
</tr>
<tr>
<td>3. Maintain products</td>
<td>3.1 Handle and store products safely and efficiently</td>
</tr>
<tr>
<td></td>
<td>3.2 Complete documentation and re-ordering</td>
</tr>
<tr>
<td></td>
<td>3.3 Review sales techniques to enhance future sales results</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCMER303A Sell products and services.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMER303 Sell products and services

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- engage customers
- identify the potential for a sale
- present purchase options to the customer
- provide quotations
- complete a sale
- follow enterprise work health and safety policies

Knowledge Evidence
The candidate must demonstrate knowledge of:

- customer needs in various merchandising settings
- customer buying signals
- sales techniques
- how to effectively engage and communicate with a range of customers from culturally diverse backgrounds, and of varying physical and mental abilities
- legal requirements in sales environments, particularly Fair Trading, Trade Practices and Sale of Goods legislation, public liability and work health and safety legislation

Assessment Conditions
Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER304 Recommend irrigation products and services

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to recommend irrigation products and services to fulfil the needs of a client.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Research store product range | 1.1 Accessing relevant sources of information to develop product knowledge  
1.2 Identify products according to relevant product information  
1.3 Operate store products, machinery and equipment safely  
1.4 Demonstrate a broad knowledge of irrigation product range |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</table>
| 2. Recommend irrigation products | 2.1 Identify client’s needs  
2.2 Provide details of product specifications and explain to clients to assist buying decisions  
2.3 Explain features and benefits of products to clients to create a buying environment  |
| 3. Estimate quantities        | 3.1 Estimate quantities of irrigation products accurately from measurements and information provided according to product requirements  
3.2 Provide client with accurate quotation for estimated quantities  |
| 4. Advise on irrigation product warranties | 4.1 Provide client with clear explanations of the comparisons between products and manufacturer’s warranties  
4.2 Confirm individual product warranty terms and conditions from relevant sources of information  
4.3 Provide client with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties  |
| 5. Negotiate price and payment options | 5.1 Explain payment options including store recommended retail pricing for various brand options  
5.2 Negotiate individual product prices where necessary to achieve sales  |
| 6. Advise on and arrange product service and repairs | 6.1 Question client to determine nature of problem  
6.2 Identify problem by accessing manufacturer’s information  
6.3 Offer solutions taking in consideration the nature of problem and available product information  
6.4 Identify and discuss the service or repair process  
6.5 Quote price and timeline for basic service or repairs  
6.6 Obtain client details and record on repair form  
6.7 Label item for repair and store securely  
6.8 Notify client on completion of service or repair  |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCIRG307A Recommend irrigation products and services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMER304 Recommend irrigation products and services

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- demonstrate and assemble irrigation products and components
- determine pump capacities in relation to proposed application
- perform basic diagnostic techniques

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for recommending irrigation products and services
- manufacturer’s specifications for a range of products
- price negotiation techniques and payment options for the store
- pump and irrigation equipment characteristics, technical capabilities and limitations
- pump and irrigation equipment components, controls, features and functions
- store irrigation products and pump range
- store product and service and repair policy

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCMER401 Coordinate customer service and networking activities

Modification History

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Application

This unit of competency describes the skills and knowledge required to coordinate customer service and networking activities.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to agricultural or horticultural merchandise or department managers who have responsibility for customer service delivery by others.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)
## Elements and Performance Criteria

<table>
<thead>
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1. **Contribute to quality customer standards**
   1.1 Access, interpret, apply and monitor customer service standards in the workplace
   1.2 Make contributions to the development, refinement and improvement of service policies, standards and processes
   1.3 Ensure customer interactions are consistent with legislation, codes of practice and enterprise policies

2. **Implement customer service systems**
   2.1 Encourage personnel to consistently implement customer service systems
   2.2 Review customer feedback in consultation with appropriate personnel and analyse when improving work practices
   2.3 Identify customer service complaints and make adjustments to ensure continued service quality
   2.4 Communicate adjustments to all those involved in service delivery within appropriate time frames
   2.5 Coordinate and manage delivery of services or products to ensure they effectively and efficiently meet agreed quality standards

3. **Manage networks to ensure customer needs are addressed**
   3.1 Establish effective regular communication with customers
   3.2 Establish, maintain and expand networks to ensure referral of customers to products or services
   3.3 Establish procedures to ensure that decisions about targeting of customer services are based on up-to-date information about the customer and the products/services available
   3.4 Establish procedures to ensure that referrals are based on the matching of the assessment of customer needs and availability of products/services
   3.5 Maintain records of customer interaction in accordance with organisational guidelines

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCMER401A Coordinate customer service and networking activities.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMER401 Coordinate customer service and networking activities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- access and apply customer service policies and procedures
- respond to customer feedback and complaints
- develop and use networks to source goods and services
- provide value for the customer in sourcing and supplying goods and services
- maintain records of customer feedback and interactions

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant legislation, codes and enterprise policies
- the organisation's business structure, products and services
- customer service systems/procedures including the continuous quality improvement framework, together with some knowledge of the customer population and how the system applies to delivering customer service to that customer population
- the principles of customer service
- the principles of effective communication in relation to listening, questioning and non-verbal communication
- the individual’s role in delivering customer service
- techniques for dealing with customers with special needs
- techniques for building relationships of trust and mutually acceptable outcomes
- related organisations, agencies and networks
- the principles and operations of networks
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER402 Provide advice and sell machinery

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide advice and sell machinery.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to rural products merchandisers whose job role includes providing advice and selling agricultural farm and small machinery, spare parts and building products.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Identify customer needs | 1.1 Use interpersonal skills to identify customer needs  
1.2 Handle customer enquiries courteously and promptly in accordance with enterprise procedures and industry requirements  
1.3 Match available products to customer needs  
1.4 Research and update knowledge and understanding of machinery and related products from authoritative sources  
1.5 Research local enterprise and district requirements for machinery and related products |
| 2. Provide product advice | 2.1 Provide advice that addresses customer needs in a timely and professional manner and is in line with enterprise and legislative requirements  
2.2 Exhibit or demonstrate products to customer  
2.3 Address customers concerns and questions  
2.4 Provide relevant safety information to the customer for recommended products  
2.5 Prepare and supply quotations |
| 3. Sell products         | 3.1 Complete sales into customer's satisfaction in accordance with enterprise and legislative requirements  
3.2 Identify and respond to opportunities for add-on and repeat sales  
3.3 Monitor sales results against specified criteria  
3.4 Review sales techniques to enhance future sales results |
| 4. Handle and maintain products | 4.1 Handle and store products safely and efficiently in line with manufacturer, enterprise and work health and safety requirements  
4.2 Complete documentation  
4.3 Monitor stock levels and follow re-ordering procedures |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCMER402A Provide advice and sell machinery.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMER402 Provide advice and sell machinery

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- advise customers as to the most appropriate products for their specific application/environment
- engage with and give advice to customers
- research product and supplier information
- ensure that the advice, product type, application and suitability are understood by the customer
- encourage add on sales
- organise the demonstration of products
- represent the enterprise in a professional manner when dealing with customers
- follow enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- customer service and selling techniques
- systems and procedures for the safe handling of machinery
- enterprises business values, structure, products and services
- industry terminology for products
- machinery and related products requirements of local district industry
- industry trends and improved practices in relation to machinery usage and equipment
- systems and procedures for the safe handling of machinery and parts
- manufacturers product recommendations and warranty requirements
• relevant work health and safety, industry, fair trading, trade practices, and sales of goods legislation
• relevant components of State/Territory Acts relating to machinery and its use

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER403 Provide advice and sell farm chemicals

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide advice and sell farm chemicals.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to rural products merchandisers whose job role includes providing advice and selling farm chemicals.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Identify customer needs | essential outcomes. achievement of the element.  
  1.1 Use interpersonal skills to identify customer needs  
  1.2 Handle customer enquiries courteously and promptly  
  1.3 Match available products to customer needs and against environmental considerations  
  1.4 Research and update knowledge and understanding of farm chemicals and related products from authoritative sources  
  1.5 Research local enterprise and district requirements for farm chemical products |
| 2. Provide product advice | 2.1 Provide advice that addresses customer needs in a timely and professional manner and is in line with enterprise and legislative requirements  
  2.2 Consider and discuss environmental considerations, non-chemical alternatives and additional products  
  2.3 Address customers concerns and questions  
  2.4 Ensure that information and directions on the product label are understood by the customer  
  2.5 Provide relevant safety information to the customer for recommended products  
  2.6 Prepare and supply quotations |
| 3. Sell products | 3.1 Ensure relevant licences/accreditation regarding the sale and handling of farm chemicals are held by salesperson and enterprise  
  3.2 Complete sales in to customer’s satisfaction in accordance with enterprise and legislative requirements  
  3.3 Supply Safety Data Sheets (SDS) to customers purchasing registered chemicals.  
  3.4 Identify and respond to opportunities for add-on and repeat sales  
  3.5 Monitor sales results against specified criteria  
  3.6 Review sales techniques to enhance future sales results |
| 4. Handle and maintain products | 4.1 Handle and store farm chemical products safely and efficiently in line with manufacturer, work health and safety and chemical legislation requirements  
  4.2 Complete documentation  
  4.3 Monitor stock levels and follow re-ordering procedures |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCME403A Provide advice and sell farm chemicals.

Links

Companion Volume implementation guides are found in VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMER403 Provide advice and sell farm chemicals

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- engage customers, in relation to giving advice, receiving information and creating additional sales opportunities
- assess and demonstrate cost benefits of products
- ensure that information and directions on the product label are understood by the customer
- research supplier information
- supply Safety Data Sheets (SDSs) with all registered chemicals
- encourage add on sales and represent the enterprise in a professional manner
- follow enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- potential environmental impact of chemicals
- enterprises business values, structure, products and services
- chemical formulations, available proprietary products and their applications
- the content and legal status of registered chemical labels
- relevant HAZCHEM, AGSAFE, Australian Dangerous Goods, work
- health and safety, industry, fair trading, trade practices, and sales of goods legislation
- enterprise policies and procedures relating to customer service
- relevant licences/accreditation regarding the sale and handling of farm chemicals
- work health and safety, pesticides and environmental legislation, codes of practice and enterprise procedures
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER404 Provide advice on agronomic products

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide advice on agronomic products.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to rural products merchandisers whose job role includes providing advice on agronomic products including fertilisers.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

| Element describe the | Performance criteria describe the performance needed to demonstrate |
### Element

<table>
<thead>
<tr>
<th>Essential Outcomes</th>
<th>Performance Criteria</th>
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</table>
| 1. Identify customer needs | 1. Use interpersonal skills to identify customer needs  
2. Handle customer enquiries courteously and promptly in accordance with enterprise and legislative requirements  
3. Match available products to customer needs and against ecological considerations  
4. Research and update knowledge and understanding of agronomic products and related products from authoritative sources  
5. Research local enterprise and district requirements for agronomic products |
| 2. Provide product advice | 2.1 Provide advice that addresses customer needs in a timely and professional manner and is in line with enterprise and legislative requirements  
2.2 Exhibit or demonstrate products to customer in line with enterprise procedures and legislative requirements  
2.3 Organise product trials of products when required  
2.4 Suggest alternative and additional products and services  
2.5 Address customers concerns and questions in line with enterprise requirements  
2.6 Provide relevant safety information to the customer for recommended products |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCMER404A Provide advice on agronomic products.

### Links

Assessment Requirements for AHCMER404 Provide advice on agronomic products

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- research sources of agronomic information to retain technical currency in all aspects of agronomy relevant to local district requirements
- engage with and give advice to customers
- ensure that the advice and product type are applicable and suitable for the purpose and growing environment of the client
- encourage add on sales
- represent the enterprise in a professional manner when dealing with customers
- follow enterprise of work health and safety polices

Knowledge Evidence

The candidate must demonstrate knowledge of:
- customer service techniques
- systems and procedures for the safe handling of products
- enterprises business values, structure, products and services
- industry terminology for products
- requirements of local or specific customers
- relevant requirements of work health and safety, industry, fair trading, trade practices, sales of goods, environment and public liability legislation
- agronomic products including fertilizers and crop seeds and their uses
- relevant components of State/Territory Acts relating to fertilisers and certified seeds
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER405 Provide advice on livestock products

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Application

This unit of competency describes the skills and knowledge required to provide advice on livestock products.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to rural products merchandisers whose job role includes providing advice on livestock industry equipment, animal handling systems and stock feeds.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

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</table>
Element | Performance criteria
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| essential outcomes. | achievement of the element.

1. Identify customer needs
   1.1 Use interpersonal skills to identify customer needs
   1.2 Handle customer enquiries courteously and promptly in accordance with enterprise and legislative requirements
   1.3 Match available products to customer needs and against ecological considerations
   1.4 Research and update knowledge and understanding of livestock products and related products from authoritative sources
   1.5 Research local enterprise and district requirements for livestock and related products

2. Provide product advice
   2.1 Provide advice that addresses customer needs in a timely and professional manner and is in line with enterprise and legislative requirements
   2.2 Exhibit or demonstrate products to customer in line with enterprise work health and safety, biosecurity and animal welfare policies.
   2.3 Suggest alternative and additional products and services
   2.4 Address customers concerns and questions
   2.5 Provide relevant safety information to the customer for recommended products

Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCME405A Provide advice on livestock products.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCME405 Provide advice on livestock products

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- advise customers as to the range of livestock products available for their specific application/environment
- engage with and give advice to customers
- ensure that the advice, product type, application and suitability are understood by the customer
- advise customers on risks to worker safety or animal welfare from use of the product
- encourage add on sales
- represent the enterprise in a professional manner when dealing with customers
- follow enterprise work health and safety policies
- follow enterprise biosecurity, animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- customer service and selling techniques
- systems and procedures for the safe handling of products
- enterprises’ business values, structure, products and services
- livestock industry equipment, animal handling systems and stockfeeds
- relevant work health and safety, animal welfare and biosecurity legislation, fair trading, trade practices, and sales of goods legislation
- relevant components of State/Territory Acts relating to stock feeds
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
AHCMER406 Provide information on fertilisers and soil ameliorants

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide information on fertilisers and soil ameliorants.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit applies to employees in a sales role in an agricultural or horticultural support enterprise who provide information on fertilisers, soil ameliorants and related environmental information to primary producers.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
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</table>
| 1. Gather information on the requirements of the client | 1.1 Identify basis of fertiliser or soil ameliorant requirement  
1.2 Evaluate planned use of fertiliser or soil ameliorant against legislative requirements, local productivity and environmental guidelines and food safety regulations  
1.3 Take individual soil, plant tissue and water samples for each customer  
1.4 Provide customer with relevant sampling kits and advice on sampling procedures where appropriate |
| 2. Provide information on nutrient management program | 2.1 Provide information and referrals about the fertiliser and soil ameliorant products including work health and safety, biosecurity, food safety and environmental and sustainability issues inline with industry codes of practice and enterprise policies  
2.2 Recommend use of nutrient management tools where necessary  
2.3 Suggest changes to application method or timing if necessary  
2.4 Research and update knowledge and understanding of fertilisers, soil, ameliorants and related products from authoritative sources  
2.5 Research local enterprise and district requirements for fertilisers, soil, ameliorants and related products |
| 3. Provide appropriate service or product | 3.1 Refer customer to a specialist adviser if required  
3.2 Provide customer with information regarding transporting, storing and handling fertiliser and soil ameliorants  
3.3 Arrange transport, handling and storage of fertiliser and soil ameliorants where required  
3.4 Supply fertiliser and soil ameliorants that meet legislative requirements and productivity, food safety, biosecurity and environmental guidelines  
3.5 Record details of transaction |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCMER406A Provide information on fertilisers and soil ameliorants.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCME406 Provide information on fertilisers and soil ameliorants

**Modification History**

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**Performance Evidence**

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- take soil, plant tissue and water samples
- use and explain use of nutrient management tools
- provide information on the relationship between soil types, water, crops, fertiliser and soil ameliorant use
- follow enterprise work health and safety policies
- follow enterprise biosecurity and sustainability policies

**Knowledge Evidence**

The candidate must demonstrate knowledge of:

- crop nutrient requirements - both macro and micro nutrients
- effect of soil ameliorants in dispersion and adjustment for acidity or alkalinity (pH)
- fertiliser and soil ameliorant application methods, including timing and frequency of fertiliser and soil ameliorant application to minimise losses
- fertiliser and soil ameliorants availability and relative costs
- industry production regimes and fertiliser practices
- sources of technical information
- major nutrient management risks of leach, run-off, load, blow, mine and how these impact on the environment
- nutrient management advisory tools and processes used by advisers in making a crop nutrition recommendation
- organisational work health and safety and environmental procedures, practices and policies in operating sampling equipment
- packaging and dispatch procedures for samples
• physical, chemical and biological properties related to a healthy soil and environment,
• sampling tools and methods, including soil, plant tissue and water tests; yield monitoring; and electrical conductivity survey
• impact of climate on soil productivity
• environmental impacts including soil structural decline, fertility decline, acidification and salinity, erosion, loss of organic matter, water quality, fertiliser and soil ameliorant impurities, and greenhouse gas emissions
• work health and safety legislation
• use, transport, handling and storage requirements of fertiliser and soil ameliorants in terms of legislation, codes of practice, environmental stewardship and human safety

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER407 Provide irrigation sales and service

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide irrigation sales and service.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify customer needs</td>
<td>1.1 Use appropriate interpersonal skills to accurately identify customer needs</td>
</tr>
<tr>
<td></td>
<td>1.2 Handle customer enquiries courteously and promptly</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.3 Match available products to customer needs and against ecological considerations</td>
<td></td>
</tr>
<tr>
<td>1.4 Research and update knowledge and understanding of irrigation products regularly from authoritative sources</td>
<td></td>
</tr>
<tr>
<td>2. Provide advice on products and services</td>
<td>2.1 Provide advice that addresses customer needs to customers in a timely and professional manner</td>
</tr>
<tr>
<td></td>
<td>2.2 Explain or show products to customer that may meet needs</td>
</tr>
<tr>
<td></td>
<td>2.3 Suggest alternative and additional products and services as necessary</td>
</tr>
<tr>
<td></td>
<td>2.4 Address customer concerns and questions sensitively</td>
</tr>
<tr>
<td>3. Recommend irrigation components and pumps</td>
<td>3.1 Interpret irrigation design</td>
</tr>
<tr>
<td></td>
<td>3.2 Confirm pump and component requirements and discuss with customer</td>
</tr>
<tr>
<td></td>
<td>3.3 Provide advice on irrigation pumps based on suitability for the task, energy efficiency from pump curves and serviceability</td>
</tr>
<tr>
<td></td>
<td>3.4 Provide advice on components based on technically correct and current information</td>
</tr>
<tr>
<td>4. Research irrigation innovations and products</td>
<td>4.1 Maintain contacts in irrigation product development and review new products regularly</td>
</tr>
<tr>
<td></td>
<td>4.2 Study exhibitions and field displays to update technical expertise</td>
</tr>
<tr>
<td></td>
<td>4.3 Read and incorporate technical information and extension advice to provide advice to customers</td>
</tr>
<tr>
<td>5 Conduct retail transactions with irrigation clients</td>
<td>5.1 Estimate quantities for irrigation installation projects</td>
</tr>
<tr>
<td></td>
<td>5.2 Provide quotes on products and services</td>
</tr>
<tr>
<td></td>
<td>5.3 Negotiate price and payment options</td>
</tr>
<tr>
<td></td>
<td>5.4 Provide advice on irrigation product warranties</td>
</tr>
<tr>
<td></td>
<td>5.5 Organise product service and repairs</td>
</tr>
<tr>
<td></td>
<td>5.6 Organise delivery of irrigation merchandise</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCIRG428A Provide irrigation sales and service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMER407 Provide irrigation sales and service

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- calculate pressure loss due to irrigation components
- calculate pumping requirements
- conduct research of products
- estimate requirements for materials and components from a plan
- identify adverse environmental impacts of irrigation pumping activities and take appropriate remedial action
- implement and follow work health and safety and environmental requirements
- interpret irrigation plans
- interpret pump curves
- monitor performance of pumps and irrigation components
- pressure testing pumps
- provide customer service
- select irrigation components for a system
- use pressure testing equipment
- use recorded information to review energy and water efficiency for an irrigation system

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of irrigation sales and service
- basic irrigation system diagnostic techniques
- demonstration and assembly of irrigation products and components
- determination of pump capacities in relation to proposed application
• interpretation of manufacturers specifications
• irrigation components technical specifications and suitability
• price negotiation and payment options
• pump and irrigation equipment characteristics, technical capabilities and limitations
• pump and irrigation equipment components, controls, features and functions
• store irrigation products and pump range
• store product and service and repair policy

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMER501 Develop a sales strategy for rural products

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop a sales strategy for rural products.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes.

This unit applies to individuals who take responsibility for their own work and who provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

This unit applies to retail and wholesale rural products managers.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Merchandising and Sales (MER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
## Element 1: Review existing sales plans

1.1 Review current market returns against sales objectives for the property
1.2 Analyse and compare current performance data to relevant benchmark information
1.3 Identify trends and opportunities in respect to customer requirements
1.4 Review current specifications for products and services

## Element 2: Devise a sales strategy

2.1 Identify range of market options for farm products and services
2.2 Analyse alternative market options for their profitability and feasibility consistent with sales objectives for property
2.3 Review the legal implications of the sales strategy
2.4 Develop sales plan identifying product specifications and quality assurance strategy, target market outlets, timing and volume of sales and price risk management strategy
2.5 Determine available resource commitments and capacity to implement the sales strategy
2.6 Define contingency arrangements to manage variations in production and market prices

## Element 3: Implement and review a sales strategy

3.1 Conduct sales according to the sales strategy and adjust according to the contingency plan
3.2 Review and amend sales plan

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCMER501A Develop a sales strategy for rural products.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCME R501 Develop a sales strategy for rural products

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- review current product sales against the marketing plan
- identify:
  - product specifications and quality assurance strategy
  - target market outlets
  - timing and volume of sales
  - price risk management strategy
  - assess a range of options for selling rural products
- devise a sales strategy
- implement the sales strategy and review against targets in the marketing plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- potential market outlets
- customer specifications for products and services
- relevant information sources related to markets and market returns
- marketing and promotional planning targets
- relevant work health and safety legislation, codes of practice and enterprise requirements
- relevant commercial law and legislation
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMKH301 Carry out minor service of milking equipment

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out minor service of milking equipment.

This unit applies to technicians and dairy farm workers who service and repair milking machine components.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1. Identify faults in milking machines</td>
<td>1.1 Identify poor performance of milking equipment from observations at milking&lt;br&gt;1.2 Carry out minor machine adjustments to rectify poor performance characteristics&lt;br&gt;1.3 Complete fault finding and fault diagnosis with minimum disruption to milking routines</td>
</tr>
<tr>
<td>2. Identify external faults</td>
<td>2.1 Identify and isolate independent electrical appliances that impact on the enterprise dairy operation&lt;br&gt;2.2 Observe animal behaviour during milking and record abnormalities&lt;br&gt;2.3 Identify faults in earthing systems and grids and refer to qualified electrician when necessary</td>
</tr>
<tr>
<td>3. Carry out operational service and maintenance of milking machines</td>
<td>3.1. Clean and adjust machine components and repair or replace defective parts or components&lt;br&gt;3.2 Identify faults in electric motors and refer to qualified electrician when necessary&lt;br&gt;3.3 Complete programmed maintenance routines to replace consumables and maintain lubrication&lt;br&gt;3.4 Eliminate or risk control work health and safety hazards identified in safety audits&lt;br&gt;3.5 Complete adjustments to restore optimum performance of milking equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCMKH301A Carry out minor service of milking equipment.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMKH301 Carry out minor service of milking equipment

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify faults in milking machines
- identify external faults
- carry out operational service and maintenance of milking machines
- apply enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types, functions, cleaning, monitoring and maintenance of milking machines and components
- criteria and methods for assessing optimal performance of milking machines and their components
- possible faults, problems and poor performance with milking machines and their components, impacts on milking operations and corrective actions for these faults and problems
- signs and methods for assessing livestock health and welfare relevant to milking operations
- recognition of possible faults with earthing systems, grids and electric motors of milking machines and refer faults to qualified electricians
- relevant work health and safety requirements
Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMKHKH303 Service and repair milking equipment

Modification History

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Application

This unit of competency describes the skills and knowledge required to service and repair milking equipment.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Service and repair vacuum pumps and the</td>
<td>1.1 Follow enterprise work health and safety policies</td>
</tr>
<tr>
<td></td>
<td>1.2 Establish vacuum pump capacity and assess performance against</td>
</tr>
<tr>
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<td>Performance criteria</td>
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</table>
| vacuum regulator | design parameters and shed requirements  
1.3 Disassemble, service and reassemble vacuum pump  
1.4 Check and repair vacuum pump exhaust and housing to minimise noise and ensure that levels remain within prescribed standards  
1.5 Check and clean regulators for performance and replace defective parts |
| 2. Service pulsators and electronic systems | 2.1 Assess pulsator performance during milking and as a part of mechanical testing  
2.2 Remove and repair or replace electronic or pneumatic pulsators in mechanical testing  
2.3 Test and replace extra low voltage segments of the pulsation and wash systems controllers |
| 3. Service and repair milk pumps and the milk releasing system | 3.1 Check pumping performance of milk pumps  
3.2 Disassemble and repair milk pumps, drives and couplings  
3.3 Inspect milk releaser and replace rubber seals and flaps |
| 4. Repair and maintain the milk transport system | 4.1 Inspect rubberware for correct specification including liner/teat cup matching and replace or adjust  
4.2 Inspect claws and claw bowls for cleanliness and correct connection to suit the specific pulsation system  
4.3 Assess the operation of automatic vacuum cut-off in the claw and clean air admission holes  
4.4 Inspect milk lines and air lines and check joins for compliance with industry standards  
4.5 Check cans and vessels for dents and damage and shut off valves for correct operation  
4.6 Disassemble, clean and re-assemble plate cooler, and clean and replace filters |
| 5. Service and repair non-milking systems | 5.1 Inspect jetters and cleaning system to ensure adequate air admission during cleaning and correct water volumes are circulating  
5.2 Repair or replace cleaning system components  
5.3 Check automatic cup removers to ensure that detectors are clean and effective and that the pistons operate effectively  
5.4 Repair or replace automatic cup removers  
5.5 Inspect herd recording equipment and valves and replace rubberware  
5.6 Inspect and repair or maintain feed systems |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCMKH303A Service and repair milking equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMK303 Service and repair milking equipment

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- service and repair vacuum pumps and the vacuum regulator
- service pulsators and electronic systems
- service and repair milk pumps and the milk releasing system
- repair and maintain the milk transport system
- service and repair non-milking systems
- apply enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types, functions, cleaning, monitoring and maintenance of milking machines and all components
- criteria and methods for assessing optimal performance of milking machines and their components
- requirements, procedures and assessment criteria for mechanical testing of milking machines and all components
- possible faults, problems and poor performance with milking machines and their components, impacts on milking operations and corrective actions for these faults and problems
- types, functions, cleaning, monitoring and maintenance of feed systems and their components
- relevant work health and safety requirements
Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMKH304 Monitor and establish milking machine cleaning

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor and provide advice on cleaning milking machines.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)

Elements and Performance Criteria

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<tbody>
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</tr>
<tr>
<td>1. Identify cleaning problems</td>
<td>1.1 Establish hygiene practices through interview and shed records</td>
</tr>
<tr>
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<td>1.2 Establish bacterial levels for the plant from factory test results and</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>identify potential cleaning problems</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify residues and other evidence of poor cleaning regimes by inspecting and disassembling milking equipment</td>
</tr>
<tr>
<td>1.4</td>
<td>Establish cleaning and hygiene regimes and identify cleaning chemicals to be used</td>
</tr>
<tr>
<td>1.5</td>
<td>Determine water quality and quantity for optimal cleaning outcomes</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify work health and safety hazards, assess risks, implement control measures and keep records</td>
</tr>
<tr>
<td>2. Carry out cleaning routines</td>
<td>2.1 Carry out manufacturer specified machine and ancillary equipment cleaning routines</td>
</tr>
<tr>
<td></td>
<td>2.2 Carry out manufacturer specified vat cleaning routines</td>
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<tr>
<td></td>
<td>2.3 Monitor water temperature and circulating chemical concentrations throughout the cleaning cycle</td>
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<td></td>
<td>2.4 Remove milk stone and other accumulated residues by manually cleaning milking facility equipment</td>
</tr>
<tr>
<td>3. Determine chemicals and cleaning routines</td>
<td>3.1 Determine and document suitable cleaning routines in consultation with equipment manufacturer and chemical company</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine and record cleaning routine and hygiene regime for the milking facility and all installations</td>
</tr>
<tr>
<td></td>
<td>3.3 Evaluate cleaning routine and hygiene regime to ensure that equipment and cleaning performance meets established performance specifications</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCMKH304A Monitor and provide advice on cleaning milking machines.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MKH304 Monitor and establish milking machine cleaning

Modification History

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<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHC v1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify cleaning problems
- carry out cleaning routines
- determine chemicals and cleaning routines
- apply enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types, functions, cleaning, monitoring and maintenance of milking machines, milking machine components and milking facility equipment
- requirements, criteria and assessment methods for optimal performance of milking machines and their components
- possible faults, problems and poor performance with milking machines and their components, impacts on milking operations and corrective actions for these faults and problems
- requirements, criteria, procedures, routines and assessment methods for optimal cleaning and hygiene of milking machines and their components
- types, handling, use and disposal of detergents and cleaning agents, work health and safety and environmental practices for these agents
- relevant work health and safety requirements
Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCMKH305 Mechanically test milking machines

Modification History

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Application

This unit of competency describes the skills and knowledge required to mechanically test milking machines.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Record milking machine specifications</td>
<td>1.1 Establish herd details and health status 1.2 Determine expected performance from machine specifications</td>
</tr>
</tbody>
</table>
## Element | Performance criteria
--- | ---
1.3 | Assess and record condition of components
1.4 | Identify work health and safety hazards, assess risks implement controls, record and report to supervisor

2. | Calculate required milking machine performance
2.1 | Calculate effective reserve based on facility specifications
2.2 | Calculate vacuum pump capacity from effective reserve
2.3 | Record manufacturer’s recommended component specification and matching

3. | Measure milking machine performance
3.1 | Measure working vacuum levels in line with required performance
3.2 | Adjust vacuum to optimise milking facility performance
3.3 | Determine and report air consumption and component leakage.
3.4 | Test pulsators in line with manufacturer’s recommendations
3.5 | Establish and match working air consumption to manufacturer’s recommendations

4. | Make recommendations to optimise machine performance
4.1 | Interpret test results in line with desired performance and herd details
4.2 | Provide recommendations and a written report on safety considerations for the specific installation tested
4.3 | Provide recommendations on milking facility performance
4.4 | Complete report on component condition in line with manufacturer’s requirements

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCMKH305A Mechanically test milking machines.

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MKH305 Mechanically test milking machines

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- record milking machine specifications
- calculate required milking machine performance
- measure milking machine performance
- make recommendations to optimise machine performance
- apply enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- information required, criteria and methods for assessing herd health status
- types, functions, cleaning, monitoring and maintenance of milking machines, milking machine components and milking facility equipment
- requirements, criteria and assessment methods for optimal performance of milking machines and their components
- requirements and methods for determining the performance targets of a milking enterprise from the herd status and milking installations
- possible faults, problems and poor performance with milking machines and their components, impacts on milking operations and corrective actions for these faults and problems
- relevant work health and safety requirements
- key aspects and components of reports and recommendations to a milking enterprise
Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMKH401 Carry out cleaning-time tests of milking machines

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to carry out cleaning time tests of milking machines.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for cleaning-time testing</td>
<td>1.1 Implement enterprise work health and safety policies</td>
</tr>
<tr>
<td></td>
<td>1.2 Establish protocols for the conduct of cleaning-time tests based</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>on previous testing outcomes</td>
</tr>
<tr>
<td>1.3</td>
<td>Assess and record quality of water used for the cleaning process from on-site, facility or laboratory tests</td>
</tr>
<tr>
<td>1.4</td>
<td>Determine the suitability and recommended concentrations of cleaning chemicals in line with prevailing water quality, facility requirements and equipment manufacturer recommendations</td>
</tr>
<tr>
<td>1.5</td>
<td>Establish bacteriology of the specific facility from relevant records</td>
</tr>
</tbody>
</table>

2. Carry out cleaning-time tests of milking equipment

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Identify and record details of normal cleaning routines and procedures while testing is carried out</td>
</tr>
<tr>
<td>2.2 Install testing equipment to measure water or airflow velocities</td>
</tr>
<tr>
<td>2.3 Carry out cleaning-time tests before or during the cleaning of the milking machines or bulk milk tank</td>
</tr>
</tbody>
</table>

3. Report on cleaning-time test result

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Record and collate test results</td>
</tr>
<tr>
<td>3.2 Interpret test report results in line with industry standards and manufacturer recommendations</td>
</tr>
<tr>
<td>3.3 Report test results to the enterprise</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCMKH401A Carry out cleaning-time tests of milking machines.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MKH401 Carry out cleaning-time tests of milking machines

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- make preparations for cleaning-time testing
- carry out cleaning-time tests of milking equipment
- report on cleaning-time test result
- implement enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types, functions, cleaning, monitoring and maintenance of milking machines and all components
- criteria and methods for assessing optimal performance of milking machines and their components
- requirements, procedures and assessment criteria for mechanical testing of milking machines and all components
- requirements, criteria and assessment methods for determining water quality and the impacts of water quality on maintenance and performance of milking machines
- requirements, criteria and assessment methods for determining bacteriology and the impacts of bacteriology on maintenance and performance of milking machines
- possible faults, problems and poor performance with milking machines and their components, impacts on milking operations and corrective actions for these faults and problems
- requirements, criteria, procedures, routines and assessment methods for optimal cleaning and hygiene of milking machines and their components
- types, handling, use and disposal of detergents and cleaning agents, work health and safety and environmental practices for these agents
- requirements, procedures and assessment criteria of cleaning-time tests and the impacts of cleaning-times on maintenance and performance of milking machines
- key aspects and components of collating, interpreting and reporting on test results to an enterprise
- relevant work health and safety requirements

**Assessment Conditions**

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMKHK402 Design and fabricate milking equipment installations

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to design and fabricate milking equipment installations.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare design and installation estimates to suit the</td>
<td>1.1 Determine facility design and installation estimates to suit the</td>
</tr>
</tbody>
</table>
### Element

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>installation estimates</td>
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<tr>
<td></td>
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<tr>
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<tr>
<td></td>
</tr>
<tr>
<td>2. Plan installation</td>
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<tr>
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</tr>
<tr>
<td></td>
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<tr>
<td>3. Facilitate the completion of the installation</td>
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</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCMKH402A Design and fabricate milking equipment installations.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MKH402 Design and fabricate milking equipment installations

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare design and installation estimates
- plan installation
- facilitate the completion of the installation
- implement work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types, functions, cleaning, monitoring and maintenance of milking facilities and milking machine/equipment installations
- requirements, resources, components and financial aspects of planning milking equipment installations for milking facilities and enterprises
- requirements, resources, components and manpower for implementing installation of milking machine/equipment
- relevant enterprise considerations for milking facilities and milking equipment installations
- keys aspects and components of tender submissions and contracts for work
- types of relevant approvals, authorities and permits required, and procedures to obtain these approvals, authorities and permits
- relevant work health and safety requirements
Assessment Requirements for AHCMKH402 Design and fabricate milking equipment installations

March 2019

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMK403 Design and install enterprise milk cooling and storage

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to design and install on-farm milk cooling and storage systems.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine cooling and</td>
<td>1.1 Determine available cooling water supply quantity and test the</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tbody>
</table>
| storage system requirements | quality of the water supply  
| | 1.2 Ensure the planned milk cooling and storage systems meet industry standards and match enterprise and herd needs  
| | 1.3 Determine and record design considerations including appropriate siting of components  
| | 1.4 Determine work health and safety hazards, assess risks, implement controls and report as required |
| 2. Determine milk pre-cooling requirements | 2.1 Measure and record maximum peak flow of milk delivery  
| | 2.2 Check cooling water temperatures and quality against design specifications  
| | 2.3 Compare available milk cooling equipment with design requirements and select suitable equipment  
| | 2.4 Determine work health and safety and human health regulatory requirements and establish compliance targets  
| | 2.5 Determine water cooling system requirements in line with planned equipment and available resources |
| 3. Determine milk storage requirements | 3.1 Determine enterprise milk production levels and projected production increases  
| | 3.2 Establish milk entry temperature and other critical design considerations in consultation with the enterprise and from available data  
| | 3.3 Select a suitable milk vat to meet shed production requirements and bulk milk collection routines |
| 4. Install milk cooling and storage equipment | 4.1 Install plate cooler and other components of the pre-cooling system in line with established system design and industry standards  
| | 4.2 Install vat and refrigeration equipment to meet design specifications  
| | 4.3 Complete commissioning tests to ensure the operation of all elements of the cooling and storage systems comply with performance targets and milk supply quality standards |
| 5. Operate and maintain milk cooling and storage equipment | 5.1 Complete routine maintenance program requirements in line with manufacturers' recommendations  
| | 5.2 Determine repair and service requirements, including rectification of operational faults, as part of maintenance routines |
**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCMKH403A Design and install on-farm milk cooling and storage.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMKH403 Design and install enterprise milk cooling and storage

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine cooling and storage system requirements
- determine milk pre-cooling requirements
- determine milk storage requirements
- install milk cooling and storage equipment
- operate and maintain milk cooling and storage equipment
- implement enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant requirements and industry standards for design, planning, installing and operating milk cooling and milk storage systems
- types, functions, cleaning, operating, monitoring and maintenance of milk cooling and milk storage systems and all components
- requirements, components and considerations for designing, planning, siting and installing milk cooling and milk storage systems and their components, and to meet the needs of the enterprise
- requirements, criteria and assessment methods for determining water quality and the impacts of water quality on maintenance and performance of milk cooling and milk storage systems
- possible faults, problems and poor performance with milk cooling and milk storage systems and their components, impacts on enterprise operations and corrective actions for these faults and problems
• criteria and methods for assessing performance of milk cooling and milk storage systems and their components
• requirements and assessment methods for determining enterprise milk production levels
• relevant work health and safety requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMKHK404 Install milking equipment

Modification History

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Application

This unit of competency describes the skills and knowledge required to install milking equipment.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Order installation components | 1.1 Complete contract for work with customer  
1.2 Order specified tinware as per planned installation |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Ensure bending and rolling of pipe work meet specifications&lt;br&gt;1.4 Assemble components in transportable sections for transfer to site&lt;br&gt;1.5 Seek specialist advice for non-standard installations</td>
<td>2.1 Check site location, dimensions and levels&lt;br&gt;2.2 Determine work health and safety hazards, assess risks, implement controls and complete records&lt;br&gt;2.3 Report non-compliance and make alterations and corrections in consultation with the appropriate authorities&lt;br&gt;2.4 Measure installation and mark layout as per contract plans</td>
</tr>
<tr>
<td>2. Inspect and prepare installation site</td>
<td>3.1 Ensure vacuum pump guards and stands are made according to specifications&lt;br&gt;3.2 Ensure pipelines and vessels are manufactured and assembled according to installation design&lt;br&gt;3.3 Pre-wire electrical components&lt;br&gt;3.4 Complete non-milking systems as per dairy plan&lt;br&gt;3.5 Determine work health and safety hazards, assess risks and implement safe systems of manufacture</td>
</tr>
<tr>
<td>3. Manufacture components in the workshop</td>
<td>4.1 Prepare machine/equipment components for sequential installation&lt;br&gt;4.2 Install machine/equipment as per specifications and in co-operation with the enterprise and trade and building personnel&lt;br&gt;4.3 Carry out all work as per regulatory requirements and in compliance with the Australian Standards for Milking Equipment Installation and Performance&lt;br&gt;4.4 Determine work health and safety hazards, assess risks and implement safe systems of installation&lt;br&gt;4.5 Make modifications to standard operating procedures as required&lt;br&gt;4.6 Level, align, couple and connect machine/equipment as per specifications, excluding electrical components</td>
</tr>
<tr>
<td>4. Install machine/equipment</td>
<td>5.1 Complete mechanical testing of machine/equipment to ensure conformance to specifications, performance standards and other requirements such as work health and safety&lt;br&gt;5.2 Take corrective actions for machine/equipment performing below standards and manufacturer’s specifications&lt;br&gt;5.3 Ensure final work quality and finish comply with established industry standards&lt;br&gt;5.4 Clean site, remove all leftover materials and waste, and ensure that site is safe&lt;br&gt;5.5 Record and report all alterations/modifications to machine/equipment to the appropriate authority</td>
</tr>
<tr>
<td>5. Commission test installed machine/equipment</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCMKH404A Install milking equipment.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MKH404 Install milking equipment

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- order installation components
- inspect and prepare installation site
- manufacture components in the workshop
- install machine/equipment
- commission test installed machine/equipment
- implement work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types, functions, cleaning, operation, monitoring and maintenance of milking facilities and milking machine/equipment
- requirements, resources, components, manpower and procedures for installation of milking machine/equipment
- requirements, criteria and procedures for making alterations/modifications to milking machine/equipment
- Australian Standards for Milking Equipment Installation and Performance, regulatory requirements and procedures for reporting non-compliance
- implications and impacts of non-compliance of milking machine/equipment
- relevant requirements and considerations for installing milking machine/equipment
- keys aspects and components of contracts for work
- types of relevant approvals, authorities and permits required, and procedures to obtain these approvals, authorities and permits
- criteria and methods for assessing performance of milking machine/equipment
Assessment Requirements for AHC MKH404 Install milking equipment

- requirements, procedures and assessment criteria for mechanical testing of milking machine/equipment
- possible faults, problems and poor performance with milking machine/equipment and corrective actions for these faults, problems and poor performance
- requirements, methods and procedures for site cleaning, waste and debris disposal
- relevant work health and safety requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMKH405 Performance test milking machines

Modification History

<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to performance test milking machines.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit may apply to partnerships between milking machine technicians, veterinarians, dairy factory field officers, herd test personnel, detergent and chemical company representatives, original equipment manufacturer representatives, regulatory authority personnel and enterprise.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Milk Harvesting (MKH)
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Wet test milking machine/equipment        | 1.1 Apply enterprise work health and safety policies  
1.2 Collate relevant mechanical testing reports and outcomes as the basis for additional tests  
1.3 Establish protocols for wet testing to suit individual installation requirements  
1.4 Install test equipment at specific locations to complete tests  
1.5 Measure and record vacuum levels and vacuum drop and identify abnormalities |
| 2. Carry out milking-time tests of milking machine/equipment | 2.1 Establish protocols for milking-time tests based on consideration of previous dry or wet testing outcomes  
2.2 Install testing equipment to complete agreed tests during milking  
2.3 Complete milking-time tests and record results  
2.4 Submit written assessment and recommendations to the enterprise |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCMKH405A Performance test milking machines.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMKH405 Performance test milking machines

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- wet test milking machine/equipment with live animals
- carry out milking-time tests of milking machine/equipment with live animals
- apply enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- requirements, equipment, procedures and assessment criteria for mechanical testing, wet testing and milking time testing of milking machine/equipment
- criteria, methods and procedures for assessing performance of milking machine/equipment
- key aspects and components of collating, interpreting and reporting on test results to an enterprise
- relevant work health and safety requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM101 Assist with routine maintenance of machinery and equipment

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to assist with routine maintenance tasks for small engine machinery and associated equipment.

The unit applies to individuals who assist with routine maintenance tasks while working alongside a supervisor exercising limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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<tr>
<td>Elements</td>
<td>Performance Criteria</td>
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</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **1. Prepare for basic routine maintenance** | 1.1 Read or listen to work instructions from supervisor and clarify where necessary  
1.2 Select tools and supplies required to carry out basic routine maintenance tasks according to job requirements  
1.3 Select, fit and use personal protective equipment applicable to job requirements  
1.4 Carry out routine pre-operational checks of machinery and equipment according to operation and maintenance manual and make adjustments where required  
1.5 Identify and segregate faulty or unsafe machinery and equipment for repair or replacement  
1.6 Identify health and safety hazards in the workplace and report safety concerns to supervisor |
| **2. Carry out basic routine maintenance** | 2.1 Carry out greasing, lubrication and other basic servicing of machinery and equipment  
2.2 Make routine adjustments and repairs to machinery and equipment  
2.3 Use safe workplace practices and methods when undertaking basic routine maintenance tasks |
| **3. Complete basic routine maintenance activities** | 3.1 Clean and store tools according to workplace procedures  
3.2 Clean and maintain work areas and return to operating condition  
3.3 Collect, treat and dispose or recycle waste from maintenance activities according to workplace procedures  
3.4 Report malfunctions, faults, wear or damage of tools to supervisor |

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Oral communication | • Use clear language to report malfunctions, faults, wear or damage to tools  
• Participate in verbal exchanges to respond to questions and clarify |
Skill | Description
---|---
| information

**Numeracy**
- Interpret machinery and equipment fluid levels including grease, oil and fuel

**Navigate the world of work**
- Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility

---

**Range of Conditions**

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Pre-operational checks must include: | • machinery and equipment damage and serviceability
• checking for missing parts
• fluid leaks and levels
• fuel level.

| Machinery and equipment must include at least two of the following: | • hydraulic equipment
• hydroplats
• stationary engines
• pumps
• irrigation equipment
• seeders
• harvesters
• balers
• spraying equipment
• hedging machines
• solar and wind powered equipment.

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**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<td>AHCMOM101 Assist with routine maintenance of machinery and equipment</td>
<td>Minor changes to performance criteria and range of conditions</td>
<td>Equivalent unit</td>
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<td>equipment</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMMOM101 Assist with routine maintenance of machinery and equipment

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has assisted with routine maintenance tasks for at least two different types of small engine machinery and associated equipment and has:

- identified hazards and reported to supervisor
- tested machinery and equipment to identify maintenance requirements
- carried out routine repairs and adjustments required for maintenance of machinery and equipment
- cleaned and maintained work area and returned to operating condition
- applied safe and environmentally responsible workplace practices
- used oral communication skills and language competence to communicate effectively with others
- followed workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types, characteristics and functions of machinery and equipment
- types, characteristics and functions of tools used in maintenance of machinery and equipment
- machinery and equipment operation and maintenance manual
Assessment Requirements for AIHCMOMI01 Assist with routine maintenance of machinery and equipment

- environmental impacts of machinery servicing and disposal methods for fuels, oils and other wastes
- workplace procedures applicable to health and safety in the workplace and machinery maintenance.

Assessment Conditions
Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - machinery and equipment
  - maintenance tools and equipment
  - personal protective equipment applicable to the task being undertaken
- specifications:
  - machinery operation and maintenance manual
  - workplace procedures applicable to health and safety in the workplace and machinery maintenance
- relationships:
  - supervisors
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM201 Operate two wheel motorbikes

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to undertake pre-start checks, operate and shut down two wheel motorbikes.

The unit applies to individuals who operate two wheel motorbikes to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare a two wheel motorbike for operation</td>
<td>1.1 Confirm with supervisor activity to be undertaken and that the vehicle is fit for purpose 1.2 Identify potential hazards and risks to self and implement safe</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>working practices to manage risks</td>
<td>1.3 Conduct routine pre-operational checks on two wheel motorbike according to operators manual and report faults or malfunctions to supervisor for repair</td>
</tr>
<tr>
<td></td>
<td>1.4 Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td></td>
<td>1.5 Use and fit personal protective equipment, including helmet that is fit for purpose</td>
</tr>
<tr>
<td></td>
<td>1.6 Select two wheel motorbike according to rider’s size, skill level and task to be completed</td>
</tr>
<tr>
<td></td>
<td>1.7 Ensure any items that are to be transported on the two wheel motorbike are safely secured</td>
</tr>
<tr>
<td></td>
<td>1.8 Identify and confirm areas and applications excluded to two wheel motorbike operation on the workplace safety plan</td>
</tr>
<tr>
<td>2. Operate a two wheel motorbike</td>
<td>2.1 Start up, steer, manoeuvre, position and stop two wheel motorbike in a controlled manner</td>
</tr>
<tr>
<td></td>
<td>2.2 Comply with legislation and workplace safety plan in regard to carrying passengers</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify environmental and biosecurity implications associated with two wheel motorbike operation and minimise impact</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify situations where two wheel motorbike good riding techniques are required</td>
</tr>
<tr>
<td></td>
<td>2.5 Apply two wheel motorbike good riding techniques to pre-position the body to assist bike stability</td>
</tr>
<tr>
<td></td>
<td>2.6 Identify and avoid riding surfaces, terrain and slopes that are dangerous to safe operation</td>
</tr>
<tr>
<td></td>
<td>2.7 Operate and manoeuvre over a variety of surfaces, slopes and terrain to minimise risk to safety</td>
</tr>
<tr>
<td></td>
<td>2.8 Modify two wheel motorbike operation according to local weather conditions</td>
</tr>
<tr>
<td>3. Conduct shut down procedures</td>
<td>3.1 Shut down two wheel motorbike</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify and report malfunctions, faults, irregular performance or damage to supervisor</td>
</tr>
<tr>
<td></td>
<td>3.3 Store and secure two wheel motorbike</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

| | 3.4 Remove and store keys in the required location
| | 3.5 Unload, load and secure motorbike safely

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reading | • Interpret textual information from a range of sources to identify relevant and key information about workplace operations
| Oral communication | • Use clear language to report malfunctions, faults and irregular performance or damage  
• Participate in verbal exchanges to respond to questions and clarify information
| Numeracy | • Calculate quantities of vehicle fluids including oil and fuel  
• Identify correct tyre pressures
| Navigate the world of work | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility

### Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Pre-operational checks must include: | • vehicle damage and serviceability  
• engine oil  
• fuel  
• brakes  
• tyres, including pressure and condition  
• vehicle controls.
| Biosecurity implications | • control of cross site contamination.
Two wheel motorbike good riding techniques must include:

- pre-positioning and adjustment of body weight when going uphill, including standing up and body forward
- pre-positioning and adjustment of body weight when going downhill, including standing up and body rearward
- leaning the two wheel motorbike towards the slope and pressing hard on the outside (downhill) footrest, keeping the body weight on top of the tyre tread when riding across slopes
- standing up to improve situational awareness, when operating in restricted visibility situations, rough terrains and crossing obstacles.

Unload, load and secure motorbike must include at least one of the following:

- trailer
- transportation device
- on site vehicle storage.

**Unit Mapping Information**

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<td>AHCMOM201 Operate two wheel motorbikes Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
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</table>

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Assessment Requirements for AHCMMOM201 Operate two wheel motorbikes

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated a two wheel motorbike on at least two different riding surface conditions and on an even, uneven and sloping terrain and has:

- operated a two wheel motorbike without a passenger
- identified hazards and risks associated with two wheel motorbike areas of operation
- identified and avoided riding surfaces, terrains and slopes that are dangerous to safe operation of two wheel motorbikes
- complied with legislation and workplace safety plan in regard to carrying passengers
- selected and worn two wheel motorbike helmet that was fit for purpose
- selected, correctly fitted, used and maintained personal protective equipment
- started, steered, manoeuvred, positioned and stopped a two wheel motorbike in a controlled manner
- applied two wheel motorbike good riding techniques to pre-position the body to assist bike stability
- unloaded, loaded and secured two wheel motorbike safely.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with two wheel motorbike areas of operation
- components, controls and features of two wheel motorbikes and their functions
- two wheel motorbike functional applications
- operating principles and operating methods of two wheel motorbikes
Assessment Requirements for AHCMOM201 Operate two wheel motorbikes  
Date this document was generated: 18 March 2019

- two wheel motorbike good riding techniques, including requirements to pre-position and adjust body weight for riding uphill, downhill and on uneven terrain
- workplace safety plan and operators manual
- impacts and consequences of substandard environmental and biosecurity practices
- load limits and two wheel motorbike capabilities and the effects to dynamic stability on the two wheel motorbike including:
  - passengers
  - weight distribution
  - load security
  - liquid or shifting loads
  - effect of load when operating on uneven or sloping terrain
- loading and unloading safely from a trailer, transportation device and site storage, including use of:
  - tie down devices
  - vehicle ramps
  - loading surfaces and angle
- effects of different riding surfaces and terrain conditions on the operation of two wheel motorbikes
- variations in state/territory regulations, legislation and licensing requirements in regard to two wheel motorbike use.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - no riders under 16 years of age on adult sized two wheel motorbikes
  - no towing
  - helmets must be worn whilst operating two wheel motorbikes
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
- resources, equipment and materials:
  - two wheel motorbike
  - vehicle fuel
  - two wheel motorbike helmet
  - enclosed shoes
- specifications:
  - two wheel motorbike manufacturer specifications and operator manuals
- timeframes:
  - according to the job requirements.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

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AHCMOM202 Operate tractors

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare for, operate and complete tractor operations under general supervision in the agriculture, horticulture and land management sectors.

Working with tractors is an inherently dangerous activity. Individuals who work at this level must be thoroughly instructed in all health and safety in the workplace aspects of operating tractors. The tractor must also comply with relevant Australian standards for tractors.

The unit applies to individuals who operate tractors to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Prepare tractor for operation | 1.1 Confirm with supervisor activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks  
1.2 Source and interpret machinery operation and maintenance manual and manufacturer instructions for tractor operation  
1.3 Select and maintain personal protective equipment and safety equipment according to workplace safety requirements  
1.4 Fit and use personal protective equipment according to job requirements and task to be undertaken  
1.5 Select and attach equipment as directed by supervisor  
1.6 Conduct tractor routine pre-operational checks according to operation and maintenance manual and report faults or malfunctions to supervisor |
| 2. Operate tractor | 2.1 Carry out pre-start and start up procedures required for tractor operation  
2.2 Drive and operate tractor in a smooth and controlled manner  
2.3 Apply workplace environmental and biosecurity procedures associated with tractor operation and minimise impact  
2.4 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment  
2.5 Complete work according to agreed plan as directed by supervisor  
2.6 Report abnormal monitoring system indicators and alarms to supervisor |
| 3. Complete tractor operation | 3.1 Park tractor and conduct shut down procedures  
3.2 Perform routine operational servicing according to the operation and maintenance manual  
3.3 Report malfunctions, faults, irregular performance or damage to supervisor  
3.4 Clean, decontaminate, secure and store tractor and attached equipment  
3.5 Remove and store keys in the required location  
3.6 Maintain tractor and equipment use records in required format |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document tractor and equipment use</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
</tr>
<tr>
<td></td>
<td>• Participate in verbal exchanges to respond to questions and clarify instructions</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of vehicle fluids including fuel</td>
</tr>
<tr>
<td></td>
<td>• Identify correct tyre pressure or track tension</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Pre-operational checks must include:

• maintenance interval schedule daily check
• machine damage and serviceability
• guards are in place and undamaged
• checking for missing parts
• fluid leaks and levels
• fuel level
• brakes and clutch operation
• condition of tyres or tracks
• machine controls.
## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCMMOM202 Operate tractors Release 2</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
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## Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMOM202 Operate tractors

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence
An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has prepared for, safely operated and completed tractor operations under general supervision at least once and has:

- identified and reported hazards and implemented safe operating procedures
- carried out tractor pre-operational checks and reported faults to supervisor
- driven and operated a tractor safely, in a smooth and controlled manner
- operated tractors in even and uneven terrain conditions
- carried out tractor shut down procedures
- maintained tractor use records and reported faults or malfunctions
- minimised environmental impacts associated with tractor operation
- followed workplace health and safety procedures for safe tractor operation
- followed industry and workplace biosecurity procedures.

Knowledge Evidence
An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- tractor components, controls and features and operational functions
- tractor operation and maintenance manuals
- tractor steering systems and features
- features, operational functions and procedures for attached equipment
- load limits and the principles of weight distribution with regard to load shifting and tractor movement
- distinguishing characteristics of individual tractors including rated performance capacities
• effects of various surface and difficult terrain conditions on tractor operation
• duty of care to self, others and the environment
• relevant legislation with regard to tractor operation and licensing requirements
• environmental impacts relevant to operation of vehicles
• health and safety in the workplace requirements to operate a tractor safely
• industry and workplace biosecurity procedures.

Assessment Conditions
Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating the machinery

• resources, equipment and materials:
  • tractors
  • safety equipment and personal protective equipment applicable to the task being undertaken

• specifications:
  • tractor operation and maintenance manual
  • industry and workplace biosecurity procedures applicable to tractor operation
  • legislation relevant to tractor operation and licensing requirements

• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCMOM203 Operate basic machinery and equipment

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to undertake pre start checks, operate, maintain and shut down basic machinery and equipment used in the agriculture, horticulture and land management sectors.

This unit does not apply to chainsaws, tractors, vehicles, and earth moving equipment.

The unit applies to individuals who operate basic machinery and equipment to undertake routine work under general supervision with limited autonomy and accountability.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare basic machinery and equipment for use</td>
<td>1.1 Confirm with supervisor activity to be undertaken, including identifying and reporting potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.2 Source and interpret relevant basic machinery and equipment operation and maintenance manual and manufacturer instructions</td>
<td></td>
</tr>
<tr>
<td>1.3 Assess the work site and confirm the suitability of the machinery and equipment for the task</td>
<td></td>
</tr>
<tr>
<td>1.4 Select and maintain personal protective equipment according to workplace safety requirements</td>
<td></td>
</tr>
<tr>
<td>1.5 Fit and use personal protective equipment applicable to type of machinery and equipment to be operated and job requirements</td>
<td></td>
</tr>
<tr>
<td>1.6 Conduct routine pre-operational checks according to operation and maintenance manual</td>
<td></td>
</tr>
<tr>
<td>1.7 Replace and report damaged or worn components</td>
<td></td>
</tr>
<tr>
<td>1.8 Observe safety rules and regulations, including site rules and site specific instructions</td>
<td></td>
</tr>
<tr>
<td>2. Operate basic machinery and equipment</td>
<td></td>
</tr>
<tr>
<td>2.1 Operate machinery and equipment safely</td>
<td></td>
</tr>
<tr>
<td>2.2 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
<td></td>
</tr>
<tr>
<td>2.3 Complete work to supervisor satisfaction</td>
<td></td>
</tr>
<tr>
<td>3. Check, clean and store basic machinery and equipment</td>
<td></td>
</tr>
<tr>
<td>3.1 Conduct shut down according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>3.2 Perform routine operational servicing and minor maintenance according to operation and maintenance manual</td>
<td></td>
</tr>
<tr>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage to supervisor</td>
<td></td>
</tr>
<tr>
<td>3.4 Clean, secure and store machinery and equipment</td>
<td></td>
</tr>
<tr>
<td>3.5 Maintain machinery and equipment use records in required format</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>* Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Writing | Document machinery and equipment use
Oral communication | • Use clear language to report malfunctions, faults, irregular performance or damage  
| | • Participate in verbal exchanges to respond to questions and clarify information
Numeracy | • Calculate quantities of machinery fluids including oil and fuel
Navigate the world of work | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility

**Range of Conditions**

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Basic machinery and equipment must include at least two of the following: | • conveyors and pumps used in agriculture, horticulture and land management  
| | • hedge trimmers  
| | • lawn edgers  
| | • line cutters  
| | • mechanised horticultural tillage equipment  
| | • motorised machinery used in landscape and turf construction projects  
| | • motorised machinery used in nursery production  
| | • pneumatic pruners and cutters  
| | • power tools.

| Pre operational checks must include: | • machinery and equipment damage and serviceability  
| | • engine oil  
| | • fuel  
| | • machinery and equipment controls  
| | • reporting and tagging defects.

**Unit Mapping Information**

<p>| Code and title | Code and title | Comments | Equivalence status |</p>
<table>
<thead>
<tr>
<th>current version</th>
<th>previous version</th>
<th>Equivalent unit</th>
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<tr>
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<td>AHCMOM203</td>
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<tr>
<td>Operate basic machinery and equipment</td>
<td>Operate basic machinery and equipment</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
</tr>
<tr>
<td>Release 2</td>
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</table>

**Links**

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Assessment Requirements for AHC MOM203 Operate basic machinery and equipment

Modification History

<table>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has undertaken pre start checks, operated, maintained and shut down at least two types of basic machinery and equipment used in the agriculture, horticulture or land management sectors.

For each type, the individual must have demonstrated the following:

- identified and reported hazards and implemented safe working practices
- carried out basic machinery and equipment pre-operational checks including basic servicing and maintenance according to operation and maintenance manual
- operated basic machinery and equipment in a safe and controlled manner consistent with operation and maintenance manual and manufacturer specifications
- carried out safe shut down and storage procedures for basic machinery and equipment
- followed workplace health and safety procedures during the operation and use of basic machinery and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with basic machinery and equipment operation
- pre-operational and safety checks for basic machinery and equipment
- operating principles and operating methods for basic machinery and equipment
- procedures for cleaning, securing and storing basic machinery and equipment
- risks associated with the operation of machinery and equipment in different types of weather and terrain conditions
- duty of care to self, others and the environment when using and operating basic machinery and equipment
• workplace procedures applicable to work health and safety requirements to operate basic machinery and equipment safely.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating the machinery
• resources, equipment and materials:
  • a range of basic machinery and equipment
  • enclosed toe shoes
  • safety equipment and personal protective equipment applicable to the machinery and equipment being used and the task being undertaken
• specifications:
  • basic machinery and equipment operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to basic machinery and equipment operation
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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AHCMOM204 Undertake operational maintenance of machinery

Modification History

<table>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare for, carry out and complete operational maintenance of machinery used in the agriculture, horticulture and land management sectors.

The unit applies to individuals who undertake routine work under general supervision with limited autonomy and accountability when conducting machinery maintenance tasks.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare for maintenance</td>
<td>1.1 Confirm with supervisor activity to be undertaken, including identifying and reporting potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>1.2 Select tools and supplies that conform with job requirements and</td>
</tr>
</tbody>
</table>
### Elements

*Elements describe the essential outcomes.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

- **1.** Select and check serviceability of tools, equipment and materials according to machinery operation and maintenance manual
- **2.** Select and maintain personal protective equipment according to workplace safety requirements
- **3.** Fit and use personal protective equipment applicable to maintenance task to be undertaken

#### 2. Perform scheduled maintenance

- **2.1** Undertake machinery basic servicing tasks in line with workplace practices
- **2.2** Adjust equipment according to task requirements
- **2.3** Apply basic diagnostic techniques and identify and fix mechanical faults
- **2.4** Report serious or complex faults to supervisor

#### 3. Complete maintenance activities

- **3.1** Clean and store tools according to workplace procedures
- **3.2** Clean and maintain work areas and return to operating condition
- **3.3** Collect, treat and dispose or recycle waste from maintenance activities according to workplace procedures
- **3.4** Record maintenance procedures in workshop records

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>• Interpret textual information from a range of sources to identify relevant and key information and workplace operations</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>• Document machinery maintenance activities in required format</td>
</tr>
<tr>
<td><strong>Oral communication</strong></td>
<td>• Use clear language to report safety concerns and serious or complex faults</td>
</tr>
<tr>
<td></td>
<td>• Participate in verbal exchanges to respond to questions and clarify information</td>
</tr>
</tbody>
</table>
### Skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of machinery fluids including oil, lubricant and fuel</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

### Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- **Machinery must include at least two of the following:**
  - chainsaws
  - harvesters
  - hedge trimmers
  - mechanical pruners
  - motorcycles
  - rotary hoes
  - sprayers
  - tractors
  - turf mowers
  - vehicles
  - winches.

- **Basic servicing tasks must include:**
  - maintenance interval schedule daily check
  - machinery damage and serviceability
  - removal and replacement of faulty parts and/or components
  - tagging complex faulty parts and/or components
  - checking for missing parts
  - fluid leaks and levels
  - fuel level
  - machine controls
  - servicing tasks applicable to machinery.

- **Basic diagnostic techniques must include at least one of the following:**
  - inspection
  - trouble shooting
  - fault finding.
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<td>AHCMMOM204 Undertake operational maintenance of machinery Release 1</td>
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<td>Equivalent unit</td>
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Assessment Requirements for AHCMOM204 Undertake operational maintenance of machinery

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has prepared for, carried out and completed operational maintenance of at least two types of machinery used in the agriculture, horticulture or land management sectors. For each machinery type, the individual must have demonstrated the following:

- identified and reported hazards and implemented safe working practices
- selected and prepared tools and equipment required for machinery maintenance
- carried out lubrication and operational servicing of machinery
- conducted basic diagnostic tests required for maintenance of machinery
- checked machinery components for wear and tear, replaced parts, tagged and reported defects
- collected, removed and recycled or disposed of wastes according workplace environmental procedures
- followed workplace health and safety procedures when undertaking operational maintenance of machinery.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types and uses of lubricants and other commonly used servicing materials
- operating principles of machinery including mechanical and auto-electrical systems
- servicing characteristics of plant and equipment
- types, characteristics, uses and limitations of hand power tools
- functions of components of common mechanical and hydraulic systems
- different working principles of two stroke, four stroke, petrol and diesel engines
Assessment Requirements for AHCMMOM204 Undertake operational maintenance of machinery

- set-up requirements of plant and equipment, and principles of calibration
- basic diagnostic processes and techniques used to identify faults
- sourcing machinery and equipment operation and maintenance manuals
- environmental impacts of machinery maintenance and disposal of fuels, oils and other wastes
- procedures applicable to health and safety in the workplace requirements to maintain machinery safely.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - machinery
  - maintenance tools and equipment
  - personal protective equipment applicable to the task being undertaken
- specifications:
  - machinery operation and maintenance manual
  - workplace procedures applicable to machinery maintenance
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCMOM205 Operate vehicles

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to undertake pre-start checks, operate and shut down vehicles used in the agriculture, horticulture and land management sectors.

The unit applies to individuals who operate vehicles to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare vehicle for</td>
<td>1.1 Confirm with supervisor activity to be undertaken, including</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>use</td>
<td>identifying and reporting potential hazards and risks and implementing safe working practices to manage risk</td>
</tr>
<tr>
<td>1.2 Source and interpret relevant vehicle operation and maintenance manual and observe manufacturer instructions</td>
<td></td>
</tr>
<tr>
<td>1.3 Select and use personal protective equipment and safety equipment applicable to operating the vehicle</td>
<td></td>
</tr>
<tr>
<td>1.4 Carry out vehicle routine pre-operational checks and maintenance of vehicle prior to use</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify faults or malfunctions and report to supervisor for repair</td>
<td></td>
</tr>
<tr>
<td>1.6 Secure loads according to vehicle operation manual and manufacturer instructions</td>
<td></td>
</tr>
<tr>
<td>2. Drive vehicle</td>
<td>2.1 Carry out pre-start, and start up procedures according to workplace health and safety guidelines</td>
</tr>
<tr>
<td>2.2 Drive vehicle in a safe and controlled manner</td>
<td></td>
</tr>
<tr>
<td>2.3 Identify and anticipate driving hazards during vehicle operation</td>
<td></td>
</tr>
<tr>
<td>2.4 Apply safe and defensive driving techniques for controlling hazards</td>
<td></td>
</tr>
<tr>
<td>2.5 Identify environmental and biosecurity implications associated with vehicle operation and minimise impact</td>
<td></td>
</tr>
<tr>
<td>3. Complete vehicle operation</td>
<td>3.1 Park vehicle and conduct shut down according to workplace procedures</td>
</tr>
<tr>
<td>3.2 Perform routine operational servicing and minor maintenance according to vehicle operation and maintenance manual</td>
<td></td>
</tr>
<tr>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage to supervisor</td>
<td></td>
</tr>
<tr>
<td>3.4 Clean, decontaminate, secure and store vehicle</td>
<td></td>
</tr>
<tr>
<td>3.5 Remove and store keys according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>3.6 Maintain vehicle use records in required format</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about vehicle operation</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document vehicle usage including mileage, dates and times</td>
</tr>
</tbody>
</table>
| Oral communication     | • Use clear language to report malfunctions, faults, irregular performance or damage  
                          | • Participate in verbal exchanges to respond to questions and clarify information |
| Numeracy               | • Calculate quantities of vehicle fluids including fuel                    |
|                        | • Identify correct tyre pressure                                           |
| Navigate the world of work | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility |

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Vehicle must include at least one of the following: | • utilities  
                          | • four wheel drive vehicles  
                          | • light trucks.  |
|---------------------------------------------------|-------------------------------------------------|
| Pre-operational checks must include:              | • vehicle damage and serviceability  
                          | • checking for missing parts  
                          | • fluid leaks and levels  
                          | • fuel level  
                          | • brakes and clutch operation  
                          | • condition of tyres  
                          | • vehicle controls.  |
| Biosecurity implications must include:            | • control of cross-site contamination.  |
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMMOM205 Operate vehicles Release 2</td>
<td>AHCMMOM205 Operate vehicles Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMOM205 Operate vehicles

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has undertaken pre-start checks, operated and shut down vehicles used in the agriculture, horticulture and land management sectors on at least one occasion and has:

- identified and reported hazards and implemented safe operating procedures for vehicle operation
- prepared the vehicle for use by undertaking routine pre-operational checks and maintenance tasks
- safely secured loads prior to vehicle operation
- driven the vehicle in a safe and controlled manner
- carried out vehicle shut down procedures including securing of vehicle and safe storage
- minimised environmental impacts associated with vehicle usage and operation
- followed workplace health and safety procedures during preparing vehicle for use, operation and shut down
- followed industry and workplace biosecurity procedures
- completed required documentation for vehicle use.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with vehicle operations
- safety requirements for vehicle use and operation
- vehicle operation and maintenance manual
- vehicle components, controls, features, technical capabilities and limitations
- vehicle operating principles and operating methods
• load limits and the principles of weight distribution with regard to load shifting and vehicle movement
• effects of adverse surface and terrain conditions on the operation of vehicles
• duty of care to self, others and the environment when operating vehicles
• relevant legislation with regard to vehicle operation and licensing requirements
• environmental impacts relevant to operation of vehicles
• workplace procedures applicable to workplace health and safety requirements to operate a vehicle safely
• industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating vehicles

• resources, equipment and materials:
  • a range of vehicles
  • vehicle loads
  • tie down devices
  • safety equipment and personal protective equipment applicable to the task being undertaken

• specifications:
  • vehicle operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to vehicle operation
  • legislation relevant to vehicle operation and licensing requirements

• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM206 Conduct grader operations

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare for, carry out and shut down grader operations in an agricultural environment.

The unit applies to individuals who conduct grader operations to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Prepare for grader operation

1.1 Confirm with supervisor activity to be undertaken, including identifying potential hazards and risks and implementing safe working
<table>
<thead>
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<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td></td>
<td>practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>1.2 Source and interpret grader operation and maintenance manual and observe manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and maintain personnel protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 Fit and use personal protective equipment and confirm safety equipment applicable to the task being undertaken</td>
</tr>
<tr>
<td></td>
<td>1.5 Conduct grader routine pre-operational checks according to operation and maintenance manual and report faults or malfunctions to supervisor for repair</td>
</tr>
<tr>
<td></td>
<td>1.6 Observe safety rules and regulations, including site rules and legislation and site specific instructions</td>
</tr>
<tr>
<td>2. Operate grader</td>
<td>2.1 Carry out pre-start, and start up procedures according to health and safety in the workplace guidelines</td>
</tr>
<tr>
<td></td>
<td>2.2 Drive and operate grader, and modify operating technique to meet changing work conditions</td>
</tr>
<tr>
<td></td>
<td>2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify environmental and biosecurity implications associated with grader operation and minimise impact</td>
</tr>
<tr>
<td></td>
<td>2.5 Complete work task according to agreed plan and within the operating capacity of the equipment and operator</td>
</tr>
<tr>
<td>3. Complete grader operation</td>
<td>3.1 Park grader and conduct shut down procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Perform routine operational servicing and minor maintenance according to the grader operation and maintenance manual</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage to supervisor</td>
</tr>
<tr>
<td></td>
<td>3.4 Clean, decontaminate, secure and store grader</td>
</tr>
<tr>
<td></td>
<td>3.5 Remove and store keys in the required location</td>
</tr>
<tr>
<td></td>
<td>3.6 Maintain grader use records in required format</td>
</tr>
</tbody>
</table>
## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document grader use</td>
</tr>
</tbody>
</table>
| Oral communication     | • Use clear language to report malfunctions, faults, irregular performance or damage  
                         | • Participate in verbal exchanges to respond to questions and clarify information |
| Numeracy               | • Calculate quantities of vehicle fluids including fuel  
                         | • Identify correct tyre pressure or track tension |
| Navigate the world of work | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility |

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Pre operational checks must include: | • maintenance interval schedule daily check  
                                         | • machine damage and serviceability  
                                         | • checking for missing parts  
                                         | • fluid leaks and levels  
                                         | • fuel level  
                                         | • brakes and clutch operation  
                                         | • condition of tyres or tracks  
                                         | • machine controls. |
|-------------------------------------|-----------------------------------------------------------------------------|
| Biosecurity implications must include: | • Control of cross-site contamination. |
Unit Mapping Information

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Links

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Assessment Requirements for AHCMOM206 Conduct grader operations

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has prepared for, carried out and shut down grader operations at least once and has demonstrated the following:

- identified hazards and implemented safe operating procedures for grader operations
- carried out pre-operational checks required for safe grader operation
- driven and operated a grader safely and modified operating technique to meet changing work conditions
- carried out grader shut down procedures including securing and safe storage of grader
- minimised environmental impacts associated with grader operation
- followed workplace health and safety procedures while undertaking pre-operational checks, operational and shut down procedures for the grader
- followed industry and workplace biosecurity procedures
- completed required documentation for grader use.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with grader operations
- grader and site safety requirements
- grader components, controls, features, technical capabilities and limitations
- grader operation and maintenance manual
- duty of care to self, others and the environment when operating a grader
- relevant legislation with regard to grader operation and licensing requirements
- environmental impacts relevant to the operation of graders
• workplace procedures applicable to health and safety in the workplace requirements to operate a grader safely
• industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating the machinery
• resources, equipment and materials:
  • graders
  • safety equipment and personal protective equipment applicable to the task being undertaken
• specifications:
  • grader operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to grader operation
  • legislation relevant to grader operation and licensing requirements
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCMOM207 Conduct front-end loader operations

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare for, carry out and shut down front-end loader operations in an agricultural environment.

The unit applies to individuals who conduct front-end loader operations to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<th>Performance Criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for front-end loader operation</td>
<td>1.1 Confirm with supervisor activity to be undertaken, including identifying potential hazards and risks and implementing safe working</td>
</tr>
</tbody>
</table>
### Elements

*Elements describe the essential outcomes.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>Practices to manage risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Source and interpret front-end loader operation and maintenance manual and manufacturer instructions</td>
</tr>
<tr>
<td>1.3 Assess the work-site and confirm suitability of the machinery and equipment for the task</td>
</tr>
<tr>
<td>1.4 Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td>1.5 Fit and use personal protective equipment and confirm safety equipment applicable to the task being undertaken</td>
</tr>
<tr>
<td>1.6 Conduct front-end loader routine pre-operational checks according to operation and maintenance manual and report faults or malfunctions to supervisor for repair</td>
</tr>
<tr>
<td>1.7 Observe safety rules and regulations, including site rules and legislation and site specific instructions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Operate front-end loader</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Carry out pre-start, and start up procedures according to health and safety in the workplace guidelines</td>
</tr>
<tr>
<td>2.2 Drive and operate front-end loader, and modify operating technique to meet changing work conditions</td>
</tr>
<tr>
<td>2.3 Select loading technique and modify where required to meet changing work conditions</td>
</tr>
<tr>
<td>2.4 Use attachments according to manufacturer instructions and site requirements</td>
</tr>
<tr>
<td>2.5 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td>2.6 Identify environmental and biosecurity implications associated with front-end loader operation and minimise impact</td>
</tr>
<tr>
<td>2.7 Complete work task according to the agreed plan and within the operating capacity of the equipment and operator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Complete front-end loader operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Park front-end loader and conduct shut down procedures</td>
</tr>
<tr>
<td>3.2 Perform routine operational servicing and minor maintenance according to front-end loader operation and maintenance manual</td>
</tr>
<tr>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage to supervisor</td>
</tr>
<tr>
<td>3.4 Clean, secure and store front-end loader</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

3.5 Remove and store keys in the required location
3.6 Maintain front-end loader use records in required format

Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

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<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document front-end loader use</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage • Participate in verbal exchanges to respond to questions and clarify information</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of vehicle fluids including fuel • Identify correct tyre pressure or track tension</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
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Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

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<td>• maintenance interval schedule daily check • machine damage and serviceability • checking for missing parts • fluid leaks and levels</td>
<td></td>
</tr>
</tbody>
</table>
- fuel level
- brakes and clutch operation
- condition of tyres or tracks
- machine controls.

Attachments must include at least one of the following:
- bale fork
- bucket
- bull blades
- log fork
- pallet fork
- S Houle rock bucket
- silage fork.

Biosecurity implications must include:
- control of cross-site contamination.

### Unit Mapping Information

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<td>AHCMMOM207 Conduct front-end loader operations Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
</tr>
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Assessment Requirements for AHCMMOM207 Conduct front-end loader operations

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has prepared for, carried out and shut down front-end loader operations at least once and has demonstrated the following:

- identified hazards and implemented safe operating procedures for front-end loader operations
- carried out front-end loader pre-operational checks for safe front-end loader operations
- driven and operated a front-end loader safely and modified operating technique to meet changing work conditions
- operated front-end loader features and attachments consistent with operation and maintenance manual and manufacturer specifications
- carried out front-end loader shut down procedures including securing and safe storage of front-end loader
- minimised environmental impacts associated with front-end loader operation
- followed workplace health and safety procedures while undertaking pre-operational checks, operational and shut down procedures for the front-end loader
- followed industry and workplace biosecurity procedures
- completed required documentation for front-end loader use.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with front-end loader operations
- front-end loader site safety requirements
- front-end loader components, controls, features, technical capabilities and limitations
• front-end loader operation and maintenance manual
• duty of care to self, others and the environment when operating a front-end loader
• relevant legislation with regard to front-end loader operation and licensing requirements
• environmental impacts relevant to the operation of front-end loaders
• workplace procedures applicable to health and safety in the workplace requirements to
  operate a front-end loader safely
• industry and workplace biosecurity procedures.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may
    impair judgement
  • individual must not be in a fatigued state when operating the machinery
• resources, equipment and materials:
  • front-end loaders
  • attachments
  • safety equipment and personal protective equipment applicable to the task being
    undertaken
• specifications:
  • front-end loader operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to front-end loader operation
  • legislation relevant to front-end loader operation and licensing requirements
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational
education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides are available at VETNet -
AHCMOM208 Conduct excavator operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare for, carry out and shut down excavator operations in an agricultural environment.

The unit applies to individuals who conduct excavator operations to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

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<tbody>
<tr>
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</tr>
<tr>
<td>1. Prepare for excavator operation</td>
<td>1.1 Confirm with supervisor activity to be undertaken, including identifying potential hazards and risks and implementing safe working</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>practices to manage risks</td>
<td>1.2 Source and interpret excavator operation and maintenance manual and observe manufacturer instructions</td>
</tr>
<tr>
<td>1.3 Assess the work site and confirm the suitability of the machinery for the task</td>
<td>1.4 Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td>1.5 Fit and use personal protective equipment and confirm safety equipment applicable to the task being undertaken</td>
<td>1.6 Conduct excavator routine pre-operational checks according to operation and maintenance manual and report faults or malfunctions to supervisor for repair</td>
</tr>
<tr>
<td>1.7 Observe safety rules and regulations, including site rules and legislation and site specific instructions</td>
<td></td>
</tr>
<tr>
<td>2. Operate excavator</td>
<td>2.1 Carry out pre-start, and start up procedures according to health and safety in the workplace guidelines</td>
</tr>
<tr>
<td>2.2 Drive and operate excavator, and modify the operating technique to meet changing work conditions</td>
<td>2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td>2.4 Identify environmental and biosecurity implications associated with excavator operation and minimise impact</td>
<td>2.5 Complete work task according to the agreed plan and within the operating capacity of the equipment and operator</td>
</tr>
<tr>
<td>3. Complete excavator operation</td>
<td>3.1 Park excavator and conduct shut down procedures</td>
</tr>
<tr>
<td>3.2 Perform routine operational servicing and minor maintenance according to excavator operation and maintenance manual</td>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage to supervisor</td>
</tr>
<tr>
<td>3.4 Clean, secure and store excavator in line with workplace practices</td>
<td>3.5 Remove and store keys in the required location</td>
</tr>
<tr>
<td>3.6 Maintain excavator use records in required format</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document excavator use</td>
</tr>
</tbody>
</table>
| Oral communication         | • Use clear language to report malfunctions, faults, irregular performance or damage  
                              | • Participate in verbal exchanges to respond to questions and clarify information                                                            |
| Numeracy                   | • Calculate quantities of vehicle fluids including fuel  
                              | • Identify correct tyre pressure or track tension                                                                                             |
| Navigate the world of work | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility              |

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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<thead>
<tr>
<th>Pre-operational checks must include:</th>
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<tbody>
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<tr>
<td>• brakes and clutch operation</td>
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<tr>
<td>• machine controls.</td>
<td></td>
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<thead>
<tr>
<th>Biosecurity implications must include:</th>
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<tr>
<td>• control of cross site contamination.</td>
<td></td>
</tr>
</tbody>
</table>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMMOM208 Conduct excavator operations

Performance Evidence
An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has prepared for, carried out and shut down excavator operations at least once and has demonstrated the following:

- identified hazards and implemented safe operating procedures for excavator operations
- carried out excavator pre-operational checks for safe excavator operation
- driven and operated an excavator safely including modifying operating technique to meet changing work conditions
- carried out excavator shut down procedures including securing and safe storage of excavator
- minimised environmental impacts associated with excavator operation
- followed workplace health and safety procedures while undertaking pre-operational checks, operational and shut down procedures for the excavator
- followed industry and workplace biosecurity procedures
- completed required documentation for excavator use.

Knowledge Evidence
An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with excavator operations
- excavator and site safety requirements
- excavator components, controls, features, technical capabilities and limitations
- excavator operation and maintenance manual
- duty of care to self, others and the environment when operating an excavator
- relevant legislation with regard to excavator operation and licensing requirements
- environmental impacts relevant to the operation of excavators
workplace procedures applicable to health and safety in the workplace requirements to operate an excavator safely

industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating the machinery

- resources, equipment and materials:
  - excavators
  - safety equipment and personal protective equipment applicable to the task being undertaken

- specifications:
  - excavator operation and maintenance manuals
  - industry and workplace biosecurity procedures applicable to excavator operation
  - legislation relevant to excavator operation and licensing requirements

- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCMOM209 Conduct dozer operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare for, carry out and shut down dozer operations in an agricultural environment.

The unit applies to individuals who conduct dozer operations to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
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<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>1.1 Confirm with supervisor activity to be undertaken, including identifying potential hazards and risks and implementing of safe</td>
</tr>
<tr>
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<tr>
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<td>working practices to manage risks</td>
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<tr>
<td></td>
<td>1.2 Source and interpret dozer operation and maintenance manual and manufacturer instructions</td>
</tr>
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<td>1.3 Assess the work-site and confirm the suitability of the machinery for the task</td>
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<td>1.5 Fit and use personal protective equipment and confirm safety equipment applicable to the task being undertaken</td>
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<td>1.6 Conduct dozer routine pre-operational checks according to operation and maintenance manual and report faults or malfunctions to supervisor for repair</td>
</tr>
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<td></td>
<td>1.7 Observe safety rules and regulations, including site rules and legislation and site specific instructions</td>
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<tr>
<td>2. Operate dozer</td>
<td>2.1 Carry out pre-start, and start up procedures according to health and safety in the workplace guidelines</td>
</tr>
<tr>
<td></td>
<td>2.2 Drive and operate dozer, and modify the operating technique to meet changing work conditions</td>
</tr>
<tr>
<td></td>
<td>2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
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<tr>
<td></td>
<td>2.4 Identify environmental and biosecurity implications associated with dozer operation and minimise impact</td>
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<td>2.5 Complete work task according to the agreed plan and within the operating capacity of the equipment and operator</td>
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<td>3. Complete dozer operation</td>
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Foundation Skills

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Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Pre-operational checks must include: | • maintenance interval schedule daily check                                |
|                                      | • machine damage and serviceability                                        |
|                                      | • checking for missing parts                                                |
|                                      | • fluid leaks and levels                                                    |
|                                      | • fuel level                                                                |
|                                      | • brakes and clutch operation                                               |
|                                      | • condition of tyres or tracks                                             |
|                                      | • machine controls.                                                        |
| Biosecurity implications must include: | • control of cross-site contamination.                                   |
Unit Mapping Information

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Assessment Requirements for AHC MOM209 Conduct dozer operations

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has prepared for, carried out and shut down dozer operations at least once and has demonstrated the following:

- identified hazards and implemented safe operating procedures for dozer operations
- carried out dozer pre-operational checks for safe dozer operation
- driven and operated a dozer safely including modifying operating technique to meet changing work conditions
- carried out dozer shut down procedures including securing and storage of dozer
- minimised environmental impacts associated with dozer operation
- followed workplace health and safety procedures while undertaking pre-operational checks, operational and shut down procedures for the dozer
- followed industry and workplace biosecurity procedures
- completed required documentation for loader use.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with dozer operations
- dozer and site safety requirements
- dozer components, controls, features, technical capabilities and limitations
- dozer operation and maintenance manual
- duty of care to self, others and the environment
- relevant legislation with regard to dozer operation and licensing requirements
- environmental impacts relevant to the operation of dozers
• workplace procedures applicable to health and safety in the workplace requirements to operate dozer safely
• industry and workplace biosecurity procedures.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating the machinery
• resources, equipment and materials:
  • dozers
  • safety equipment and personal protective equipment applicable to the task being undertaken
• specifications:
  • dozer operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to dozer operation
  • legislation relevant to dozer operation and licensing requirements
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

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AHCMOM210 Conduct scraper operations

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Application

This unit of competency describes the skills and knowledge required to prepare for, carry out and shut down scraper operations used for earthworks in an agricultural environment.

The unit applies to individuals who conduct scraper operations to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

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</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
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<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1.2 Source and interpret scraper operation and maintenance manual and observe manufacturer instructions</td>
<td>1.2 Source and interpret scraper operation and maintenance manual and observe manufacturer instructions</td>
</tr>
<tr>
<td>1.3 Assess the work site and confirm the suitability of the machinery for the task</td>
<td>1.3 Assess the work site and confirm the suitability of the machinery for the task</td>
</tr>
<tr>
<td>1.4 Select and maintain personal protective equipment according to workplace safety requirements</td>
<td>1.4 Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td>1.5 Fit and use personal protective equipment and confirm safety equipment applicable to the task being undertaken</td>
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</tr>
<tr>
<td>1.6 Conduct scraper routine pre-operational checks according to operation and maintenance manual and report faults or malfunctions to supervisor for repair</td>
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</tr>
<tr>
<td>1.7 Observe safety rules and regulations, including site rules and legislation and site specific instructions</td>
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</tr>
<tr>
<td><strong>2. Operate scraper</strong></td>
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</tr>
<tr>
<td>2.1 Carry out pre-start, and start up procedures according to health and safety in the workplace guidelines</td>
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<td>2.2 Drive and operate scraper, and modify the operating technique to meet changing work conditions</td>
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<td>2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
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<td>2.4 Identify environmental and biosecurity implications associated with scraper operation and minimise impact</td>
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<td>2.5 Complete work according to the agreed plan and within the operating capacity of the equipment and operator</td>
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<td><strong>3. Complete scraper operation</strong></td>
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<td>3.1 Park scraper and conduct shut down procedures</td>
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<td>3.2 Perform routine operational servicing and minor maintenance according to scraper operation and maintenance manual</td>
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<tr>
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<td>3.4 Clean, secure and store scraper in line with workplace practices</td>
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</tr>
<tr>
<td>3.5 Remove and store keys in the required location</td>
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Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Pre-operational checks must include: | • maintenance interval schedule daily check                                                                 |
|                                       | • machine damage and serviceability                                                                       |
|                                       | • checking for missing parts                                                                             |
|                                       | • fluid leaks and levels                                                                                 |
|                                       | • fuel level                                                                                              |
|                                       | • brakes and clutch operation                                                                             |
|                                       | • condition of tyres or tracks                                                                           |
|                                       | • machine controls.                                                                                       |
| Biosecurity implications must include: | • control of cross-site contamination.                                                                  |
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Assessment Requirements for AHC MOM210 Conduct scraper operations

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has prepared for, carried out and shut down scraper operations at least once and has demonstrated the following:

- identified hazards and implemented safe operating procedures for scraper operations
- carried out scraper pre-operational checks for safe scraper operations
- driven and operated a scraper safely including modifying operating technique to meet changing work conditions
- carried out scraper shut down procedures including securing and safe storage of scraper
- minimised environmental impacts associated with scraper operations
- followed workplace health and safety procedures while undertaking pre-operational checks, operational and shut down procedures for the scraper
- followed industry and workplace biosecurity procedures
- completed required documentation for scraper use.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with scraper operations
- scraper and site safety requirements
- scraper components, controls, features, technical capabilities and limitations
- scraper operation and maintenance manual
- duty of care to self, others and the environment
- relevant legislation with regard to scraper operation and licensing requirements
- environmental impacts relevant to the operation of scrapers
• workplace procedures applicable to work health and safety requirements to operate a scraper safely
• industry and workplace biosecurity procedures.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating the machinery

- **resources, equipment and materials:**
  - scrapers
  - safety equipment and personal protective equipment applicable to the task being undertaken

- **specifications:**
  - scraper operation and maintenance manuals
  - industry and workplace biosecurity procedures applicable to scraper operation
  - legislation relevant to scraper operation and licensing requirements

- **timeframes:**
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides are available at VETNet -
AHCMOM211 Operate side by side utility vehicles

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<td>AHCv1.0</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to undertake work using a side by side utility vehicle used for general transport, carrying loads, towing small trailers and mustering stock.

All work must be carried out to comply with workplace procedures, work health and safety requirements manufacturer’s specifications and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare side by side</td>
<td>1.1 Confirm the activity to be undertaken with supervisor, including</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
utility vehicle for use | identifying safe working areas, potential hazards and implementation of safe working procedures  
1.2 Conduct safety pre-operational checks on the vehicle and report faults or malfunctions for repair  
1.3 Use and maintain personal protective equipment  
1.4 Attach equipment and loads that do not exceed the weight limitations or change the dynamic stability of the vehicle  
1.5 Secure loads and ensure weight does not exceed limits
2. Operate side by side utility vehicle | 2.1 Operate machinery and equipment in a safe, efficient and controlled manner  
2.2 Operate side by side utility vehicles in accordance with task requirements, conditions and manufacturers operating guidelines  
2.3 Assess and minimise potential risks to self, others and the environment  
2.4 Ensure that the vehicles seat belts and other safety features are functional and used  
2.5 Identify and account for environmental implications associated with machinery operation
3. Complete work | 3.1 Conduct shut-down procedures according to manufacturer's specifications and enterprise requirements  
3.2 Perform routine operational servicing and minor maintenance  
3.3 Identify and report malfunctions, faults, irregular performance or damage  
3.4 Clean, secure and store machinery  
3.5 Ensure biosecurity procedures are followed where required  
3.6 Maintain machinery use records for servicing purposes

---

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHC MOM211A Operate side by side utility vehicles.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMMOM211 Operate side by side utility vehicles

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and risks associated with side by side utility vehicle use
- conduct pre and post operational checks
- operate side by side utility vehicles in a safe, efficient and controlled manner
- minimise environmental impacts of side by side utility vehicle use
- perform any required minor maintenance
- follow wash-down procedures in line with biosecurity guidelines
- follow enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- equipment characteristics, technical capabilities and limitations
- safe driving techniques in a range of surface conditions and terrain
- transporting the side by side utility vehicles on a trailer or transportation device
- manufacturer’s specifications and workplace requirements for pre-start checks, machinery operation techniques, load carrying operator level servicing and shutdown emergency procedures
- components and controls, features and functions
- enterprise work health and safety policies
- relevant State/Territory legislation in regard to side utility vehicle use
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting. All evidence collected must meet minimum requirements including industry standard timeframes for performance of tasks.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM212 Operate quad bikes

Modification History

<table>
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<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate and maintain quad bikes as well as load and unload them onto trailers or other vehicles used for their transport.

All work must be carried out to comply with workplace procedures, work health and safety requirements manufacturer’s specifications and operator manuals and sustainability practices.

Working with quad bikes is an inherently dangerous activity. Individuals who work at this level must be thoroughly instructed in all work health and safety aspects of operating quad bikes.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Machinery operation and maintenance (MOM)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
<td><strong>Performance criteria</strong></td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

### 1. Prepare a quad bike for operation

1.1 Confirm the activity to be undertaken with supervisor, including potential hazards and implementation of safe working procedures
1.2 Select, fit correctly, use and maintain personal protective equipment including helmets
1.3 Conduct safety pre operational checks on quad bike and report faults or malfunctions for repair
1.4 Identify safe work areas and applications (loads and attachments) from workplace safety plan and operators manual
1.5 Unload quad bike safely from the trailer or transportation device

### 2. Operate a quad bike

2.1 Recognise and control risks to self and others
2.2 Steer, manoeuvre, position and stop quad bike in a smooth and controlled manner
2.3 Apply hand-eye coordination and transfer of body weight appropriately (active riding) to maintain bike stability
2.4 Identify and avoid riding surfaces, terrains and slopes that are dangerous to safe operation
2.5 Identify environmental implications associated with machinery operation and minimise impact
2.6 Identify and account for biosecurity implications associated with machinery operation

### 3. Complete and check quad bike operation

3.1 Conduct shut-down procedures
3.2 Perform routine operational servicing and minor maintenance
3.3 Identify and report malfunctions, faults, irregular performance or damage
3.4 Clean, secure and store quad bike
3.5 Follow wash-down procedures in line with biosecurity guidelines where required
3.6 Maintain quad bike use records for servicing purposes
3.7 Load and secure quad bike safely

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions
No passengers, no riders under 16 years of age, no towing. Helmets must be worn at all times.

Candidates must NOT be under the influence of any alcohol or drugs. Candidates must NOT be taking any medication (prescribed or otherwise) that may impair judgement.

Unit Mapping Information
This unit is equivalent to AHCMOM212A Operate quad bikes.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMMOM212 Operate quad bikes

Modification History

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</table>

Performance Evidence

The candidate must be observed operating a quad bike using safe work procedures.

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and risks associated with quad bike use
- identify safe work areas
- select, fit correctly, use and maintain personal protective equipment including helmets
- operate quad bikes in a range of riding surface conditions and terrain conditions
- steer, manoeuvre, position and stop the quad bike in a smooth and controlled manner
- apply hand-eye coordination and correctly transfer body weight (active riding) to maintain bike stability including riding on uneven or steep terrain
- follow enterprise work health and safety procedures
- unload and load quad bike safely
- follow wash-down procedures in line with biosecurity guidelines

Knowledge Evidence

The candidate must demonstrate knowledge of:

- hazards and risks associated with quad bike use
- components, controls and features of quad bikes and their functions
- a range of quad bikes and functional applications
- operating principles and operating methods of quad bikes
- manufacturer’s instructions, including but not exclusive to the operating manual
- load limits and the principles of weight distribution with regard to load shifting and bike movement including riding on uneven or steep terrain
- loading and unloading safely from a trailer or other transportation device
• effects of different riding surfaces and terrain conditions on the operation of quad bikes

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting. All evidence collected must meet minimum requirements including industry standard timeframes for performance of tasks.

Assessment must be conducted in a range of riding surface conditions and in a range of terrains appropriate for the safe use of quad bikes.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM213 Operate and maintain chainsaws

Modification History

<table>
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<tbody>
<tr>
<td>Release 2</td>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to safely operate a hand-held chainsaw and maintain it in working condition.

This unit applies to cross-cutting fallen timber using safe cutting techniques.

The unit applies to individuals who apply low risk work procedures and comply with worksite health and safety requirements when operating hand-held chainsaws to carry out routine work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assist in preparation of work-site</td>
<td>1.1 Identify location of worksite and fallen timber from scope of works and confirm with supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify site hazards, assess risks and report to supervisor</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1.3 Confirm first aid and emergency personnel, equipment and procedures</td>
<td>1.3 Confirm first aid and emergency personnel, equipment and procedures</td>
</tr>
<tr>
<td>1.4 Document and implement site health and safety in the workplace, environmental and traffic control measures according to workplace procedures</td>
<td>1.4 Document and implement site health and safety in the workplace, environmental and traffic control measures according to workplace procedures</td>
</tr>
<tr>
<td><strong>2. Recognise and apply workplace safety procedures</strong></td>
<td>2.1 Identify hazards and risks relevant to the maintenance and operation of chainsaws and implement safe working practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>2.2 Select, fit and use personal protective equipment according to workplace safety procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Confirm with supervisor relevant licensing and legislative requirements with regard to the operation of chainsaws</td>
</tr>
<tr>
<td></td>
<td>2.4 Transport chainsaw safely according to operation and maintenance manual</td>
</tr>
<tr>
<td><strong>3. Check and prepare chainsaw for use</strong></td>
<td>3.1 Select tools and materials required for maintenance</td>
</tr>
<tr>
<td></td>
<td>3.2 Conduct routine checks and maintenance prior to operation, according to chainsaw operation and maintenance manual</td>
</tr>
<tr>
<td></td>
<td>3.3 Calculate required fuel oil ratios prior to mixing</td>
</tr>
<tr>
<td></td>
<td>3.4 Mix fuel and fuel chainsaw according to operation and maintenance manual</td>
</tr>
<tr>
<td></td>
<td>3.5 Identify, tag, record and report chainsaw faults or malfunctions to supervisor</td>
</tr>
<tr>
<td><strong>4. Operate chainsaw</strong></td>
<td>4.1 Communicate with work team during operations using voice, hand or whistle signals</td>
</tr>
<tr>
<td></td>
<td>4.2 Place supports to ensure a stable base for cutting</td>
</tr>
<tr>
<td></td>
<td>4.3 Identify materials to be cut and position them for operation</td>
</tr>
<tr>
<td></td>
<td>4.4 Visually assess material to be cut for defects and embedded hazards</td>
</tr>
<tr>
<td></td>
<td>4.5 Determine cutting methods appropriate to material type and implement risk controls</td>
</tr>
<tr>
<td></td>
<td>4.6 Select and use tools associated with chainsaw use</td>
</tr>
<tr>
<td></td>
<td>4.7 Operate chainsaw to cross-cut timber using documented low risk work methods</td>
</tr>
<tr>
<td></td>
<td>4.8 Identify and report work-site communication issues to supervisor</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>4.9 Identify and report environmental impacts of chainsaw operation to supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Complete and check chainsaw operation</td>
<td>5.1 Record and report chainsaw damage, malfunction and irregular performance according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.2 Clean and store chainsaw according to workplace procedures and operation and maintenance manual</td>
</tr>
<tr>
<td></td>
<td>5.3 Dispose of debris from operation in accordance with environmental requirements</td>
</tr>
<tr>
<td></td>
<td>5.4 Maintain workplace documentation according to workplace procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document site health and safety in the workplace, environmental and traffic control measures</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report hazards and risks and to confirm work site, first aid and emergency personnel, equipment and procedures</td>
</tr>
<tr>
<td></td>
<td>• Participate in verbal exchanges to respond to questions and clarify information</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate fuel oil ratios and fuel quantities</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Use verbal and non-verbal communications with work team during operations using voice, hand and whistle signals</td>
</tr>
</tbody>
</table>
## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Personal protective equipment must include: | • safety helmet  
• mesh visor  
• gloves  
• hearing protection  
• safety glasses or goggles  
• safety boots. |
| --- | --- |
| Routine checks and maintenance must include at least two of the following: | • checking and adjusting bar  
• cleaning air filter  
• cleaning and/or replacing spark plug  
• sharpening chain. |
| Supports must include at least one of the following: | • fallen timber  
• saw horse trestle  
• v-shaped supports. |
| Cutting methods must include: | • pulling chains cuts (bottom of bar)  
• pushing chainsaw cuts (top of bar)  
• bore / plunge cuts (tip of bar). |
| Tools must include: | • bars  
• chains  
• files  
• plug spanner. |

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCMOM213 Operate and maintain chainsaws Release 2</td>
<td>AHCMOM213 Operate and maintain chainsaws Release 1</td>
<td>Minor changes to performance criteria and range of conditions</td>
<td>Equivalent unit</td>
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</table>
Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM213 Operate and maintain chainsaws

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated a hand-held chainsaw at least once, maintained it in working condition and demonstrated the following:

- determined site location for work and work details and clarified with supervisor
- identified site hazards, assessed risks and reported to supervisor
- confirmed work zone with work crew and monitored site
- confirmed first aid and emergency personnel, equipment and procedures
- applied hazard and risk assessment and implemented controls for chainsaw use
- performed routine checks and maintenance for chainsaw usage according to operation and maintenance manual
- identified, tagged and reported chainsaw faults and malfunctions
- recorded and implemented site health and safety in the workplace, environmental and traffic control measures
- used personal protective equipment that complies with Australian Standards
- safely cross-cut fallen timber using compression and tension cuts with a hand held chainsaw
- used appropriate tools and materials to maintain chainsaw
- applied environmentally responsible workplace practices
- applied low risk work practices including stopping, disengaging quickly and dealing with foreign matter
- cleaned and stored chainsaw
- followed workplace procedures relevant to safely operating a chainsaw.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the principles and practice for operating chainsaws
- chainsaw routine checks and maintenance according to operation and maintenance manual, including:
  - checking and adjusting bar
  - cleaning air filter
  - cleaning and replacing spark plug
  - sharpening chain
- workplace safe operating procedures
- hazards and risks when operating a chainsaw
- relevant Australian Standards concerning chainsaw operation including use of personal protective equipment
- components of chainsaws and their respective functions
- common defects in woody materials
- cutting methods and techniques, patterns and sequence of cuts
- health and safety in the workplace requirements for the operation of a chainsaw including caution and hazard signs and symbols
- environmental impacts associated with operating chainsaws.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - personal protective equipment must be worn whilst operating chainsaw
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
- resources, equipment and materials:
  - chainsaws
  - chainsaw tools
  - wood
  - safety equipment and personal protective equipment applicable to the task being undertaken
- specifications:
  - chainsaw manufacturer specifications and operator manuals
- timeframes:
  - according to the job requirements.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM214 Operate cane haulage vehicle

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare for, carry out and complete cane haulage vehicle operations in the sugar cane production industry.

The unit applies to individuals who operate cane haulage vehicles to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare cane haulage vehicle</td>
<td>1.1 Confirm with supervisor activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
</tbody>
</table>
Elements |
--- |
Elements describe the essential outcomes. |

Performance Criteria |
--- |
Performance criteria describe the performance needed to demonstrate achievement of the element. |

| 1.2 Source and interpret relevant cane haulage vehicle operation and maintenance manual and manufacturer instructions. |
| 1.3 Select and maintain personal protective equipment according to health and safety in the workplace requirements. |
| 1.4 Fit and use personal protective equipment according to job requirements and task to be undertaken. |
| 1.5 Conduct cane haulage vehicle routine pre-operational checks. |
| 1.6 Conduct cabin drill according to workplace procedures. |

2. Carry out cane haulage operations |
--- |
2.1 Carry out pre-start, and start up procedures required for vehicle operation. |
2.2 Drive and operate cane haulage vehicle, and modify the operating technique to meet changing work conditions. |
2.3 Select, haul and deliver cane using correct pushing or towing practices according to operation and maintenance manual and within equipment capabilities. |
2.4 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment. |
2.5 Identify environmental and biosecurity implications associated with cane haulage vehicle operation and undertake actions to minimise impact. |
2.6 Complete work according to the agreed plan and within the operating capacity of the equipment and operator. |

3. Complete cane haulage vehicle operation |
--- |
3.1 Park cane haulage vehicle and conduct shut down procedures. |
3.2 Identify and report malfunctions, faults, irregular performance or damage to supervisor. |
3.3 Clean, secure and store cane haulage vehicle. |
3.4 Remove and store keys. |
3.5 Maintain cane haulage vehicle use records in required format. |

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.
### Skill Description

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document cane haulage vehicle use</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
</tr>
<tr>
<td></td>
<td>• Participate in verbal exchanges to respond to questions and clarify information</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of vehicle fluids including fuel</td>
</tr>
<tr>
<td></td>
<td>• Identify correct tyre pressure or track tension</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

### Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

<table>
<thead>
<tr>
<th>Cane haulage vehicle must include at least one of the following:</th>
<th>• trucks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• infield transporters</td>
</tr>
<tr>
<td></td>
<td>• tractor-trailer combinations</td>
</tr>
<tr>
<td></td>
<td>• other cane transporter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-operational checks must include:</th>
<th>• maintenance interval schedule daily check</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• machine damage and serviceability</td>
</tr>
<tr>
<td></td>
<td>• checking for missing parts</td>
</tr>
<tr>
<td></td>
<td>• fluid leaks and levels</td>
</tr>
<tr>
<td></td>
<td>• fuel level</td>
</tr>
<tr>
<td></td>
<td>• brakes and clutch operation</td>
</tr>
<tr>
<td></td>
<td>• condition of tyres or tracks</td>
</tr>
<tr>
<td></td>
<td>• machine controls.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biosecurity implications must include:</th>
<th>• control of cross-site contamination.</th>
</tr>
</thead>
</table>
# Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>AHCMOM214 Operate cane haulage vehicle Release 2</td>
<td>AHCMOM214 Operate cane haulage vehicle Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMM0214 Operate cane haulage vehicle

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has operated a cane haulage vehicle to haul a load of cane safely and efficiently at least once and has demonstrated the following:

- identified hazards and risks associated with cane haulage vehicle operation implemented safe work practices
- carried out cane haulage vehicle pre-operational checks
- checked haulage equipment prior to use
- driven and operated a cane haulage vehicle safely including modifying operating technique to meet changing work conditions
- operated cane haulage vehicle features and attachments consistent with operation and maintenance manual and manufacturer specifications
- used safe pushing and towing practices to haul cane safely and efficiently
- carried out cane haulage vehicle shut down procedures
- minimised environmental impacts associated with cane haulage vehicle operation
- followed workplace health and safety procedures
- followed industry and workplace biosecurity procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with cane haulage vehicle operations
- site safety requirements for cane haulage operations
- cane haulage vehicle components, controls, features, technical capabilities and limitations
- operating methods of cane haulage vehicles including pushing and towing
Assessment Requirements for AHCMMO214 Operate cane haulage vehicle

- principles of weight distribution with regard to load shifting and vehicle movement
- risks associated with the operation of cane haulage vehicles in different weather and terrain conditions
- cane haulage processes and spillage minimisation techniques
- cane harvesting processes as they relate to collection and haulage of harvests
- duty of care to self, others and the environment including environmental impacts relevant to the operation of cane haulage vehicles
- relevant legislation with regard to cane haulage vehicle operation and licensing requirements
- environmental impacts associated with operating a cane haulage vehicle
- workplace procedures applicable to health and safety in the workplace requirements to operate a cane haulage vehicle safely
- industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating the machinery

- resources, equipment and materials:
  - cane haulage vehicles
  - cane
  - safety equipment and personal protective equipment applicable to the task being undertaken

- specifications:
  - cane haulage vehicle operation and maintenance manuals
  - industry and workplace biosecurity procedures applicable to cane haulage vehicle operation
  - legislation relevant to cane haulage vehicle operation and licensing requirements

- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM215 Operate commercial lawnmowers

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate commercial lawnmowers to mow a lawn surface including preparation of site and equipment requirements, shutdown procedures and routine maintenance.

The unit applies to individuals who operate commercial lawnmowers to undertake routine work under general supervision with limited autonomy and accountability.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Prepare site to be mown

1.1 Confirm site to be mown and identify potential hazards and risks including obstacles and fixtures

1.2 Implement safe working practices to manage risks including removal and replacement obstacles before and after mowing

1.3 Report abnormal conditions or changes in the appearance of the site and existing grass surface
## Elements

Elements describe the essential outcomes.

## Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element.

### 2. Prepare equipment for mowing

2.1 Select appropriate tools, equipment and machinery for site to be mown  
2.2 Calibrate lawnmower and adjust to height according to manufacturer guidelines  
2.3 Complete pre-operational checks of tools, equipment and machinery  
2.4 Select and maintain personal protective equipment according to workplace safety requirements  
2.5 Fit and use personal protective equipment according to job requirements  
2.6 Erect safety warning notices during work periods

### 3. Mow site surface

3.1 Assess grass appearance and changes during mowing operations in line with requirements for the site  
3.2 Match implements to the lawnmower according to manufacturers' specifications  
3.3 Maintain continuous oversight of mowing activities including monitoring of hazards and risks  
3.4 Identify environmental impacts associated with operation of equipment and minimise where possible

### 4. Complete mowing and check lawnmower operation

4.1 Conduct shut down procedures in line with workplace practices  
4.2 Perform routine operational servicing and minor maintenance  
4.3 Identify and report malfunctions, faults, irregular performance or damage in required format  
4.4 Clean and store lawnmower and associated equipment in the required location  
4.5 Maintain lawnmower use records in required format

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.
Skill | Description
--- | ---
Reading | • Interpret textual information from a range of sources to identify relevant and key information about workplace operations and products
Writing | • Use clear language, accurate industry terminology and logical structure to prepare lawnmower use records
Numeracy | • Calculate quantities of lawn mower fluids including oil and fuel
Oral Communication | • Use clear language to report abnormal conditions, changes to site appearance, malfunctions, faults, irregular performance or damage
Navigate the world of work | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility
Get the work done | • Take responsibility for routine decisions about operating commercial lawnmowers and reflect on outcomes to identify effectiveness of decisions

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Personal protective equipment must include: | • hearing protection  
• eye protection  
• gloves  
• safety footwear  
• long trousers. |
| Routine operational servicing and minor maintenance must include: | • engine oil  
• fuel  
• cutting blades. |

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM215 Operate</td>
<td>Not applicable</td>
<td>New unit</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>
commercial lawnmowers

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM215 Operate commercial lawnmowers

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has mown a commercial site using a commercial lawnmower at least once and has:

- determined the condition of the existing grass surface and sought advice for subsequent routine preparations and treatments
- prepared site and equipment used for mowing
- used lawnmower, equipment, machinery and implements according to manufacturer specifications
- operated a commercial mower safely including making adjustments for attached implements and modifying techniques to meeting changed conditions
- minimised environmental impacts associated with lawnmower operation
- implemented lawnmower shut down procedures
- carried out routine servicing and maintenance and recorded malfunctions, faults or irregular performance
- cleaned and stored mower according to workplace guidelines
- followed workplace health and safety procedures for safe use and operation of commercial lawnmowers.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of grass preparation
- preparation methods and treatments required for optimal maintenance of grass surfaces
- effect of adverse outdoor climatic conditions on commercial lawnmower operations
- use of lawnmower, equipment, machinery and implements according to manufacturer specifications
- commercial lawnmower operation and maintenance requirements
- hazards and risks associated with commercial lawnmower operation
• environmental impacts relevant to the operation of commercial lawnmowers
• workplace procedures applicable to health and safety in the workplace requirements to operate a commercial lawnmower safely.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • commercial lawnmower
  • lawnmower implements
  • personal protective equipment specific to lawnmower operation
• specifications:
  • lawnmower manufacturer specifications and manufacturer guidelines
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM216 Operate side by side utility vehicles

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to safely operate a side by side utility vehicle including undertaking pre-start checks and shut down procedures.

The unit applies to individuals who operate side by side utility vehicles to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1. Prepare side by side utility vehicle for use</td>
<td>1.1 Confirm with supervisor activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks 1.2 Conduct routine pre-operational checks on the vehicle according to operators manual and report faults or malfunctions for repair</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td><strong>1.4</strong> Use, wear and correctly fit personal protective equipment including helmets that are fit for purpose according to operators manual</td>
</tr>
<tr>
<td><strong>1.5</strong> Attach equipment and loads that do not exceed the weight limitations of the vehicle</td>
</tr>
<tr>
<td><strong>1.6</strong> Secure loads to ensure safe transport</td>
</tr>
</tbody>
</table>

**2.** Operate side by side utility vehicle

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Start up, steer, manoeuvre, position and stop side by side utility vehicle in a controlled manner</td>
</tr>
<tr>
<td><strong>2.2</strong> Identify environmental and biosecurity implications associated with side by side utility vehicle operation and minimise impact of vehicle use</td>
</tr>
<tr>
<td><strong>2.3</strong> Apply side by side utility vehicle driver skills</td>
</tr>
<tr>
<td><strong>2.4</strong> Operate side by side utility vehicles in accordance with task requirements, conditions and operators manual</td>
</tr>
<tr>
<td><strong>2.5</strong> Identify and avoid riding surfaces, terrains and slopes that are dangerous to safe operation</td>
</tr>
<tr>
<td><strong>2.6</strong> Operate and manoeuvre over a variety of surfaces, slopes and terrain to minimise risk to safety</td>
</tr>
<tr>
<td><strong>2.7</strong> Modify side by side utility vehicle operation according to local weather conditions</td>
</tr>
<tr>
<td><strong>2.8</strong> Ensure that vehicle seat belts and other safety features are functional and correctly fitted</td>
</tr>
</tbody>
</table>

**3.** Complete side by side utility vehicle operation

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Shut down side by side utility vehicle</td>
</tr>
<tr>
<td><strong>3.2</strong> Identify and report malfunctions, faults, irregular performance or damage to supervisor</td>
</tr>
<tr>
<td><strong>3.3</strong> Park and secure side by side utility vehicle</td>
</tr>
<tr>
<td><strong>3.4</strong> Remove and store keys in the required location</td>
</tr>
<tr>
<td><strong>3.5</strong> Unload, load and secure side by side utility vehicle safely</td>
</tr>
<tr>
<td><strong>3.6</strong> Maintain vehicle use records for servicing purposes in line with workplace practices</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults and irregular performance or damage</td>
</tr>
<tr>
<td></td>
<td>• Participate in verbal exchanges to respond to questions and clarify information</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of vehicle fluids including oil and fuel</td>
</tr>
<tr>
<td></td>
<td>• Calculate load volumes and weights</td>
</tr>
<tr>
<td></td>
<td>• Identify correct tyre pressure</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Pre-operational checks must include:          | • vehicle damage and serviceability                                                                                                 |
|                                              | • fuel                                                                                                                                 |
|                                              | • brakes                                                                                                                            |
|                                              | • tyres including pressure and condition                                                                                           |
|                                              | • vehicle controls.                                                                                                                 |
| Personal protective equipment must include:   | • a suitable helmet according to operators manual                                                                                 |
|                                              | • enclosed toe shoes                                                                                                                |
| Side by side utility vehicle driver skills must include: | • parking across the slope when parking on a hill or gradient                                                                       |
|                                              | • on-board weight distribution                                                                                                      |
|                                              | • load security                                                                                                                     |
|                                              | • crossing obstacles                                                                                                                |
|                                              | • avoiding hazards.                                                                                                                 |
| Safety features must include at least three of | • roll-over protective structure                                                                                                   |
|                                              | • seat belts                                                                                                                        |
the following:

- side nets
- doors
- occupant hand holds
- tyre selection and inflation pressure.

Unload, load and secure side by side utility vehicle must include at least one of the following:

- trailer
- transportation device
- on site vehicle storage.

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCMOM211 Operate side by side utility vehicles</td>
<td>Significant changes to performance criteria, foundation skills and range of conditions</td>
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### Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM216 Operate side by side utility vehicles

Modification History

<table>
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<tr>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated a side by side utility vehicle on at least two riding surface conditions and on an even, uneven and sloping terrain and has:

- identified hazards and risks associated with side by side utility vehicle use
- identified and avoided driving surfaces, terrains and slopes that are dangerous to safe operation of side by side utility vehicles
- selected and worn side by side utility vehicle helmet that is fit for purpose according to operators manual
- selected, fitted and used other personal protective equipment that is required for the task
- maintained personal protective equipment in suitable condition for use
- unloaded the side by side utility vehicle safely and checked it is safe to use
- operated and manoeuvred side by side utility vehicles in different surface and terrain conditions including uneven and sloping terrain
- started, steered, manoeuvred, positioned and stopped a side by side utility vehicle in a controlled manner
- selected appropriate modes of operation and applied side by side utility vehicle driver skills to assist vehicle stability
- parked the side by side utility vehicle safely and checked for any damage, malfunctions or faults
- loaded and secured side by side utility vehicle safely
- minimised environmental impacts associated with side by side utility vehicle operation
- followed industry and workplace biosecurity procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with side by side utility vehicle areas of operation
Assessment Requirements for AHCMM216 Operate side by side utility vehicles

- components, controls, modes and features of side by side utility vehicles and their functions
- side by side utility vehicle functional applications, including:
  - occupant hand holds, correct use, importance of reach and keeping body parts inside vehicle
  - roll-over protective structure
  - tyre selection and inflation pressure
  - side nets and doors
- operating principles and operating methods of side by side utility vehicles
- workplace safety plan for operating and maintaining side by side utility vehicles
- side by side utility vehicle operator's manual
- side by side utility vehicle driver skills, including higher level two foot pedal operation skills, for technical applications
- effects of different surfaces and terrain conditions on the operation of side by side utility vehicle
- load limits and attachments specific to side by side utility vehicle capabilities and the effects to dynamic stability of the side by side utility vehicle including:
  - weight distribution
  - load security
  - liquid or shifting loads
  - effect of load when operating on uneven or steep terrain
- loading and unloading safely from a trailer, transportation device and site storage, including use of:
  - tie down devices
  - vehicle ramps
  - loading surfaces and angle
- variations in state/territory regulations and legislation that may apply in regard to side by side utility vehicle use
- environmental impacts associated with operating side by side utility vehicles and consequences of substandard environmental and biosecurity practices
- industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - helmets must be worn whilst operating side by side utility vehicles according to operators manual
- resources, equipment and materials:
  - side by side utility vehicle
  - vehicle fuel
Assessment Requirements for AHCMM0216 Operate side by side utility vehicles

- side by side utility vehicle helmet as identified by operator manual
- enclosed toe shoes
- specifications:
  - side by side utility vehicle manufacturer specifications and operator manuals
  - industry and workplace biosecurity procedures applicable to side by side utility vehicle operation
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM217 Operate quad bikes

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to safely operate quad bikes including undertaking pre-start checks and shut down procedures.

The unit applies to individuals who operate quad bikes to undertake routine work under general supervision with limited autonomy and accountability.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare a quad bike for operation</td>
<td>1.1 Confirm with supervisor activity to be undertaken and that the vehicle is fit for purpose</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify potential hazards and risks and implement safe working practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and maintain personal protective equipment according to</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

**Performance Criteria**

Performance criteria describe the performance needed to demonstrate achievement of the element.

- Workplace safety requirements
  
  1.4 Use, wear and correctly fit personal protective equipment including quad bike helmet that is fit for purpose
  
  1.5 Conduct routine pre-operational checks on quad bike according to operation and maintenance manual and report faults or malfunctions to supervisor
  
  1.6 Identify and confirm no go areas with supervisor according to workplace safety plan
  
  1.7 Identify quad bike applications, loads and fixed attachments according to operation and maintenance manual

### 2. Operate a quad bike

| 2.1 Start up, steer, manoeuvre, position and stop quad bike in a controlled manner |
| 2.2 Identify environmental and any biosecurity implications associated with quad bike operation and minimise impact |
| 2.3 Identify situations where quad bike active riding techniques are required |
| 2.4 Apply quad bike active riding techniques to pre-position the operators body to assist bike stability |
| 2.5 Identify and avoid riding surfaces, terrains and slopes that are dangerous to safe operation |
| 2.6 Operate and manoeuvre over a variety of surfaces, slopes and terrain safely |
| 2.7 Modify quad bike operation according to local weather conditions |

### 3. Complete quad bike operation

| 3.1 Shut down quad bike |
| 3.2 Park up and secure quad bike in line with workplace practices |
| 3.3 Identify and report malfunctions, faults, irregular performance or damage to supervisor |
| 3.4 Remove and store keys in the required location |
| 3.5 Unload, load and secure quad bike safely |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
</tbody>
</table>
| Oral communication             | • Use clear language to report malfunctions, faults and irregular performance or damage  
                                | • Participate in verbal exchanges to respond to questions and clarify information |
| Numeracy                       | • Calculate quantities of vehicle fluids including oil and fuel  
                                | • Calculate load volumes and weights  
                                | • Identify correct tyre pressure |
| Navigate the world of work     | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility |

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Personal protective equipment must include: | • a suitable quad bike helmet  
                                                | • enclosed toe shoes. |
| Pre-operational checks must include:       | • vehicle damage and serviceability  
                                                | • fuel  
                                                | • brake effectiveness  
                                                | • throttle smooth operation and self-closing return  
                                                | • tyres including pressure and condition  
                                                | • vehicle controls. |
| Quad bike active riding techniques must include: | • pre-positioning, correct timing and appropriate adjustment of operator body weight when going uphill including body weight forward  
                                                | • pre-positioning, correct timing and appropriate adjustment of operator body weight when going downhill including body weight rearward  
                                                | • positioning of operator body weight centrally when cornering at |
very slow speeds, and transition to positioning of operator body weight to the inside of the turn when cornering at higher speeds

- positioning of operator body weight centrally when cornering at very slow speeds, and transition to positioning of operator body weight to the uphill side when riding across slopes

- standing up to improve situational awareness and ability to exercise active riding technique, when operating in restricted visibility situations, rough terrains, crossing obstacles and avoiding hazards.

Unload, load and secure quad bike must include at least one of the following:

- trailer
- transportation device
- on-site vehicle storage.

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
<th>Equivalence status</th>
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<td>AHCMMOM217 Operate quad bikes</td>
<td>AHCMMOM212 Operate quad bikes</td>
<td>Significant changes to performance criteria, foundation skills and range of conditions</td>
<td>No equivalent unit</td>
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### Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM217 Operate quad bikes

Modification History

<table>
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<tr>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated a quad bike on at least two different riding surface conditions and on an even, uneven and sloping terrain and has:

- identified hazards and risks associated with quad bike areas of operation
- identified and avoided riding surfaces, terrains and slopes that are dangerous to safe operation of quad bikes
- identified and confirmed quad bike no go areas
- selected, fitted and used quad bike helmet and other personal protective equipment that was fit for purpose
- maintained personal protective equipment in suitable condition for use
- unloaded the quad bike safely and checked it is safe to use
- operated and manoeuvred quad bikes in different riding surface and terrain conditions including uneven and sloping terrain
- started, steered, manoeuvred, positioned and stopped a quad bike in a controlled manner
- applied quad bike active riding techniques to preposition operator body weight to assist bike stability
- parked the quad bike safely and checked for any damage, malfunctions and faults
- loaded and secured the quad bike safely
- minimised environmental impacts associated with quad bike operation
- followed industry and workplace biosecurity procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with quad bike areas of operation including quad bike no go areas
- components, controls and features of quad bikes and their functions
- quad bike functional applications, including appropriate selection of machine for task
• workplace safety plan for operating and maintaining quad bikes
• quad bike operator's manual
• operating principles and operating methods of quad bikes
• circumstances when quad bike active riding techniques should be applied
• quad bike active riding techniques, including both when and when not to apply quad bike active riding techniques
• effects of different riding surfaces and terrain conditions on the operation of quad bikes
• load limits and attachments specific to quad bike capabilities and the effects to dynamic stability of the quad bike, including:
  • weight distribution
  • load security
  • liquid or shifting loads
  • effect of load when operating on uneven or steep terrain
• loading and unloading safely from a trailer, transportation device and site storage, including use of:
  • tie down devices
  • vehicle ramps
  • loading surfaces and angle
• variations in state/territory regulations and legislation that may apply in regard to quad bike use
• environmental impacts associated with operating quad bikes and consequences of substandard environmental and biosecurity practices
• industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • no passengers on single seat quad bikes
  • no riders under 16 years of age on adult sized quad bikes
  • no towing
  • helmets must be worn whilst operating quad bikes
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
• resources, equipment and materials:
  • quad bike
  • vehicle fuel
  • a suitable quad bike helmet
  • enclosed toe shoes
Assessment Requirements for AHCMMOM217 Operate quad bikes

- specifications:
  - quad bike operation and maintenance manual
  - industry and workplace biosecurity procedures applicable to quad bike operation
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM301 Coordinate machinery and equipment maintenance and repair

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to coordinate the maintenance and repair of machinery and equipment used principally in agriculture, horticulture, and conservation and land management work.

The unit applies to individuals who coordinate machinery and equipment maintenance and repair under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for maintenance and repair work</td>
<td>1.1 Clarify requirements of the work responsibilities with the supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify equipment and material resource requirements according</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify, document and present the priorities for maintenance and repair activities and time allocation to the supervisor for verification</td>
<td>to the scope of the coordination work and supervisor instructions</td>
</tr>
<tr>
<td>1.4 Identify the environmental implications of the proposed maintenance and repair work and assess and report potential impacts to the supervisor</td>
<td>1.3 Identify, document and present the priorities for maintenance and repair activities and time allocation to the supervisor for verification</td>
</tr>
<tr>
<td>1.5 Identify workplace hazards, assess risks and implement risk controls</td>
<td>1.4 Identify the environmental implications of the proposed maintenance and repair work and assess and report potential impacts to the supervisor</td>
</tr>
<tr>
<td>1.6 Select, fit, use and maintain personal protective equipment according to job requirements and task to be undertaken</td>
<td>1.5 Identify workplace hazards, assess risks and implement risk controls</td>
</tr>
<tr>
<td>2. Coordinate maintenance and repair of machinery and equipment</td>
<td>2.1 Purchase, store and use materials to assist in maintenance and repair work</td>
</tr>
<tr>
<td>2.2 Organise delivery of materials to the site according to maintenance requirements</td>
<td>2.1 Purchase, store and use materials to assist in maintenance and repair work</td>
</tr>
<tr>
<td>2.3 Organise machinery and equipment required for maintenance and repair to be on site and in good order when they are required</td>
<td>2.2 Organise delivery of materials to the site according to maintenance requirements</td>
</tr>
<tr>
<td>2.4 Identify and organise routine maintenance and repairs of machinery and equipment and facilitate repairs that require specialist attention</td>
<td>2.3 Organise machinery and equipment required for maintenance and repair to be on site and in good order when they are required</td>
</tr>
<tr>
<td>3. Coordinate and report on maintenance and repair activities</td>
<td>3.1 Coordinate staff and resources to suit the maintenance and repair activities and priority of work</td>
</tr>
<tr>
<td>3.2 Inform operators of their responsibilities in respect to operational maintenance requirements of machinery and equipment</td>
<td>3.1 Coordinate staff and resources to suit the maintenance and repair activities and priority of work</td>
</tr>
<tr>
<td>3.3 Monitor personnel and document activities, timelines and materials usage</td>
<td>3.2 Inform operators of their responsibilities in respect to operational maintenance requirements of machinery and equipment</td>
</tr>
<tr>
<td>3.4 Recognise and report contingency situations to the supervisor and adjust schedules accordingly</td>
<td>3.3 Monitor personnel and document activities, timelines and materials usage</td>
</tr>
<tr>
<td>3.5 Document and report maintenance and repair activities undertaken and completed to relevant personnel</td>
<td>3.4 Recognise and report contingency situations to the supervisor and adjust schedules accordingly</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Legibly and accurately fill out workplace documentation when recording activities, timelines and materials usage</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report service or repair requirements</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of material and resource requirements, including; fuels, oils, cleaning agents, solvents and chemicals</td>
</tr>
<tr>
<td></td>
<td>• Calculate maintenance and repair time allocation</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

**Range of Conditions**

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- Material resource requirements must include at least two of the following:
  - tools
  - fuel
  - oil
  - cleaning agents
  - solvents
  - chemicals.

- Personal protective clothing and equipment must include:
  - enclosed toe shoes
  - safety glasses/goggles.

- Contingency situations must include at least one of the following:
  - delays in delivery of equipment or machinery
  - machinery or equipment breakdowns
  - poor weather conditions
  - poor quality materials
  - unforeseen problems.

**Unit Mapping Information**

<table>
<thead>
<tr>
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**Links**

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM301 Coordinate machinery and equipment maintenance and repair

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has coordinated maintenance and repair of machinery and equipment for a small enterprise and has:

- identified workplace hazards, assessed risks and implemented safe workplace procedures
- interpreted documentation associated with work site activities
- sought specialist advice on repairs requiring specialist attention
- established priorities for repair and maintenance work to be carried out
- co-ordinated staff and resources to achieve work priorities
- minimised environmental impacts of machinery and equipment maintenance and repair activities
- responded to contingencies and taken corrective actions where necessary
- documented activities, timelines and material usage
- applied workplace health and safety procedures when organising and conducting maintenance and repair activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- work schedule programming
- possible causes of disruption to work activities and their effect on quality and time schedules
- responsibilities and requirements for maintaining and repairing machinery and equipment range, use and availability of materials, equipment and machinery required for the project
- environmental impacts of machinery and equipment maintenance and repair work and disposal of fuels, oils and other wastes
• workplace procedures applicable to health and safety in the workplace, and machinery and equipment maintenance and repair.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions

• resources, equipment and materials:
  • machinery and equipment
  • maintenance tools and equipment
  • material resources
  • safety equipment and personal protective equipment applicable to the task being undertaken

• specifications:
  • machinery operation and maintenance manual
  • workplace procedures applicable to health and safety in the workplace and machinery maintenance

• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM302 Perform machinery maintenance

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to prepare, inspect, maintain and record maintenance requirements for machinery that is used principally in agriculture, horticulture, and conservation and land management work.

The unit applies to individuals who conduct machinery maintenance under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to use equipment | 1.1 Determine job requirements from workplace instructions  
1.2 Source and interpret machinery and equipment operation and maintenance manual servicing information |
### Elements

Elements describe the essential outcomes.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Select suitable and safe work site for maintenance activities</td>
</tr>
<tr>
<td>1.4 Identify workplace hazards, assess risks and implement risk controls</td>
</tr>
<tr>
<td>1.5 Select and check for serviceability tools, equipment and materials according to operation and maintenance manual</td>
</tr>
<tr>
<td>1.6 Fit, use and maintain personal protective equipment according to job requirements and operation and maintenance manual</td>
</tr>
</tbody>
</table>

2. Inspect engine and components

- 2.1 Carry out regular engine and component checks on machinery and equipment
- 2.2 Lubricate all relevant grease or lubricant points
- 2.3 Change oils and filters at intervals prescribed in operation and maintenance manual
- 2.4 Check hydraulic hoses and systems for deterioration and rectify defects according to operation and maintenance manual

3. Inspect transmission

- 3.1 Check drive and steering clutches for operation and adjust where applicable according to operation and maintenance manual
- 3.2 Check transmission oil levels
- 3.3 Check tracks or wheels and undercarriage for oil leaks and wear
- 3.4 Identify faulty seals or leaks and take corrective actions according to operation and maintenance manual
- 3.5 Clean machinery according to workplace requirements

4. Maintain components and attachments

- 4.1 Check components for wear and condition
- 4.2 Replace worn or unserviceable components according to operator and maintenance manual
- 4.3 Complete component inspection and replacement activities in line with workplace procedures
- 4.4 Check moving operational components for wear and condition and adjust to the tolerances specified in operator and maintenance manual
- 4.5 Clean and maintain work areas and return to operating condition
- 4.6 Collect, treat and dispose or recycle waste from maintenance activities according to workplace procedures

5. Record maintenance

- 5.1 Record identified faults and defects in machine record
- 5.2 Record maintenance procedures in workshop record in line with
Elements | Performance Criteria
---|---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

| | workplace procedures
5.3 Report service or repair requirements to management |

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<tr>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Legibly and accurately fill out workplace documentation when recording faults, defects and maintenance procedures</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report service or repair requirements</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of machinery fluids including oil • Identify correct tyre pressure</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Machinery and equipment must include at least one of the following:

• heavy earthmoving equipment
• tractors
• vehicles and trucks
• skid steer loaders
• self-propelled harvesters and pickers
• front end loaders
• forklifts
- land levellers
- motorised turf mowing equipment
- spraying equipment
- pumps
- grain handling equipment.

Personal protective clothing and equipment must include:
- enclosed toe shoes
- safety glasses/goggles.

### Unit Mapping Information

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<td>AHCMMOM302 Perform machinery maintenance Release 1</td>
<td>Minor changes to performance criteria and range of conditions</td>
<td>Equivalent unit</td>
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</table>

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Assessment Requirements for AHC MOM302 Perform machinery maintenance

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has undertaken maintenance of machinery that is used principally in agriculture, horticulture or conservation and land management work at least once and has:

- identified workplace hazards, assessed risks and implemented safe workplace procedures
- carried out engine and equipment inspection and maintenance
- carried out transmission inspection and maintenance
- carried out lubrication and replacement of oils and filters
- checked machinery and equipment components for wear and tear, replaced parts, tagged and reported defects
- minimised environmental impacts associated with undertaking machinery maintenance
- maintained machinery and equipment components
- recorded details of maintenance and monitoring
- applied workplace health and safety procedures when undertaking machinery maintenance activities.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- engine function principles
- turbo charging and after cooling
- assessing engine specifications in line with power requirements
- engine electric and hydraulic indicators and gauges
- transmission and drive systems
- machinery and equipment operation and maintenance manual
• environmental impacts of machinery servicing and disposal of fuels, oils and other wastes
• workplace procedures applicable to health and safety in the workplace and machinery maintenance.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • machinery and equipment
  • maintenance tools and equipment
  • safety equipment and personal protective equipment applicable to the task being undertaken
• specifications:
  • machinery operation and maintenance manual
  • workplace procedures applicable to health and safety in the workplace and machinery maintenance
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM304 Operate machinery and equipment

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare and operate machinery and equipment in a safe and controlled manner that is used principally in agriculture, horticulture, and conservation and land management work.

This unit does not apply to chainsaws, tractors, vehicles or earth moving equipment.

The unit applies to individuals who operate machinery and equipment under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare machinery and equipment for use</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Source and interpret relevant machinery and equipment operation and maintenance manual and manufacturer instructions</td>
<td>1.2 Source and interpret relevant machinery and equipment operation and maintenance manual and manufacturer instructions</td>
</tr>
<tr>
<td>1.3 Assess the work site and confirm the suitability of the machinery and equipment for the task</td>
<td>1.3 Assess the work site and confirm the suitability of the machinery and equipment for the task</td>
</tr>
<tr>
<td>1.4 Select and maintain personnel protective equipment applicable to the machinery and equipment to be operated and the task to be undertaken</td>
<td>1.4 Select and maintain personnel protective equipment applicable to the machinery and equipment to be operated and the task to be undertaken</td>
</tr>
<tr>
<td>1.5 Fit and use personal protective equipment according to workplace procedures and job requirements</td>
<td>1.5 Fit and use personal protective equipment according to workplace procedures and job requirements</td>
</tr>
<tr>
<td>1.6 Conduct routine pre-operational checks as described in operation and maintenance manual</td>
<td>1.6 Conduct routine pre-operational checks as described in operation and maintenance manual</td>
</tr>
<tr>
<td>1.7 Replace and report damaged or worn components in line with workplace reporting requirements</td>
<td>1.7 Replace and report damaged or worn components in line with workplace reporting requirements</td>
</tr>
<tr>
<td>1.8 Attach ancillary equipment and check for correct operation</td>
<td>1.8 Attach ancillary equipment and check for correct operation</td>
</tr>
<tr>
<td>2. Operate machinery and equipment</td>
<td>2.1 Operate machinery according to task requirements, conditions, operation and maintenance manual and manufacturer specifications</td>
</tr>
<tr>
<td>2.2 Monitor machinery performance and efficiency and make adjustments</td>
<td>2.2 Monitor machinery performance and efficiency and make adjustments</td>
</tr>
<tr>
<td>2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
<td>2.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td>3. Complete machinery and equipment operation</td>
<td>3.1 Conduct shut down of machinery according to workplace procedures</td>
</tr>
<tr>
<td>3.2 Perform routine operational servicing and minor maintenance according to operation and maintenance manual</td>
<td>3.2 Perform routine operational servicing and minor maintenance according to operation and maintenance manual</td>
</tr>
<tr>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures</td>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures</td>
</tr>
<tr>
<td>3.4 Clean, secure and store machinery and equipment according to workplace procedures</td>
<td>3.4 Clean, secure and store machinery and equipment according to workplace procedures</td>
</tr>
<tr>
<td>3.5 Maintain machinery and equipment use records in required format</td>
<td>3.5 Maintain machinery and equipment use records in required format</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document machinery and equipment use</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of machinery fluids including oil and fuel</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<table>
<thead>
<tr>
<th>Machinery and equipment must include at least one of the following:</th>
<th>• hydraulic equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• stationary engines</td>
</tr>
<tr>
<td></td>
<td>• spraying equipment</td>
</tr>
<tr>
<td></td>
<td>• mulching and chipping equipment</td>
</tr>
<tr>
<td></td>
<td>• powered trailers</td>
</tr>
<tr>
<td></td>
<td>• three point linkage equipment.</td>
</tr>
<tr>
<td>Pre operational checks must include:</td>
<td>• machinery and equipment damage and serviceability</td>
</tr>
<tr>
<td></td>
<td>• engine oil</td>
</tr>
<tr>
<td></td>
<td>• fuel</td>
</tr>
<tr>
<td></td>
<td>• machinery and equipment controls</td>
</tr>
<tr>
<td></td>
<td>• reporting and tagging defects.</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
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<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>current version</td>
<td>previous version</td>
<td></td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>AHCMMOM304 Operate machinery and equipment Release 2</td>
<td>AHCMMOM304 Operate machinery and equipment Release 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Links**

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM304 Operate machinery and equipment

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has operated agricultural or horticultural machinery and equipment at least once and has:

- identified and reported workplace hazards and implemented safe operating procedures
- carried out machinery and equipment pre-operational checks including basic servicing and maintenance according to operation and maintenance manual
- operated machinery and equipment in a safe and controlled manner consistent with task requirements, conditions, operation and maintenance manual and manufacturer specifications
- attached ancillary equipment and checked for correct operation
- carried out machinery shut down procedures
- recognised, reported and documented defects in equipment and machinery and operational capacity
- cleaned, secured and stored machinery and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with machinery and equipment operation
- pre-operational and safety checks for machinery and equipment according to operation and maintenance manual
- operating principles and operating methods for machinery and equipment
- procedures for cleaning, securing and storing machinery, equipment and materials
- risks associated with the operation of machinery and equipment in different weather conditions and difficult terrain conditions
- duty of care to self, others and the environment
- workplace procedures applicable to health and safety in the workplace requirements for operating machinery and equipment.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating machinery and equipment

- **resources, equipment and materials:**
  - a range of machinery and equipment
  - enclosed toe shoes
  - safety equipment and personal protective equipment applicable to the machinery and equipment being used and the task being undertaken

- **specifications:**
  - machinery and equipment operation and maintenance manuals
  - industry and workplace biosecurity procedures applicable to machinery and equipment operation
  - records must include details of the machinery and equipment that the individual was assessed on

- **timeframes:**
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

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AHCMOM305 Operate specialised machinery and equipment

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare and operate specialised machinery and equipment in a safe, efficient and controlled manner that is used principally in agriculture, horticulture, and conservation and land management work.

The unit applies to individuals who operate specialised machinery and equipment under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare specialised machinery and equipment for use</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>1.2 Source and interpret relevant specialised machinery and equipment</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td></td>
<td>operation and maintenance manual and manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess the work site and confirm the suitability of the specialised machinery and equipment for the task</td>
</tr>
<tr>
<td></td>
<td>1.4 Select specialised machinery and equipment suitable for the task</td>
</tr>
<tr>
<td></td>
<td>1.5 Select and maintain personnel protective equipment applicable to the machinery and equipment to be operated and the task to be undertaken</td>
</tr>
<tr>
<td></td>
<td>1.6 Fit and use personal protective equipment according to workplace procedures and job requirements</td>
</tr>
<tr>
<td></td>
<td>1.7 Conduct routine pre-operational checks as described in operation and maintenance manual</td>
</tr>
<tr>
<td></td>
<td>1.8 Replace and report damaged or worn components in line with workplace requirements</td>
</tr>
<tr>
<td></td>
<td>1.9 Attach ancillary equipment and check for correct operation</td>
</tr>
</tbody>
</table>

| 2. Operate specialised machinery and equipment | 2.1 Operate specialised machinery and equipment safely |
| | 2.2 Operate specialised machinery and equipment according to task requirements, conditions, operation and maintenance manual and manufacturer specifications |
| | 2.3 Monitor specialised machinery and equipment performance and efficiency and make adjustments where required |
| | 2.4 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment |

| 3. Complete specialised machinery and equipment operation | 3.1 Conduct shut down of machinery according to workplace procedures |
| | 3.2 Perform routine operational servicing and minor maintenance according to operation and maintenance manual |
| | 3.3 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures |
| | 3.4 Clean, secure and store specialised machinery and equipment according to workplace procedures |
| | 3.5 Maintain specialised machinery and equipment use records in required format |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<td>Reading</td>
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<tr>
<td>Writing</td>
<td>• Document specialised machinery and equipment use</td>
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<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
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<tr>
<td>Numeracy</td>
<td>• Calculate quantities of machinery fluids including oil and fuel</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
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</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Specialised machinery and equipment must include at least one of the following:

- feed mixers
- specialised turf equipment
- specialised nursery equipment
- livestock feeding systems
- specialised harvesting or planting equipment
- filtering and pumping equipment
- poultry performance monitoring equipment
- fertilising application
- grain handling equipment.

Pre-operational checks must include:

- specialised machinery and equipment damage and serviceability
- engine oil
- fuel
- specialised machinery and equipment controls
- reporting and tagging defects.
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
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<tbody>
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<td>AHCMOM305 Operate specialised machinery and equipment Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
</tr>
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Links

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Assessment Requirements for AHC MOM305 Operate specialised machinery and equipment

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has operated specialised agricultural or horticultural machinery and equipment at least once and has:

- identified and reported hazards and implemented safe operating procedures
- carried out specialised machinery and equipment pre-operational checks including basic servicing and maintenance according to operation and maintenance manual
- operated specialised machinery and equipment in a safe and controlled manner consistent with task requirements, conditions, operation and maintenance manual and manufacturer specifications
- attached ancillary equipment and checked for correct operation
- carried out machinery shut down procedures
- recognised and reported defects in specialised machinery and equipment and operational capacity
- cleaned, secured and stored specialised machinery and equipment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with specialised machinery and equipment operation
- pre-operational and safety checks for specialised machinery and equipment according to operation and maintenance manual
- operating principles and operating methods for specialised machinery and equipment
- procedures for cleaning, securing and storing specialised machinery and equipment and materials
• risks associated with the operation of specialised machinery and equipment in different weather conditions and difficult terrain conditions
• duty of care to self, others and the environment
• workplace procedures applicable to health and safety in the workplace requirements for operating specialised machinery and equipment.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating specialised machinery and equipment
• resources, equipment and materials:
  • a range of specialised machinery and equipment
  • enclosed toe shoes
  • safety equipment and personal protective equipment applicable to the specialised machinery and equipment being used and the task being undertaken
• specifications:
  • specialised machinery and equipment operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to specialised machinery and equipment operation
  • records must include details of the specialised machinery and equipment that the individual was assessed on
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
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AHCMOM306 Ground spread fertiliser and soil ameliorant

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to prepare and undertake activities required to ground spread fertiliser and soil ameliorants.

This unit applies to individuals who apply industry codes of practice and operating principles to ground spread fertiliser and soil ameliorants under broad direction, and take responsibility for their own work.

All work must be carried out to comply with workplace procedures, health and safety in the workplace requirements, legislative and regulatory requirements, manufacturer specifications, sustainability and biosecurity practices.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Confirm customer</td>
<td>1.1 Confirm with customer that fertiliser or soil ameliorant products to</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>requirements</td>
<td>be spread are consistent with customer order</td>
</tr>
<tr>
<td>1.2 Verify with customer that technical specification of products are acceptable for job</td>
<td></td>
</tr>
<tr>
<td>1.3 Confirm fertiliser order documentation with customer to enable depot and factory traceability</td>
<td></td>
</tr>
<tr>
<td>1.4 Document spreading services agreement according to workplace requirements and industry code of practice</td>
<td></td>
</tr>
<tr>
<td>2. Identify features of target area</td>
<td>2.1 Identify and agree with customer on the location and boundaries of area to be treated and document according to workplace requirements and industry code of practice</td>
</tr>
<tr>
<td>2.2 Visually assess soil type and condition or seek advice from customer</td>
<td></td>
</tr>
<tr>
<td>2.3 Identify environmentally sensitive areas and plan operations to ensure minimum adverse impact and compliance with required buffer zones</td>
<td></td>
</tr>
<tr>
<td>2.4 Inspect and identify features that present a hazard to the operation, consult with customer and take appropriate action to minimise risks</td>
<td></td>
</tr>
<tr>
<td>2.5 Identify the location of services and utilities in consultation with customer and adjust proposed spreading operation</td>
<td></td>
</tr>
<tr>
<td>2.6 Identify local weather and climate conditions and take into account potential impacts when preparing for operation</td>
<td></td>
</tr>
<tr>
<td>3. Perform pre-spreading checks</td>
<td>3.1 Determine rate of spreading and calculate buffer zone allowance</td>
</tr>
<tr>
<td>3.2 Ensure machinery and equipment are clean of soil and/or plant material before it is moved onto site</td>
<td></td>
</tr>
<tr>
<td>3.3 Prepare, set up, calibrate and confirm serviceability of machinery and equipment according to workplace procedures and manufacturer instructions</td>
<td></td>
</tr>
<tr>
<td>4. Spread products</td>
<td>4.1 Select and maintain personal protective equipment to be used by operator and all personnel involved in spreading tasks</td>
</tr>
<tr>
<td>4.2 Fit and use personal protective equipment according to job requirements and task to be completed</td>
<td></td>
</tr>
<tr>
<td>4.3 Apply fertiliser or soil ameliorant in a manner that complies with guidelines on buffer zones and minimises run off into waterways and drains</td>
<td></td>
</tr>
<tr>
<td>4.4 Monitor meteorological conditions before and during application</td>
<td></td>
</tr>
</tbody>
</table>
### Elements

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

- and modify operations as required
- 4.5 Identify environmental and biosecurity implications associated with fertiliser or ameliorant application and minimise impact
- 4.6 Follow any existing site quarantine or biosecurity protocols
- 4.7 Continually monitor workplace hazards and risks, and ensure safety of self, other personnel and equipment

### 5. Shut down equipment and undertake maintenance requirements

| 5.1 Conduct shut down procedures required for ground spread of fertiliser and ameliorant equipment |
| 5.2 Clean and check serviceability of machinery, equipment and hand tools |
| 5.3 Perform basic preventative maintenance |
| 5.4 Record faults for remedial action according to workplace procedures |
| 5.5 Return machinery, equipment and hand tools to depot or storage area according to workplace procedures |
| 5.6 Complete operational records according to workplace procedures and industry code of practice |

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- Interpret textual information, including maps to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>- Document fertiliser and soil ameliorant order and spreading services agreement</td>
</tr>
<tr>
<td>Oral communication</td>
<td>- Use clear language to confirm with customer fertiliser or soil ameliorant products for spreading prior to use</td>
</tr>
<tr>
<td></td>
<td>- Participate in verbal exchanges to respond to questions and clarify information</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Record quantities of fertiliser and soil ameliorant</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Use appropriate language and communication skills to disseminate information to operator and personnel involved in spreading tasks about location of spreading services, buffer zones and personal protective equipment for operators and other personnel</td>
</tr>
</tbody>
</table>

**Range of Conditions**

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

<table>
<thead>
<tr>
<th>Machinery must include at least one of the following:</th>
<th>• tractors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• other drive equipment.</td>
</tr>
<tr>
<td>Personal protective clothing and equipment must include:</td>
<td>• protective clothing</td>
</tr>
<tr>
<td></td>
<td>• respirators</td>
</tr>
<tr>
<td></td>
<td>• protective eyewear</td>
</tr>
<tr>
<td></td>
<td>• unlined rubber or plastic gloves</td>
</tr>
<tr>
<td></td>
<td>• neoprene or nitrile boots.</td>
</tr>
<tr>
<td>Biosecurity implications must include:</td>
<td>• control of cross-site contamination.</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

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Assessment Requirements for AHC M306 Ground spread fertiliser and soil ameliorant

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated fertiliser and soil ameliorant spreading equipment and machinery at least once and has:

- identified hazards and implemented safe workplace practices and procedures
- assessed environmental and physical hazards that may be encountered when undertaking ground spreading operations and taken appropriate action to minimise risks
- communicated with clients to ensure a common understanding and agreement of task to be undertaken
- used maps and interpreted written instructions regarding areas to be spread including types of products and application rates
- maintained, calibrated and operated ground spreading equipment according to operation and maintenance manual, manufacturer specifications and in line with industry standards for uniformity of application
- monitored weather conditions during ground spreading operations and adjusted operations to minimise risk to local environment and personnel in the vicinity
- minimised environmental impacts associated with fertiliser and soil ameliorant application including attention to buffer zones and run-off
- applied fertiliser or soil ameliorants at rate agreed by customer to specified land area
- implemented shut down procedures including cleaning, securing, and safe storage of machinery
- completed operational and equipment maintenance records according to workplace procedures
- followed industry and workplace biosecurity procedures.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with fertiliser and soil ameliorant application, and machinery and equipment operation
- fertiliser and soil ameliorant machinery and equipment operating components, controls, features, technical capabilities and limitations
- operational limits of equipment with regard to uniformity of application and potential health and safety implications
- spreading characteristics of different fertiliser and soil ameliorant products
- environmental impacts associated with fertiliser spreading including hazards to waterways
- purpose of buffer zones
- methods of monitoring local weather conditions and the effects of changes on ground spreading activities
- operating principles and operating methods of fertiliser and soil ameliorant machinery and equipment
- procedures for cleaning, securing and storing fertiliser and soil ameliorant machinery, equipment and tools
- workplace procedures applicable to fertiliser and soil ameliorant application
- workplace procedures applicable to health and safety in the workplace and fertiliser and soil ameliorant application, and fertiliser and soil ameliorant machinery and equipment
- industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating fertiliser and soil ameliorant machinery
- resources, equipment and materials:
  - fertiliser and soil ameliorant machinery, equipment and tools
  - fertiliser or soil ameliorant products
  - protective clothing
  - respirators
  - protective eyewear
  - unlined rubber or plastic gloves
  - neoprene or nitrile boots
• safety equipment and personal protective equipment applicable to the task being undertaken
• specifications:
  • fertiliser and soil ameliorant machinery and equipment operation and maintenance manuals and manufacturer specifications
  • industry code of practice applicable to fertiliser and soil ameliorant application
  • industry and workplace biosecurity procedures applicable to fertiliser and soil ameliorant application, and fertiliser and soil ameliorant machinery and equipment
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCMOM307 Operate a cane harvester

Modification History

<table>
<thead>
<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare for, operate and complete cane harvester operations in the sugar cane production industry.

The unit applies to individuals who operate cane harvesters under broad direction, and take responsibility for their own work.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare cane harvesting equipment for use</td>
<td>1.1 Confirm work activity to be undertaken, including identifying potential hazards and risks implementing safe working practices to manage risks</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1. Source and interpret relevant cane harvester operation and maintenance manual and manufacturer instructions</td>
<td>1.2 Source and interpret relevant cane harvester operation and maintenance manual and manufacturer instructions</td>
</tr>
<tr>
<td>1. Select and maintain personal protective equipment according to workplace safety requirements</td>
<td>1.3 Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td>1. Fit and use personal protective equipment according to job requirements and applicable to task to be undertaken</td>
<td>1.4 Fit and use personal protective equipment according to job requirements and applicable to task to be undertaken</td>
</tr>
<tr>
<td>1. Conduct cane harvester routine pre-operational checks</td>
<td>1.5 Conduct cane harvester routine pre-operational checks</td>
</tr>
<tr>
<td>1. Document damaged or worn components and organise for replacement according to workplace procedures</td>
<td>1.6 Document damaged or worn components and organise for replacement according to workplace procedures</td>
</tr>
<tr>
<td>1. Conduct cabin drill according to workplace procedures</td>
<td>1.7 Conduct cabin drill according to workplace procedures</td>
</tr>
<tr>
<td>1. Locate and select crop class, variety and field for harvest</td>
<td>1.8 Locate and select crop class, variety and field for harvest</td>
</tr>
<tr>
<td><strong>2. Carry out cane harvesting</strong></td>
<td><strong>2.1 Carry out pre-start, and start up procedures</strong></td>
</tr>
<tr>
<td></td>
<td>2.2 Set and operate cane harvester in a safe, controlled and correct manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td></td>
<td>2.3 Operate cane harvester in co-ordination with cane haulage vehicles and other associated harvesting equipment</td>
</tr>
<tr>
<td></td>
<td>2.4 Harvest cane in a productive, safe and controlled manner and consign according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify environmental and biosecurity implications associated with cane harvesting and undertake activities to minimise impact</td>
</tr>
<tr>
<td></td>
<td>2.6 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td><strong>3. Complete cane harvesting operations</strong></td>
<td><strong>3.1 Park cane harvester and conduct shut down procedures according to workplace practices</strong></td>
</tr>
<tr>
<td></td>
<td>3.2 Perform routine operational servicing and minor maintenance</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.4 Clean and sterilise cane harvester to prevent cross-site contamination</td>
</tr>
<tr>
<td></td>
<td>3.5 Store and secure cane harvester</td>
</tr>
<tr>
<td></td>
<td>3.6 Remove and store keys in the required location</td>
</tr>
<tr>
<td></td>
<td>3.7 Maintain cane harvester use records in required format</td>
</tr>
</tbody>
</table>
**Foundation Skills**

_This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria._

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document cane harvester use</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of vehicle fluids including fuel</td>
</tr>
<tr>
<td></td>
<td>• Identify correct tyre pressure or track tension</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

**Range of Conditions**

_This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included._

<table>
<thead>
<tr>
<th>Cane harvester must include at least one of the following:</th>
<th>• track cane harvester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• half-track cane harvester</td>
</tr>
<tr>
<td></td>
<td>• wheel cane harvester</td>
</tr>
<tr>
<td></td>
<td>• double row cane harvester.</td>
</tr>
<tr>
<td>Pre-operational checks must include:</td>
<td>• maintenance interval schedule daily check</td>
</tr>
<tr>
<td></td>
<td>• machine damage and serviceability</td>
</tr>
<tr>
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<td>• brakes and clutch operation</td>
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<td>• condition of tyres or tracks</td>
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<td>• machine controls.</td>
</tr>
<tr>
<td>Biosecurity implications must include:</td>
<td>• control of cross-site contamination.</td>
</tr>
</tbody>
</table>
## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<tbody>
<tr>
<td>AHCMOM307 Operate a cane harvester Release 2</td>
<td>AHCMOM307 Operate a cane harvester Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

## Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM307 Operate a cane harvester

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated a cane harvester to harvest a commercial crop of cane at least once and has:

- identified hazards and implemented safe workplace practices and procedures
- carried out cane harvester pre-operational checks according to operation and maintenance manual
- checked cane harvester equipment prior to use
- familiarised self with field and local conditions for harvest
- set and operated a cane harvester in a safe, controlled and correct manner and monitored for performance and efficiency
- operated cane harvester consistent with operation and maintenance manual and manufacturer specifications
- recognised and reported defects in cane harvester equipment and operational capacity
- communicated and co-operated with relevant personnel including haul-out drivers
- controlled and minimised cane spillage
- carried out cane harvester shut-down procedures
- cleaned and sterilised the harvester to prevent cross-site contamination
- minimised environmental impacts associated with cane harvester operation
- followed industry and workplace biosecurity procedures
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with cane harvester operations
• cane harvester and site safety requirements
• cane harvester components, controls, features, technical capabilities and limitations
• operating principles and operating methods for cane harvesters
• cane harvester processes and spillage minimisation techniques
• harvest and haulage processes as they relate to collection and haulage of harvests
• principles of the safe removal of obstacles from harvesters and adjustment of harvester settings
• duty of care to self, others and the environment
• relevant legislation with regard to cane harvester operation and licensing requirements
• environmental impacts associated with operating cane harvesters
• workplace procedures applicable to health and safety in the workplace and operating a cane harvester safely
• industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • in a range of weather and surface conditions and on a range of different terrains
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating cane harvester
• resources, equipment and materials:
  • cane harvester
  • cane
  • safety equipment and personal protective equipment applicable to the task being undertaken
• specifications:
  • cane harvester operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to cane harvesting
  • legislation relevant to cane harvester operation and licensing requirements
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM308 Operate broadacre and row crop harvest machinery and equipment

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to operate harvest machinery and equipment used for broadacre and row crop harvesting in the agriculture and horticulture sectors.

This unit applies to individuals who operate broadacre or row crop harvesting machinery and equipment under broad direction, and take responsibility for their own work.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Prepare broadacre and</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
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</tr>
<tr>
<td>row crop harvesting machinery for use</td>
<td>hazards and risks and implementing of safe working practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>1.2 Source and interpret relevant harvesting machinery and equipment operation and maintenance manual and manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
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<td>1.4 Fit and use personal protective equipment according to job requirements and applicable to task to be undertaken</td>
</tr>
<tr>
<td></td>
<td>1.5 Conduct harvest machinery and equipment routine pre-operational checks</td>
</tr>
<tr>
<td></td>
<td>1.6 Document damaged or worn components and organise for replacement according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.7 Attach ancillary equipment and check for correct operation</td>
</tr>
<tr>
<td>2. Operate broadacre and row crop machinery and equipment</td>
<td>2.1 Carry out pre-start, and start up procedures according to workplace practices</td>
</tr>
<tr>
<td></td>
<td>2.2 Operate harvest machinery and equipment in a safe, controlled and efficient manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td></td>
<td>2.3 Operate harvest machinery according to operation and maintenance manual, manufacturer specifications, task requirements and conditions</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify environmental and biosecurity implications associated with harvesting and undertake activities to minimise impact</td>
</tr>
<tr>
<td></td>
<td>2.5 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td>3. Complete work</td>
<td>3.1 Conduct shut down in line with workplace procedures</td>
</tr>
<tr>
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<td>3.2 Perform routine operational servicing and minor maintenance</td>
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<td>3.4 Clean, store and secure harvest machinery and equipment</td>
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<td>3.5 Remove and store keys in the required location</td>
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<td>3.6 Maintain harvest machinery use records in required format</td>
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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
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<td>Writing</td>
<td>• Document harvest machinery use</td>
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<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
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</table>
| Numeracy                  | • Calculate quantities of vehicle fluids including fuel  
                            • Identify correct tyre pressure or track tension                                                                                                                                         |
| Navigate the world of work| • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility          |

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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<tr>
<td>• brakes and clutch operation</td>
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<td>• condition of tyres or tracks</td>
</tr>
<tr>
<td>• machine controls.</td>
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</table>

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<td>• control of cross-site contamination.</td>
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Assessment Requirements for AHC MOM308 Operate broadacre and row crop harvest machinery and equipment

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has operated broadacre and row crop harvesting machinery and equipment at least once and has:

- identified hazards and implemented safe workplace practices and procedures
- carried out harvest machinery and equipment pre-operational checks according to operation and maintenance manual
- performed minor maintenance
- recognised and documented defects in broadacre and row crop harvest machinery equipment and operational capacity
- attached and detached ancillary equipment safely
- operated harvest machinery and equipment according to operation and maintenance manual, manufacturer specifications, task requirements and local conditions
- shut down machinery and equipment and recorded usage
- minimised environmental impacts associated with harvest machinery and equipment operation
- followed industry and workplace biosecurity procedures
- followed workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with broadacre and row crop harvest machinery and equipment operations
- broadacre and row crop harvest machinery and equipment components, controls, features, technical capabilities and limitations
• manufacturer and workplace requirements for:
  • pre-operational checks
  • machinery operation techniques
  • operator level servicing
  • planned and emergency shut down procedures
• relevant legislation with regard to harvest machinery operation and licensing requirements
• environmental impacts associated with operating machinery and equipment used for harvesting
• workplace procedures applicable to health and safety in the workplace requirements and harvest machinery and equipment operation
• industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating harvest machinery
• resources, equipment and materials:
  • harvest machinery and equipment
  • broadacre or row crop
  • safety equipment and personal protective equipment applicable to the task being undertaken
• specifications:
  • harvest machinery and equipment operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to broadacre and row crop harvesting
  • legislation relevant to harvest machinery operation and licensing requirements
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM309 Operate broadacre sowing machinery and equipment

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate machinery and equipment required for broadacre sowing in agriculture and horticulture sectors.

The unit applies to individuals who operate broadacre sowing machinery and equipment under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Prepare broadacre sowing machinery for use</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>1.2 Source and interpret relevant broadacre sowing machinery and</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
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<td>Elements describe the essential outcomes.</td>
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<tr>
<td></td>
<td>equipment operation and maintenance manual and manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and maintain personal protective equipment according to workplace safety requirements</td>
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<td></td>
<td>1.4 Fit and use personal protective equipment according to job requirements and applicable to task to be undertaken</td>
</tr>
<tr>
<td></td>
<td>1.5 Conduct broadacre sowing machinery and equipment routine pre-operational checks</td>
</tr>
<tr>
<td></td>
<td>1.6 Document damaged or worn components and organise for replacement according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.7 Attach ancillary equipment and check for correct operation</td>
</tr>
<tr>
<td>2. Operate broadacre sowing machinery and equipment</td>
<td>2.1 Carry out machinery pre-start, and start up procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Operate broadacre sowing machinery in a safe, controlled and efficient manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td></td>
<td>2.3 Operate broadacre sowing machinery according to operation and maintenance manual, manufacturer specifications, task requirements and conditions</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify environmental and biosecurity implications associated with broadacre sowing operations and undertake activities to minimise impact</td>
</tr>
<tr>
<td></td>
<td>2.5 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td>3. Complete work</td>
<td>3.1 Conduct shut down procedures for broadacre sowing machinery and equipment</td>
</tr>
<tr>
<td></td>
<td>3.2 Perform routine operational servicing and minor maintenance in line with workplace requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.4 Clean, store and secure broadacre sowing machinery and equipment</td>
</tr>
<tr>
<td></td>
<td>3.5 Remove and store keys in the required location</td>
</tr>
<tr>
<td></td>
<td>3.6 Maintain broadacre sowing machinery use records in required format</td>
</tr>
</tbody>
</table>
Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document broadacre sowing machinery use</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Identify correct tyre pressure</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Pre operational checks must include: | • machine damage and serviceability                                        |
|                                         | • checking for missing parts                                                 |
|                                         | • condition of tyres.                                                       |

| Biosecurity implications must include: | • control of cross-site contamination.                                      |

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
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<tr>
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<td>AHCMOM309 Operate broadacre sowing machinery and equipment Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
### Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMOM309 Operate broadacre sowing machinery and equipment

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated broadacre sowing machinery and equipment at least once and has:

- identified hazards and implemented safe workplace practices and procedures
- carried out broadacre sowing machinery and equipment pre-operational checks according to operation and maintenance manual
- performed minor maintenance
- recognised and documented defects in broadacre sowing machinery and equipment and operational capacity
- attached and detached ancillary equipment safely
- operated broadacre sowing machinery and equipment according to operation and maintenance manual, manufacturer specifications, task requirements and conditions
- followed sowing requirements
- shut down machinery and equipment and recorded usage
- minimised environmental impacts associated with broadacre sowing machinery and equipment operation
- followed industry and workplace biosecurity procedures
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with broadacre sowing machinery and equipment operations
- broadacre sowing machinery and equipment components, controls, features, technical capabilities and limitations
• manufacturer requirements and workplace requirements for:
  • pre-operational checks
  • machinery operation techniques
  • operator level servicing
  • planned and emergency shut down procedures
• workplace procedures applicable to work health and safety and broadacre sowing machinery and equipment operation
• environmental impacts associated with operating machinery and equipment used for broadacre sowing
• industry and workplace biosecurity procedures.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating broadacre sowing machinery
• resources, equipment and materials:
  • broadacre sowing machinery and equipment
  • safety equipment and personal protective clothing and equipment applicable to the task being undertaken
• specifications:
  • broadacre sowing machinery and equipment operation and maintenance manuals
  • industry and workplace biosecurity procedures applicable to broadacre sowing
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM310 Operate land-forming machinery and equipment

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate machinery and equipment used for land-forming in agriculture and horticulture sectors.

The unit applies to individuals who operate land-forming machinery and equipment under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare land-forming machinery for use | 1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks  
1.2 Source and interpret relevant land-forming machinery and equipment operation and maintenance manual and manufacturer |
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.3 Select and maintain personal protective clothing and equipment according to workplace safety requirements</td>
<td>instructions</td>
</tr>
<tr>
<td>1.4 Fit and use personal protective equipment according to job requirements and applicable to task to be undertaken</td>
<td></td>
</tr>
<tr>
<td>1.5 Conduct land-forming machinery and equipment routine pre-operational checks</td>
<td></td>
</tr>
<tr>
<td>1.6 Document damaged or worn components and organise for replacement according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.7 Attach ancillary equipment and check for correct operation</td>
<td></td>
</tr>
<tr>
<td>2. Operate land-forming machinery and equipment</td>
<td>2.1 Carry out machinery pre-start, and start up procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Operate land-forming machinery and equipment in a safe, controlled and efficient manner and monitor for performance and efficiency</td>
</tr>
<tr>
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<td>2.4 Identify environmental and biosecurity implications associated with land-forming and undertake activities to minimise impact</td>
</tr>
<tr>
<td></td>
<td>2.5 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td>3. Complete work</td>
<td>3.1 Conduct shut down procedures for land-forming machinery and equipment in line with workplace processes</td>
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<tr>
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<td>3.2 Perform routine operational servicing and minor maintenance</td>
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<td>3.4 Clean, store and secure land-forming machinery and equipment according to workplace procedures</td>
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<td>3.5 Maintain land-forming machinery use records in required format</td>
</tr>
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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document land-forming machinery use</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
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<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
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</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Pre-operational checks must include: | • machine damage and serviceability |
|                                      | • checking for missing parts.      |
| Biosecurity implications must include: | • control of cross-site contamination. |

Unit Mapping Information

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<td>AHC MOM310 Operate land-forming machinery and equipment Release 1</td>
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<td>Equivalent unit</td>
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Assessment Requirements for AHCMOM310 Operate land-forming machinery and equipment

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated land-forming machinery and equipment for agricultural or conservation earthworks purposes at least once and has:

- identified hazards and implemented safe workplace practices and procedures
- carried out land-forming machinery and equipment pre-operational checks according to operation and maintenance manual
- performed minor maintenance
- recognised and documented defects in land-forming machinery and equipment and operational capacity
- attached and detached ancillary equipment safely
- operated land-forming machinery and equipment according to operation and maintenance manual, manufacturer specifications, task requirements and conditions
- shut down machinery and equipment and recorded usage
- minimised environmental impacts associated with land-forming machinery and equipment operation
- followed industry and workplace biosecurity procedures
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with land-forming machinery and equipment operations
- land-forming machinery and equipment components, controls, features, technical capabilities and limitations
- manufacturer requirements and workplace requirements for:
  - pre-operational checks
  - machinery operation techniques
  - operator level servicing
  - planned and emergency shut down procedures
- general land forming concepts and practices including:
  - contouring, surface drainage and erosion
  - slope requirements
  - survey and set out
- workplace procedures applicable to health and safety in the workplace requirements for land-forming machinery and equipment operation
- environmental impacts associated with operating machinery and equipment used for land-forming
- industry and workplace biosecurity procedures.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - in a range of weather and surface conditions and on a range of different terrains
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating land-forming machinery
- resources, equipment and materials:
  - land-forming machinery and equipment
  - safety equipment and personal protective clothing and equipment applicable to the task being undertaken
- specifications:
  - land-forming machinery and equipment operation and maintenance manuals
  - industry and workplace biosecurity procedures applicable to land-forming
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

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AHCMOM311 Operate precision control technology

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to operate precision technology used for the control of specialised machinery and equipment and to optimise specialised machinery performance.

The unit applies to individuals who operate precision control technology under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare precision technology for use</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>1.2 Source and interpret relevant precision control technology</td>
</tr>
</tbody>
</table>
## Elements

Elements describe the essential outcomes.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation and maintenance manual and manufacturer instructions</td>
</tr>
<tr>
<td>1.3 Conduct precision control technology routine pre-operational checks according to workplace practices</td>
</tr>
<tr>
<td>1.4 Record minor routine servicing and housekeeping tasks in line with workplace processes</td>
</tr>
<tr>
<td>1.5 Check ancillary equipment for correct operation</td>
</tr>
<tr>
<td>1.6 Check that data complies with job specifications</td>
</tr>
</tbody>
</table>

## Performance Criteria

### 2. Operate precision technology

- 2.1 Operate precision control technology according to operation and maintenance manual, manufacturer specifications, task requirements and conditions
- 2.2 Monitor activities to ensure that machinery is operating in an efficient and controlled manner and make adjustments as required
- 2.3 Monitor and assess hazards and risks, and ensure safety of self, other personnel and associated equipment
- 2.4 Identify and assess impacts on the environment of precision control equipment operation and undertake activities to minimise

### 3. Complete work

- 3.1 Conduct shut down procedures for precision control equipment according to workplace practices
- 3.2 Download data and complete operational records
- 3.3 Perform basic diagnostic procedures as required according to job specifications
- 3.4 Identify and report malfunctions, faults and irregular performance or damage according to workplace procedures

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Writing | • Complete operational records
Numeracy | • Check and compare precision control technology data against job specifications
 | • Download and interpret precision control technology data and record in operational records
Navigate the world of work | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility

### Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Precision control technology must include at least one of the following: | • on-board Global Positioning System (GPS), Global Navigation Satellite System (GNSS) or Differential Global Positioning System (DGPS) precision control equipment
 | • fixed GPS, GNSS or DGPS precision control equipment.
 | Pre-operational checks must include at least one of the following: | • precision control technology equipment damage and serviceability
 | • Automatic Section Control measurement check
 | • equipment dimension check
 | • GPS offset setting.

### Unit Mapping Information

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Links

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Assessment Requirements for AHCMOM311 Operate precision control technology

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has used precision control technology in the operation of agricultural or horticultural machinery at least once and has:

- identified hazards and implemented safe workplace practices and procedures
- carried out precision control technology pre-operational checks according to operation and maintenance manual
- used technology to operate machinery in an efficient and controlled manner
- minimised environmental impacts associated with use of precision control technology to operate machinery
- performed routine maintenance tasks
- performed basic diagnostic procedures
- downloaded and uploaded data for the task
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- manufacturer specifications and requirements for:
  - precision control technology pre-operational checks
  - precision instrument controls, feature and functions
  - minor servicing requirements
- uploading and downloading of data produced during the operation of precision control machinery and associated equipment
- components and controls features and functions of equipment
- diagnostic techniques for operational performance
- characteristics, technical capabilities and limitations of associated machinery and equipment
- environmental impacts of using precision control technology to operate machinery.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating precision control technology equipment

- **resources, equipment and materials:**
  - precision control technology equipment

- **specifications:**
  - precision control technology equipment operation and maintenance manuals

- **timeframes:**
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6e399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM312 Operate row crop planting and seeding machinery and equipment

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate machinery and equipment required for row crop planting and seeding in agriculture and horticulture sectors.

The unit applies to individuals who operate row crop planting and seeding machinery and equipment under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
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<tr>
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<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare row crop planting and seeding machinery for use</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.2 Source and interpret relevant planting and seeding machinery and equipment operation and maintenance manual and manufacturer instructions</td>
<td>1.3 Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td>1.4 Fit and use personal protective equipment according to job requirements and applicable to task to be undertaken</td>
<td>1.5 Conduct planting and seeding machinery and equipment routine pre-operational checks</td>
</tr>
<tr>
<td>1.6 Document damaged or worn components and organise for replacement according to workplace procedures</td>
<td>1.7 Attach ancillary equipment and check for correct operation</td>
</tr>
<tr>
<td>2. Operate row crop planting and seeding machinery and equipment</td>
<td>2.1 Carry out machinery pre-start, and start up procedures according to workplace practices</td>
</tr>
<tr>
<td>2.2 Operate planting and seeding machinery in a safe, controlled and efficient manner and monitor for performance and efficiency</td>
<td>2.3 Operate planting and seeding machinery according to operation and maintenance manual, manufacturer specifications, task requirements and conditions</td>
</tr>
<tr>
<td>2.4 Identify environmental and biosecurity implications associated with row crop planting and seeding machinery usage and undertake activities to minimise impact</td>
<td>2.5 Continually monitor hazards and risks, and ensure safety of self, other personnel and equipment</td>
</tr>
<tr>
<td>3. Complete work</td>
<td>3.1 Conduct shut down procedures for row crop planting and seeding machinery and equipment according to workplace requirements and manufacturers’ specifications</td>
</tr>
<tr>
<td>3.2 Perform routine operational servicing and minor maintenance</td>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures</td>
</tr>
<tr>
<td>3.4 Clean, store and secure planting and seeding machinery and equipment</td>
<td>3.5 Maintain planting and seeding machinery use records in required format</td>
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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document planting and seeding machinery use</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to report malfunctions, faults, irregular performance or damage</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Identify correct tyre pressure</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Pre-operational checks must include: | • machine damage and serviceability |
|                                        | • checking for missing parts       |
|                                        | • condition of tyres.              |
| Biosecurity implications must include: | • control of cross-site contamination. |

Unit Mapping Information

<table>
<thead>
<tr>
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<th>Comments</th>
<th>Equivalence status</th>
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</thead>
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<td>AHC MOM312 Operate row crop planting and seeding machinery and equipment</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
</tr>
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Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM 312 Operate row crop planting and seeding machinery and equipment

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has operated row crop planting and seeding machinery and equipment at least once and has:

- identified hazards and implemented safe workplace practices and procedures
- carried out planting and seeding machinery and equipment pre-operational checks according to operation and maintenance manual
- performed minor maintenance
- recognised and documented defects in row crop planting machinery and equipment and operational capacity
- attached and detached ancillary equipment
- operated planting and seeding machinery and equipment according to operation and maintenance manual, manufacturer specifications, task requirements and conditions
- followed planting requirements
- minimised environmental impacts associated with row crop planting and seeding machinery and equipment operation
- followed industry and workplace biosecurity procedures
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with row crop planting and seeding machinery and equipment operations
- planting and seeding machinery and equipment components, controls, features, technical capabilities and limitations
Assessment Requirements for AHC>MOM312 Operate row crop planting and seeding machinery and equipment Date this document was generated: 18 March 2019

- manufacturer requirements and workplace requirements for:
  - pre-operational checks
  - machinery operation techniques
  - operator level servicing
  - planned and emergency shut down procedures
- environmental impacts associated with operating machinery and equipment used for row crop planting and seeding
- workplace procedures applicable to health and safety in the workplace for row crop planting and seeding machinery and equipment operation
- industry and workplace biosecurity procedures.

Assessment Conditions
Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - in a range of weather and surface conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating row crop planting and seeding machinery
- resources, equipment and materials:
  - row crop planting and seeding machinery and equipment
  - safety equipment and personal protective equipment applicable to the task being undertaken
- specifications:
  - row crop planting and seeding machinery and equipment operation and maintenance manuals
  - industry and workplace biosecurity procedures applicable to row crop planting and seeding
- relationships:
  - supervisors
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Assessment Requirements for AHCM0312 Operate row crop planting and seeding machinery and equipment Date this document was generated: 18 March 2019

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM313 Operate mobile irrigation machinery and equipment

Modification History

<table>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate mobile machinery and equipment used for irrigation in agriculture and horticulture sectors.

The unit applies to individuals who operate mobile irrigation machinery and equipment under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare mobile irrigation machinery for use</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage risks</td>
</tr>
<tr>
<td></td>
<td>1.2 Source and interpret relevant mobile irrigation machinery and</td>
</tr>
</tbody>
</table>

Approved

© Commonwealth of Australia, 2019

Skills Impact
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td></td>
<td>equipment operation and maintenance manual and manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and maintain personal protective clothing and equipment according to workplace safety requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 Fit and use personal protective equipment according to job requirements and applicable to task to be undertaken</td>
</tr>
<tr>
<td></td>
<td>1.5 Conduct mobile irrigation machinery and equipment routine pre-operational checks</td>
</tr>
<tr>
<td></td>
<td>1.6 Document damaged or worn components and organise for replacement according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.7 Attach ancillary equipment and check for correct operation</td>
</tr>
<tr>
<td><strong>2. Operate mobile irrigation machinery and equipment</strong></td>
<td>2.1 Carry out machinery pre-start, and start up procedures according to workplace practices</td>
</tr>
<tr>
<td></td>
<td>2.2 Operate mobile irrigation machinery in a safe, controlled and efficient manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td></td>
<td>2.3 Operate mobile irrigation machinery according to operation and maintenance manual, manufacturer specifications, task requirements and conditions</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify environmental and biosecurity implications associated with mobile irrigation machinery operation and undertake activities to minimise impact</td>
</tr>
<tr>
<td></td>
<td>2.5 Continually monitor hazards and risks, and ensure safety of self, other personnel and equipment</td>
</tr>
<tr>
<td><strong>3. Complete work</strong></td>
<td>3.1 Conduct shut down procedures for mobile irrigation machinery and equipment according to workplace requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Perform routine operational servicing and minor maintenance</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.4 Clean, store and secure mobile irrigation machinery and equipment in line with workplace processes</td>
</tr>
<tr>
<td></td>
<td>3.5 Maintain mobile irrigation machinery use records in required format</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document mobile irrigation machinery use</td>
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</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<table>
<thead>
<tr>
<th>Pre-operational checks must include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• machine damage and serviceability</td>
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<tr>
<td>• condition of tyres.</td>
<td></td>
</tr>
</tbody>
</table>

Biosecurity implications must include:

<table>
<thead>
<tr>
<th>Biosecurity implications must include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• control of cross-site contamination.</td>
<td></td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM313 Operate mobile irrigation machinery and equipment</td>
<td>AHCMOM313 Operate mobile irrigation machinery and equipment Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
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Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMOM313 Operate mobile irrigation machinery and equipment

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has safely operated either lateral or centre pivot mobile irrigation machinery and equipment at least once and has:

- identified hazards and implemented safe workplace practices and procedures
- carried out mobile irrigation machinery and equipment pre-operational checks according to operation and maintenance manual
- performed minor maintenance
- recognised and documented defects in mobile irrigation machinery and equipment and operational capacity
- attached and detached ancillary equipment
- operated mobile irrigation machinery and equipment according to operation and maintenance manual, manufacturer specifications, task requirements and conditions
- shut down machinery and equipment and recorded usage
- minimised environmental impacts associated with mobile irrigation machinery and equipment operation
- followed industry and workplace biosecurity procedures
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- hazards and risks associated with mobile irrigation machinery and equipment operations
- mobile irrigation machinery and equipment components, controls, features, technical capabilities and limitations
- manufacturer requirements and workplace requirements for:
Assessment Requirements for AHCMOM13 Operate mobile irrigation machinery and equipment

- pre-operational checks
- machinery operation techniques
- operator level servicing
- planned and emergency shut down procedures
- health and safety in the workplace procedures applicable to mobile irrigation machinery and equipment operation
- environmental impacts associated with operating machinery and equipment used for mobile irrigation
- industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating mobile irrigation machinery
- resources, equipment and materials:
  - mobile irrigation machinery and equipment
  - safety equipment and personal protective equipment applicable to the task being undertaken
- specifications:
  - mobile irrigation machinery and equipment operation and maintenance manuals
  - industry and workplace biosecurity procedures applicable to mobile irrigation
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM314 Transport machinery

Modification History

<table>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to load, transport and unload machinery used for earth-moving and agricultural operations.

The unit applies to individuals who transport machinery under broad direction, and take responsibility for their own work.

Vehicles must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Load machines</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe workplace procedures for transporting machinery and managing risks</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
---|---
*Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.*
1.2 Prepare trailer, low loader or float for loading according to contractor policy
1.3 Load machine according to safe operating procedures and workplace procedures
1.4 Complete tie down procedures according to industry practice
1.5 Secure machine to prevent movement in transport according to industry practice
1.6 Display signs indicating oversized loads according to legislative requirements
1.7 Arrange permits, clearances and escorts for transporting oversized loads
2. Transport machines | 2.1 Plan transport route ensuring compliance with oversized loads, permits, clearances and relevant legislation
2.2 Drive machines on or off road in compliance with relevant licensing requirements and regulations
2.3 Transport machinery safely to destination according to licensing requirements and regulations
3. Unload machines | 3.1 Complete untie procedures according to industry practice
3.2 Unload machines according to safe operating procedures and workplace procedures
3.3 Complete workplace documentation in required format

---

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
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</table>
Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Load must include at least one of the following: | • side loaded  
• rear loaded. |
| Tie down must include at least one of the following: | • webbing straps  
• chains  
• wire rope  
• polypropylene or nylon filament rope  
• clevis claw hook  
• grab hook  
• ratchet hook. |

Unit Mapping Information

| Code and title | Code and title | Comments | Equivalence status |
| current version | previous version | | |
| AHCMOM314 Transport machinery Release 2 | AHCMOM314 Transport machinery Release 1 | Minor changes to performance criteria, foundation skills and range of conditions | Equivalent unit |

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMOM314 Transport machinery

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has loaded, transported and unloaded large machinery used for earthmoving or agricultural operations at least once and has:

- identified hazards and risks and implemented safe work practices and procedures
- safely loaded and unloaded large earthmoving or agricultural machinery
- secured machinery as a transport load
- provided an escort for wide loads
- arranged permits and escorts as required by legislation
- driven machinery to destination, complying with requirements for moving wide loads
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- legislation pertaining to transport of heavy vehicles and machinery
- machinery operating principles and operating methods used for earthmoving and agricultural operations
- tying down procedures for large machinery
- relevant legislation with regard to vehicle operation and licensing requirements
- workplace procedures relevant to health and safety in the workplace requirements to transport machinery safely
- industry practice and workplace procedures relevant to transport of machinery.
Assessment Conditions

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating machinery

- **resources, equipment and materials:**
  - a range of machinery
  - tie down devices

- **specifications:**
  - machinery operation and maintenance manuals
  - legislation relevant to vehicle operation and licensing requirements

- **timeframes:**
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

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AHCMOM315 Operate chemical application machinery and equipment

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to operate machinery and equipment used for specialised liquid and granular chemical application in agriculture and horticulture sectors.

This unit applies to individuals who apply legislative and regulatory requirements and operating principles to chemical application machinery and equipment operation under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare chemical application machinery</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>for use</td>
<td>risks</td>
</tr>
<tr>
<td>1.2 Source and interpret relevant chemical application machinery and equipment operation and maintenance manual and manufacturer instructions</td>
<td>1.3 Identify and interpret safety data sheets relevant to chemicals to be used and applied</td>
</tr>
<tr>
<td>1.4 Select and maintain personal protective equipment according to workplace procedures</td>
<td>1.5 Fit and use personal protective equipment according to job requirements and applicable to task to be undertaken</td>
</tr>
<tr>
<td>1.6 Conduct chemical application machinery and equipment routine pre-operational checks</td>
<td>1.7 Document damaged or worn components and organise for replacement according to workplace procedures</td>
</tr>
<tr>
<td>1.8 Set up and calibrate equipment according to application plan</td>
<td>1.9 Attach ancillary equipment and check for correct operation</td>
</tr>
<tr>
<td>1.10 Record pre-operational checks according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>2. Operate chemical application machinery and equipment</td>
<td>2.1 Operate chemical application machinery and equipment in a safe, controlled and efficient manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td>2.2 Operate chemical application machinery according to operation and maintenance manual, manufacturer specifications, task requirements and regulatory requirements</td>
<td>2.3 Identify environmental and biosecurity implications associated with chemical application and minimise impact</td>
</tr>
<tr>
<td>2.4 Continually monitor hazards and risks, and ensure safety of self, other personnel and equipment</td>
<td>2.5 Assess and minimise spray drift risk</td>
</tr>
<tr>
<td>2.6 Monitor meteorological conditions before and during chemical application and respond to changed conditions</td>
<td></td>
</tr>
<tr>
<td>3. Complete work</td>
<td>3.1 Conduct shut down procedures for chemical application machinery and equipment</td>
</tr>
<tr>
<td>3.2 Flush and clean components according to manufacturer specifications and chemical label requirements</td>
<td></td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

**Performance Criteria**

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Perform routine operational servicing and minor maintenance</td>
</tr>
<tr>
<td>3.4 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures</td>
</tr>
<tr>
<td>3.5 Clean, store and secure chemical application machinery and equipment</td>
</tr>
<tr>
<td>3.6 Complete operational records according to legislative and regulatory requirements</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
</tbody>
</table>
| Writing | • Document chemical application machinery use  
• Complete operational records |
| Oral communication | • Use clear language to report malfunctions, faults, irregular performance or damage |
| Numeracy | • Estimate, calculate and record quantities of liquid and/or granular chemicals  
• Identify correct tyre pressure |
| Navigate the world of work | • Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility |

### Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Chemical application | • specialised liquid chemical application machinery |
machinery and equipment must include at least one of the following:

- specialised granular application machinery
- machinery and equipment used for crop protection and pest management.

Personal protective equipment must include:

- protective clothing
- respirators
- protective eyewear
- unlined rubber or plastic gloves
- neoprene or nitrile boots.

Pre-operational checks must include:

- machine damage and serviceability
- checking for missing parts
- condition of tyres.

Biosecurity implications must include:

- control of cross-site contamination.

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM315 Operate chemical application machinery and equipment Release 2</td>
<td>AHCMOM315 Operate chemical application machinery and equipment Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMMOM315 Operate chemical application machinery and equipment

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that, on at least one occasion, the individual has calibrated, operated and cleaned specialised liquid or granular chemical application machinery and equipment and has:

- identified hazards and implemented safe workplace practices and procedures
- carried out chemical application machinery and equipment pre-operational checks according to operation and maintenance manual
- sourced and interpreted relevant Safety Data Sheets (SDS)
- performed minor maintenance
- recognised and documented defects in chemical application machinery and equipment and operational capacity
- attached and detached ancillary equipment
- calibrated and set up application components
- operated chemical application machinery according to operation and maintenance manual, manufacturer specifications, task requirements and regulatory requirements
- assessed and minimised spray drift risk
- completed operational records according to legislative and regulatory requirements
- minimised environmental impacts associated with chemical application machinery and equipment operation
- followed industry and workplace biosecurity procedures
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
- hazards and risks associated with chemical application machinery and equipment operations
- categories of information contained in SDS
- chemical application machinery and equipment components, controls, features, technical capabilities and limitations
- manufacturer requirements and workplace requirements for:
  - pre-operational checks
  - machinery operation techniques
  - operator level servicing
  - planned and emergency shut down procedures
- features and functions of chemical application equipment components, including:
  - liquid spray; nozzles, tanks, agitation systems, pumps, filters, pressure regulation valves
  - granular applicators/dusters; hoppers, flow control valves
- effects of meteorological conditions on chemical application
- legislative and regulatory requirements applicable to chemical application
- workplace procedures applicable to health and safety in the workplace for chemical application machinery and equipment operation
- environmental impacts associated with operating chemical application machinery and equipment including spray drift
- industry and workplace biosecurity procedures.

Assessment Conditions
Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when operating chemical application machinery
- resources, equipment and materials:
  - chemical application machinery and equipment
  - protective clothing
  - respirators
  - protective eyewear
  - unlined rubber or plastic gloves
  - neoprene or nitrile boots
  - safety equipment and personal protective equipment applicable to the task being undertaken
- specifications:
Assessment Requirements for AHCOMM15 Operate chemical application machinery and equipment

- chemical application machinery and equipment operation and maintenance manuals
  and manufacturer specifications
- legislative and regulatory requirements applicable to chemical application
- industry and workplace biosecurity procedures applicable to chemical application
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet -
AHCMOM316 Refuel machinery or vehicle

Modification History

<table>
<thead>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to receive and store bulk fuel, prepare for refuelling, refuel machinery or vehicle and complete refuelling.

The unit applies to individuals who refuel machinery or vehicles under broad direction, and take responsibility for their own work.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Receive and store bulk fuel</td>
<td>1.1 Identify regulatory and industry requirements for the receipt and storage of bulk fuel, and refuelling operations</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify health and safety hazards in the workplace, assess risks and implement suitable controls</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.3 Identify dangers of volatile fuel liquids and vapours</td>
<td>2.1 Select and maintain personal protective equipment</td>
</tr>
<tr>
<td>1.4 Locate and check firefighting and spill response equipment, and replace faulty equipment according to manufacturer specification</td>
<td>2.2 Fit and use personal protective equipment and confirm safety equipment applicable to the task being undertaken</td>
</tr>
<tr>
<td>1.5 Ensure facilities for storage of bulk fuel meet national standards</td>
<td>2.3 Select fuel based on machinery or vehicle use and manufacturer specifications</td>
</tr>
<tr>
<td>1.6 Check bulk fuel storage facilities to ensure fuel quality is maintained during storage</td>
<td>2.4 Ensure appropriate firefighting and spill response equipment are accessible</td>
</tr>
<tr>
<td>1.7 Check storage facilities and refuelling equipment for leaks</td>
<td>2.5 Ensure appropriate refuelling equipment is available and meets national standards</td>
</tr>
<tr>
<td>1.8 Receive bulk fuel into storage according to regulatory requirements and workplace procedures</td>
<td>2.6 Check and secure refuelling equipment according to workplace practices and manufacturer specifications</td>
</tr>
<tr>
<td>1.9 Complete documentation for receipt of bulk fuel according to workplace procedures</td>
<td>2.7 Position and secure machinery or vehicle for refuelling</td>
</tr>
<tr>
<td>1.10 Monitor bulk fuel during storage to maintain fuel quality and usage</td>
<td></td>
</tr>
<tr>
<td>2. Prepare for refuelling</td>
<td>3. Refuel machinery or vehicle from fixed storage</td>
</tr>
<tr>
<td>3.1 Open tank valves on machinery or vehicle if necessary</td>
<td>3.1 Open tank valves on machinery or vehicle if necessary</td>
</tr>
<tr>
<td>3.2 Refuel machinery or vehicle according to regulatory requirements and manufacturer specifications</td>
<td>3.2 Refuel machinery or vehicle according to regulatory requirements and manufacturer specifications</td>
</tr>
<tr>
<td>3.3 Ensure there is no residual fuel left in any equipment used for fuel transfer</td>
<td>3.3 Ensure there is no residual fuel left in any equipment used for fuel transfer</td>
</tr>
<tr>
<td>3.4 Contain spills and mitigate environmental or safety dangers according to legislation and workplace procedures</td>
<td>3.4 Contain spills and mitigate environmental or safety dangers according to legislation and workplace procedures</td>
</tr>
<tr>
<td>3.5 Check fuel levels are at required level for refuelling purposes</td>
<td>3.5 Check fuel levels are at required level for refuelling purposes</td>
</tr>
</tbody>
</table>
## Elements

**Performance Criteria**

*Elements describe the essential outcomes.*

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 Close and secure tank valves if necessary</td>
<td></td>
</tr>
</tbody>
</table>

4. Refuel machinery or vehicle from portable containers

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Ensure only approved containers are used to transport decanted fuel</td>
</tr>
<tr>
<td>4.2 Ensure portable containers being towed are secure</td>
</tr>
<tr>
<td>4.3 Check containers to ensure fuel quality is maintained</td>
</tr>
<tr>
<td>4.4 Decant fuel from fixed storage into containers ensuring risks are minimised</td>
</tr>
<tr>
<td>4.5 Ensure there is no residual fuel in fuel transfer equipment for all decanting procedures</td>
</tr>
<tr>
<td>4.6 Transport containers to worksite according to regulatory requirements and workplace procedures</td>
</tr>
<tr>
<td>4.7 Decant fuel from portable containers using appropriate equipment</td>
</tr>
<tr>
<td>4.8 Contain spills and mitigate environmental or safety dangers according to legislation and workplace procedures</td>
</tr>
</tbody>
</table>

5. Complete refuelling

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Clean, maintain and store refuelling equipment and containers according to workplace procedures</td>
</tr>
<tr>
<td>5.2 Complete workplace documentation and records in required format</td>
</tr>
</tbody>
</table>

## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete operational records</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Estimate, calculate and record quantities of fuel</td>
</tr>
<tr>
<td>Navigate the world of</td>
<td>• Recognise and follow workplace requirements, including safety</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>work</td>
<td>requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

**Range of Conditions**

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

- protective clothing
- protective eyewear
- unlined rubber or plastic gloves
- neoprene or nitrile boots
- high visibility clothing.

**Unit Mapping Information**

<table>
<thead>
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<td>AHCMOM316 Refuel machinery or vehicle Release 2</td>
<td>AHCMOM316 Refuel machinery or vehicle Release 1</td>
<td>Minor changes to performance criteria, foundation skills and range of conditions</td>
<td>Equivalent unit</td>
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**Links**

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM316 Refuel machinery or vehicle

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has received and stored bulk fuel and has refuelled machinery or a vehicle on at least one occasion and has demonstrated the following:

- identified health and safety hazards in the workplace, assessed risks and implemented suitable controls
- received and stored bulk fuel according to workplace and regulatory requirements
- prepared for refuelling of machinery or a vehicle from fixed storage and from a portable container
- refuelled machinery or vehicle from fixed storage
- refuelled machinery or vehicle from portable containers
- completed refuelling according to workplace procedures
- completed required documentation
- minimised environmental impacts associated with machinery and vehicle refuelling
- applied workplace health and safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- regulatory and industry requirements for the receipt and storage of bulk fuel, and refuelling operations
- health and safety in the workplace procedures relevant to machinery and vehicle refuelling
- types, use and maintenance of personal protective equipment
- types, features and use of fuels for machinery and vehicles
- requirements, types, features and facilities used to store and receive fuel
Assessment Requirements for AHC MOM 316 Refuel machinery or vehicle

- workplace procedures for checking fuel storage facilities, refuelling equipment and fuel transfer equipment for leaks
- types, features, use, maintenance and storage of fuel transfer and refuelling equipment
- risks and dangers associated with volatile fuel liquids and vapours, and mitigation and protection measures
- procedures for emptying fuel transfer equipment and checking that they are empty of residual fuel
- methods and procedures for securing portable fuel containers during transport
- environmental impacts of fuel leaks and spills
- types, features, use and maintenance of firefighting and spill response equipment
- legislation and workplace procedures relevant to containment methods and equipment for fuel spills
- workplace procedures applicable to environmental protection and sustainability procedures for mitigation and protection measures for fuel spills.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
  - individual must not be under the influence of alcohol or drugs
  - individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  - individual must not be in a fatigued state when refuelling machinery or vehicles
- resources, equipment and materials:
  - a range of machinery or vehicles
  - refuelling equipment
  - fuel
  - safety equipment and personal protective equipment applicable to the task being undertaken
- specifications:
  - machinery or vehicle operation and maintenance manuals
  - regulations, legislation, industry requirements, manufacturer specifications and workplace procedures relevant to machinery and vehicle refuelling and fuel storage requirements
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM317 Operate tractors with attachments

Modification History

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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare for, operate and maintain tractor operations with attached equipment.

Working with tractors is an inherently dangerous activity. Individuals who work at this level must be thoroughly instructed in all health and safety in the workplace aspects of operating tractors. The tractor must also comply with relevant Australian standards for tractors.

The unit applies to individuals who operate tractors with attachments under broad direction and take responsibility for their own work.

Vehicle must be operated according to relevant state/territory licensing authority vehicle licence requirements and regulations.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare tractor for operation</td>
<td>1.1 Confirm activity to be undertaken, including identifying potential hazards and risks and implementing safe working practices to manage</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

**Performance Criteria**

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>1. Source and interpret relevant machinery operation and maintenance manual and manufacturer instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Select and maintain personal protective equipment according to workplace safety requirements</td>
</tr>
<tr>
<td>1.4 Fit and use personal protective equipment required for safe tractor operation and task to be undertaken</td>
</tr>
<tr>
<td>1.5 Conduct tractor routine pre-operational checks according to operation and maintenance manual</td>
</tr>
<tr>
<td>1.6 Inspect for missing parts, damage, faults, or malfunctions and report and tag defects</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Select, remove and fit attachments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Select attachment for the task</td>
</tr>
<tr>
<td>2.2 Safely fit attachment according to manufacturer instructions and local conditions for use</td>
</tr>
<tr>
<td>2.3 Test attachment to ensure correct fitting and safe operation</td>
</tr>
<tr>
<td>2.4 Use attachment in accordance with recommendations and design limits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Operate tractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Carry out pre-start and start up equipment procedures</td>
</tr>
<tr>
<td>3.2 Drive and operate tractor, and modify the operating technique to meet changing work conditions</td>
</tr>
<tr>
<td>3.3 Continually monitor hazards and risks, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td>3.4 Identify environmental and biosecurity implications associated with tractor operation and minimise impact</td>
</tr>
<tr>
<td>3.5 Complete work according to agreed plan and within the operating capacity of the equipment and operator</td>
</tr>
<tr>
<td>3.6 Act on or report abnormal monitoring system indicators and alarms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Complete and check tractor operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Park tractor and conduct shut down procedures according to workplace practices</td>
</tr>
<tr>
<td>4.2 Perform routine operational servicing and minor maintenance according to the operation and maintenance manual</td>
</tr>
<tr>
<td>4.3 Identify and report malfunctions, faults, irregular performance or damage according to workplace procedures</td>
</tr>
</tbody>
</table>
## Elements

Elements describe the essential outcomes.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

4.4 Safely remove attachments according to manufacturer instructions
4.5 Clean and store removed attachments in designated location
4.6 Clean, decontaminate, secure and store tractor in designated location
4.7 Remove and store keys in the required location
4.8 Maintain tractor and equipment use records in required format

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document tractor and equipment use</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate quantities of vehicle fluids including fuel • Identify correct tyre pressure or track tension</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

## Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<table>
<thead>
<tr>
<th>Pre-operational checks must include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• maintenance interval schedule daily check • machine damage and serviceability • guards are in place and undamaged • checking for missing parts • fluid leaks and levels</td>
</tr>
</tbody>
</table>
• fuel level
• brakes and clutch operation
• condition of tyres or tracks
• machine controls.

Attachment must include one three point linkage, one Power Take Off (PTO) driven and one trailed implement from the following tractor attachments and implements:

• three point linkage implement linkage adjustment
• three point linkage PTO driven
• three point linkage hydraulic operated
• tractor mounted implement direct drive
• tractor mounted implement hydraulic operated
• tractor mounted implement PTO operated
• trailed implement manual adjustment
• trailed implement mechanical adjustment
• trailed implement PTO operated
• trailed implement hydraulic operated.

Biosecurity implications must include:

• control of cross-site contamination.

### Unit Mapping Information

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</thead>
<tbody>
<tr>
<td>AHCMOM317 Operate tractors with attachments Release 1</td>
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<td>New unit</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Assessment of skills must take place under the following conditions: 
Assessment Requirements for AHC MOM317 Operate tractors with attachments

Modification History

<table>
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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has used safe working practices when operating tractors and fitting and using attachments on at least one occasion and has:

- identified hazards and risks associated with operating tractors and using attachments
- implemented safe working practices to minimise risks when fitting and using attachments
- carried out tractor pre-operational checks and maintenance including tagging defects
- driven and operated a tractor safely, including modifying operating technique to meet changing work conditions
- selected and safely attached, removed, tested and used one three point linkage, one power take off driven and one trailed implement according to manufacturer specifications and weather conditions
- used safe towing practices
- operated tractors on an incline and an off-road surface with and without attachments and implements
- carried out tractor shut down procedures
- minimised environmental impacts associated with tractor operation
- applied workplace health and safety procedures or safe tractor operation
- followed industry and workplace biosecurity procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- tractor components, controls and features and operational functions
- tractor steering systems and features
- tractor operation and maintenance manuals
- features, operational functions and procedures for safe fitting and use of attachments and implements
• load limits and the principles of weight distribution with regard to load shifting and tractor movement
• distinguishing characteristics of individual tractors including rated performance capacities
• effects of various surface and difficult terrain conditions on tractor operation and use of attachments
• duty of care to self, others and the environment
• relevant legislation with regard to tractor operation and licensing requirements
• environmental impacts relevant to operation of tractors with attachments
• common injuries, causes and implications of using unsafe practices when operating tractors and fitting attachments
• workplace procedures relevant to health and safety in the workplace requirements to operate a tractor safely
• industry and workplace biosecurity procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
  • individual must not be under the influence of alcohol or drugs
  • individual must not be taking any medication (prescribed or otherwise) that may impair judgement
  • individual must not be in a fatigued state when operating the machinery
• resources, equipment and materials:
  • tractors
  • attachments
  • safety equipment and personal protective equipment applicable to the task being undertaken
• specifications:
  • tractor operation and maintenance manual
  • industry and workplace biosecurity procedures applicable to tractor operation
  • legislation relevant to tractor operation and licensing requirements
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM401 Conduct major repair and overhaul of machinery and equipment

Modification History

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</tbody>
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Application

This unit of competency describes the skills and knowledge required to prepare for, carry out and complete major repair and overhaul of machinery and equipment.

The unit applies to individuals who apply specialised skills and knowledge to ensure that workplace machinery and equipment is repaired or overhauled in a way that enables minimal disruption to workplace operations. They have responsibility for their own work and for the quality of the work of others within known parameters. This includes applying and communicating non-routine technical solutions to predictable and unpredictable problems.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to carry out</td>
<td>1.1 Identify major repairs and overhaul requirements for machinery</td>
</tr>
</tbody>
</table>
### AHC30401 Conduct major repair and overhaul of machinery and equipment

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>major repairs and overhaul of machinery and equipment</td>
<td>and organise resources according to workplace procedures, operation and maintenance manuals and manufacturer specifications</td>
</tr>
<tr>
<td>1.2 Identify, access and confirm tools and equipment against job requirements</td>
<td>1.3 Identify hazards and assess risks in the workplace and implement control practices to manage risks according to health and safety workplace procedures</td>
</tr>
<tr>
<td>1.4 Select, fit and use personal protective equipment according to workplace procedures and operation and maintenance manuals</td>
<td>2. Conduct major repairs and overhaul of machinery and equipment</td>
</tr>
<tr>
<td>2.1 Confirm machinery and equipment faults and malfunctions listed</td>
<td>2.2 Estimate scope and cost for repairs or overhaul and inform management and other relevant personnel</td>
</tr>
<tr>
<td>2.3 Consult with specialist technical personnel in regard to overhaul requirements and major repairs</td>
<td>2.4 Identify worn or damaged parts and remove or overhaul</td>
</tr>
<tr>
<td>2.5 Implement repair and replacement process for major repairs according to workplace requirements and manufacturers’ specifications</td>
<td>3. Carry out advanced welding repairs and workplace engineering</td>
</tr>
<tr>
<td>3.1 Identify health and safety in the workplace hazards, assess risks and implement, monitor and review risk controls</td>
<td>3.2 Select and set up cutting and welding equipment and materials according to health and safety in the workplace requirements</td>
</tr>
<tr>
<td>3.3 Conduct cutting and welding according to industry and workplace safety standards</td>
<td>3.4 Carry out workplace engineering tasks to modify design or manufacture parts according to job requirements</td>
</tr>
<tr>
<td>4. Complete major repairs and overhaul operation</td>
<td>4.1 Shut down, adjust, clean and store tools and equipment according to workplace practices</td>
</tr>
<tr>
<td>4.2 Collect and treat, dispose or recycle waste from maintenance activities according to workplace procedures</td>
<td>4.3 Clean, maintain and return work areas to operating condition</td>
</tr>
<tr>
<td>4.4 Record breakdowns, major repairs, overhauls and incidents according to workplace procedures</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret information from a range of sources to identify relevant and key information about workplace operations</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation to record machinery and equipment breakdowns, major repairs, overhauls and safety incidents</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• Use clear language to present information to management and consult with specialist technical personnel</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Estimate and calculate repair and overhaul costs for materials requirements, resources and specialist technical personnel</td>
</tr>
<tr>
<td></td>
<td>• Provide timeframes for completing machinery and equipment repair</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and follow workplace requirements, including safety requirements, associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<table>
<thead>
<tr>
<th>Machinery and equipment must include at least one of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• harvesters</td>
</tr>
<tr>
<td>• tractors</td>
</tr>
<tr>
<td>• seeding machines with components including metering systems, air flow control, blower drives, air system, electronic monitoring systems, hydraulic hoses and couplings</td>
</tr>
<tr>
<td>• engines</td>
</tr>
<tr>
<td>• boom spray units</td>
</tr>
<tr>
<td>• grain handling equipment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal protective equipment must include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• non-slip heat and fire resistant boots or shoes</td>
</tr>
<tr>
<td>• safety glasses and goggles</td>
</tr>
<tr>
<td>• welding gloves and gauntlets</td>
</tr>
<tr>
<td>• welding helmet</td>
</tr>
</tbody>
</table>
Unit Mapping Information

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM401 Conduct major repair and overhaul of machinery and equipment Release 2</td>
<td>AHCMOM401 Conduct major repair and overhaul of machinery and equipment Release 1</td>
<td>Minor changes to performance criteria and range of conditions</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMOM401 Conduct major repair and overhaul of machinery and equipment

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that, on at least one occasion, the individual has undertaken major repair and overhaul of machinery and equipment in a manner that allows the core business of the enterprise to continue with minimal disruption and has:

- identified potential workplace hazards and implemented control measures
- diagnosed faults and identified the most effective and economic option in the replacement, repair and overhaul of components
- selected and used tools and materials appropriate to the task
- recognised and replaced deteriorated or worn parts
- disassembled and reassembled parts and components of machinery and equipment according to operation and maintenance manual and manufacturer specifications
- used and operated welding and thermal cutting equipment safely and effectively
- determined appropriate cutting and welding techniques
- disposed of wastes to minimise environmental impact
- recorded details of breakdowns, major repairs, overhauls and incidents in workshop record.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- assemblies and components of drive, electrical and hydraulic systems
- operational requirements of machinery and equipment
- detailed knowledge of mechanics and equipment operating systems
- use and storage of welding equipment
• maintenance manuals and manufacturer specifications for machinery and equipment operation relevant to repair tasks
• environmental impacts of machinery and equipment major repair and disposal of fuels, oils and other wastes
• workplace procedures applicable to health and safety in the workplace for major repair of machinery and equipment.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • machinery and equipment
  • repair and overhaul tools and equipment
  • welding equipment
  • safety equipment and personal protective equipment applicable to the task being undertaken
• specifications:
  • machinery and equipment operation and maintenance manual and manufacturer specifications
  • workplace procedures applicable to health and safety in the workplace and machinery maintenance
• relationships:
  • team members and supervisors
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM402 Supervise maintenance of property, machinery and equipment

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to identify, implement and supervise the maintenance requirements of property, machinery and equipment for an enterprise.

The unit applies to individuals who apply specialised skills and knowledge to supervising the maintenance of property, machinery and equipment and have responsibility for the output of others. This includes applying and communicating non-routine technical solutions to predictable and unpredictable problems.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare maintenance</td>
<td>1.1 Identify maintenance requirements for property, machinery and</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **plan** | equipment from relevant information sources  
1.2 Check maintenance requirements against warranty, insurance agreements and indemnity provisions  
1.3 Identify and quantify total maintenance costs  
1.4 Develop a maintenance plan to promote and sustain performance and production systems in line with workplace requirements  
1.5 Establish an effective workplace communication strategy that refers to the maintenance plan and includes workplace environmental, health and safety procedures |
| **2. Implement maintenance plan** | 2.1 Identify, secure and include resource, supply and operational requirements in workplace budgets  
2.2 Communicate maintenance schedules and procedures to staff, contractors and suppliers  
2.3 Implement and schedule a maintenance plan to minimise disruption to workplace operations  
2.4 Assess potential risks with regard to staff and supply problems, and prepare contingency plans accordingly  
2.5 Align tasks required to staff capability and provide training where required  
2.6 Confirm machinery and equipment is operated to manufacturer specifications and workplace environmental and health and safety procedures |
| **3. Monitor maintenance plan** | 3.1 Monitor maintenance activities and performance against maintenance plan for efficiency and effectiveness  
3.2 Monitor and control workplace hazards and environmental implications associated with maintenance procedures according to health and safety procedures  
3.3 Monitor and control costs within workplace budget requirements  
3.4 Document relevant information with regard to the maintenance plan according to workplace procedures  
3.5 Ensure property, machinery and equipment are maintained in clean and safe operational condition |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reading                    | • Identify and interpret information regarding maintenance requirements for property, machinery and equipment  
                              • Interpret warranty, insurance agreements and indemnity provisions to confirm information related to maintenance requirements for property, machinery and equipment |
| Writing                    | • Complete maintenance plan and schedule to include maintenance requirements and costs                                                      |
| Oral communication         | • Initiate discussions with staff, contractors and suppliers, using clear language to communicate maintenance schedules and procedures         |
| Numeracy                   | • Estimate and calculate maintenance and repair costings of property, machinery and equipment maintenance  
                              • Monitor costs against budget                                                                                       |
| Navigate the world of work | • Identify and describe own workplace requirements, including safety requirements, associated with own role and area of responsibility  
                              • Monitor self and others adherence to workplace requirements including safety requirements                  |
| Interact with others       | • Use appropriate language and communication skills to disseminate information about maintenance schedules and procedures within the work team |

Unit Mapping Information

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<tbody>
<tr>
<td>AHCMOM402 Supervise maintenance of property, machinery and equipment Release 2</td>
<td>AHCMOM402 Supervise maintenance of property, machinery and equipment Release 1</td>
<td>Minor changes to performance criteria and foundation skills</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMMOM402 Supervise maintenance of property, machinery and equipment

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has implemented and supervised the range of maintenance programs covering property, machinery and equipment that are required to be performed in an agriculture/horticulture industry enterprise, and has demonstrated the following on at least one occasion:

- identified potential workplace hazards and implemented control measures
- planned, costed and scheduled maintenance requirements
- allocated resources
- monitored and controlled costs within workplace budget requirements
- dealt with contingencies and rescheduled maintenance where necessary
- established and monitored performance targets for maintenance team
- monitored and reported on performance of maintenance activities
- ensured property, machinery and equipment are maintained in clean and safe operational condition
- communicated effectively with work team, contractors and management
- monitored health and safety in the workplace and adherence to environmental procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types of maintenance requirements with regard to property, machinery and equipment
- maintenance and servicing cycles for property, machinery and equipment
- maintenance planning, scheduling and budgeting
- warranty, insurance agreements and indemnity provisions applicable to property, machinery and equipment maintenance
workplace procedures applicable to health and safety in the workplace and property, machinery and equipment maintenance.

Assessment Conditions
Assessment of skills must take place under the following conditions:

- physical conditions:
  - a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - warranties, insurance agreements, and indemnity provisions
  - property, machinery and equipment maintenance plans and schedules
  - property, machinery and equipment budgets
- specifications:
  - property maintenance schedule
  - machinery and equipment operation and maintenance manual and manufacturer specifications
  - workplace procedures applicable to health and safety in the workplace and property, machinery and equipment maintenance
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM501 Manage machinery and equipment

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to coordinate, monitor and review the operation and maintenance of machinery and equipment for an enterprise.

This unit applies to individuals who apply specialised skills and knowledge to the management of machinery and equipment, and take personal responsibility and exercise autonomy in undertaking complex work. They analyse and synthesise information and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Evaluate machinery and equipment usage</td>
<td>1.1 Review and match operations of available machinery and equipment to production processes</td>
</tr>
<tr>
<td></td>
<td>1.2 Calculate operation and servicing costs of machinery and equipment</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment to determine total purchasing price</td>
</tr>
<tr>
<td>1.3 Estimate productivity returns from machinery and equipment to identify benefit to production processes</td>
</tr>
<tr>
<td>1.4 Monitor machinery and equipment replacement cycles to identify improvement options and maximise the life cycle of components</td>
</tr>
<tr>
<td>1.5 Acquire machinery and equipment through appropriate procurement options</td>
</tr>
</tbody>
</table>

### 2. Coordinate machinery and equipment maintenance

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Identify and schedule maintenance and service cycles to ensure servicing is according to manufacturer specifications and production processes</td>
</tr>
<tr>
<td>2.2 Cost and arrange storing and housing of machinery and equipment</td>
</tr>
<tr>
<td>2.3 Document and record operational and service history</td>
</tr>
<tr>
<td>2.4 Identify and assess risks and hazards to health and safety in the workplace and review and record risk controls</td>
</tr>
<tr>
<td>2.5 Provide, maintain and store suitable personal protective equipment according to workplace health and safety procedures</td>
</tr>
<tr>
<td>2.6 Develop and monitor repair and maintenance routines according to manufacturer specifications and workplace health and safety procedures</td>
</tr>
</tbody>
</table>

### 3. Monitor operation

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Make available for use, maintain and dispose of consumables and operational support materials according to workplace procedures</td>
</tr>
<tr>
<td>3.2 Monitor adherence to health and safety in the workplace and environmental practices according to workplace procedures</td>
</tr>
<tr>
<td>3.3 Ensure operational procedures are clear, documented and followed according to manufacturer specifications and workplace procedures</td>
</tr>
<tr>
<td>3.4 Provide operators with instructions and supervision according to health and safety standards and efficient workplace practices</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*
Skill | Description
--- | ---
Reading | • Identify and interpret information regarding maintenance requirements for machinery and equipment
Writing | • Document plans and prepare written reports for workplace personnel regarding machinery and equipment operation
Oral communication | • Initiate discussions with staff, contractors and suppliers, using clear language to communicate machinery and equipment maintenance schedules and workplace procedures  
• Use clear communications with management to discuss estimates, servicing costs and budget
Numeracy | • Estimate and calculate resources, machinery and equipment costs and servicing costs
Navigate the world of work | • Identify and describe own workplace requirements associated with own role and area of responsibility  
• Monitor self and others adherence to workplace requirements including safety requirements
Interact with others | • Use appropriate language and communication skills to disseminate information within work team  
• Provide instruction, supervision and mentoring to the work team

Unit Mapping Information

<table>
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<tbody>
<tr>
<td>AHCMOM501 Manage machinery and equipment Release 2</td>
<td>AHCMOM501 Manage machinery and equipment Release 1</td>
<td>Minor changes to performance criteria and foundation skills</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

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Assessment Requirements for AHCMM501 Manage machinery and equipment

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that individual has coordinated, monitored and reviewed the operation and maintenance of machinery and equipment for an enterprise and has demonstrated the following on at least one occasion:

- identified potential workplace hazards and implemented safe working systems for machinery and equipment operation
- monitored machinery and equipment operations for a workplace
- evaluated machinery and equipment requirements for a workplace
- developed machinery and equipment operation and maintenance procedures according to health and safety guidelines, manufacturer specifications, workplace procedures and hazardous substances legislation
- scheduled, supervised and recorded the service and maintenance of machinery and equipment
- monitored machinery and equipment operations and maintenance requirements, and reviewed risk assessments periodically to ensure a safe operating environment
- communicated effectively with staff
- assessed staff capability in machinery maintenance and operation, and provided supervision and mentoring.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- servicing and maintaining machinery and equipment within area of responsibility
- methods of calculating the cost of machines and their contribution
- training and instruction techniques for directing the learning of staff
• hazard identification, risk assessment and procedures for developing risk controls
• workplace procedures, legislation and regulation requirements applicable to machinery and equipment maintenance and management
• environmental legislation applicable to maintenance of machinery and equipment, disposal of waste and hazardous substances
• workplace procedures applicable to health and safety in the workplace and machinery and equipment management.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - a workplace setting or an environment that accurately represents workplace conditions
- **resources, equipment and materials:**
  - machinery and equipment maintenance plans and schedules
  - machinery and equipment budgets
- **specifications:**
  - machinery and equipment operation and maintenance manual and manufacturer specifications
  - workplace procedures and health and safety in the workplace procedures, legislation and regulation applicable to machinery and equipment maintenance and management
  - legislation and regulation requirements applicable to machinery and equipment management
  - environmental legislation applicable to maintenance of machinery and equipment, disposal of waste and hazardous substances
- **relationships:**
  - team members
- **timeframes:**
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM502 Implement a machinery management system

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to coordinate and manage services, maintenance and operational requirements of machinery and equipment to implement a machinery management system for an enterprise.

This unit applies to individuals who apply specialised skills and knowledge to implementing a machinery management system, who take personal responsibility and exercise autonomy in undertaking complex work. They analyse and synthesise information and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish machinery and equipment</td>
<td>1.1 Identify machinery and equipment requirements of the workplace</td>
</tr>
<tr>
<td></td>
<td>1.2 Evaluate applicability of alternative options to machinery</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| requirements | ownership  
1.3 Identify and address storage and housing requirements for machinery and equipment  
1.4 Monitor and assess machinery innovations for applicability to workplace requirements, safety and functions  
1.5 Maintain inventory of machinery and equipment according to workplace procedures |
| 2. Select and manage machinery services provided by off-property suppliers | 2.1 Identify services to be provided by off-property suppliers  
2.2 Develop criteria to select and monitor the provision of services according to workplace safety, operational and financial requirements  
2.3 Record and monitor agreements and transactions related to service provision for machinery operating requirements |
| 3. Manage machinery maintenance | 3.1 Determine machinery and equipment maintenance requirements from operation and maintenance manuals and manufacturer specifications  
3.2 Establish maintenance schedules and systems for recording machinery use and maintenance  
3.3 Monitor machinery maintenance to ensure adherence to schedules, operation and maintenance manuals, and manufacturer instructions |
| 4. Manage machinery and equipment operation | 4.1 Monitor and record machinery and equipment use according to workplace procedures  
4.2 Monitor machinery operation to ensure compliance with manufacturer instructions  
4.3 Determine procedures for operation of machinery and monitor to ensure adherence to safe procedures  
4.4 Develop and implement staff training program in the safe operation of machinery and procedures for machinery maintenance |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*
### Skill

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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</table>
| **Reading**                | • Identify and interpret information regarding maintenance requirements for machinery and equipment  
                              • Interpret information related to management of machinery and equipment                                                               |
| **Writing**                | • Develop documentation to record machinery purchase, maintenance and replacement plans                                                    |
| **Oral communication**     | • Initiate discussions with staff, contractors and suppliers, using clear language to communicate machinery management system, machinery and equipment maintenance schedules and workplace procedures  
                              • Use clear communications with management to discuss machinery purchase, running costs, servicing costs and budget |
| **Numeracy**               | • Compare costs of services provided by off-property suppliers  
                              • Apply comparative analysis of machinery purchase and running costs                                                                         |
| **Navigate the world of work** | • Identify and describe own workplace requirements associated with own role and area of responsibility  
                                   • Monitor self and others adherence to workplace requirements including safety requirements                                                |
| **Interact with others**   | • Use appropriate language and communication skills to disseminate information within work team                                               |

### Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| Machinery and equipment must include: | • vehicles and attachments  
                                           • stationary and mobile plant used in the workplace. |
| Services must include:               | • machinery repair  
                                           • machinery overhaul  
                                           • parts supply. |
Unit Mapping Information

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AHCMOM502 Implement a machinery management system Release 2</td>
<td>AHCMOM502 Implement a machinery management system Release 1</td>
<td>Minor changes to performance criteria and foundation skills</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHC MOM502 Implement a 
machinery management system

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has established and managed a machinery management system for an enterprise and has demonstrated the following on at least one occasion:

- identified machinery and equipment requirements for a workplace
- identified potential workplace hazards and implemented safe working systems for machinery and equipment operation
- sourced, selected and managed machinery services provided by off-property suppliers
- managed machinery and equipment operation for a workplace
- managed machinery maintenance schedules for a workplace
- documented procedures for machinery and equipment operation and maintenance used in the workplace
- communicated effectively with staff
- identified staff training requirements for the safe operation of machinery and maintenance procedures
- developed and implemented training plans related to operation and maintenance of machinery in the workplace.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- total costs associated with the use of machinery
- maintenance requirements of machinery and equipment
- storage and housing requirements for machinery
- safe operating procedures for machinery
• systems for monitoring machinery maintenance and operation
• licensing requirements for the operation of machinery
• workplace procedures applicable to health and safety in the workplace and environmental legislation and machinery management systems
• principles of staff learning, development and training.

Assessment Conditions

Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • machinery and equipment maintenance schedules
  • machinery and equipment budgets
• specifications:
  • machinery and equipment operation and maintenance manual and manufacturer specifications
  • workplace procedures and health and safety in the workplace procedures, legislation and regulation applicable to machinery and equipment management
  • licensing and legislation applicable to machinery operation
  • environmental legislation applicable to maintenance of machinery and equipment, disposal of waste and hazardous substances
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCMOM601 Analyse machinery options

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to calculate, review and analyse machinery options within an agricultural, horticultural or land management enterprise.

This unit applies to individuals who apply advanced skills and knowledge to analysing machinery options and take personal responsibility and exercise autonomy in undertaking complex work. They analyse information and exercise judgement to complete a range of advanced skilled activities. They work in contexts that are subject to change and adapt a range of fundamental principles accordingly.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Machinery operation and maintenance (MOM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Calculate costs associated with</td>
<td>1.1 Source and compare relevant benchmark data that relates</td>
</tr>
</tbody>
</table>
### Elements

**Elements describe the essential outcomes.**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>machinery costs to workplace productivity and data</td>
</tr>
<tr>
<td>1.2 Calculate operating, overhead and intangible costs related to use of machinery for a workplace</td>
</tr>
<tr>
<td>1.3 Make comparisons of productivity and suitability between different types and brands of machinery</td>
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</tbody>
</table>

### Performance Criteria

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### Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>- Interpret technical details and operational running costs for different types of machinery</td>
</tr>
<tr>
<td>Writing</td>
<td>- Prepare detailed reports to document machinery options using multiple criteria</td>
</tr>
<tr>
<td>Numeracy</td>
<td>- Analyse complex data to evaluate machinery options</td>
</tr>
<tr>
<td></td>
<td>- Calculate rates of return for major investments in machinery over specified timeframes</td>
</tr>
<tr>
<td>Navigate the world of</td>
<td>- Identify and describe own workplace requirements associated with own role and area of responsibility</td>
</tr>
</tbody>
</table>
### Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

Alternatives to ownership must include at least one of the following:

- contracting
- share agreements and syndication
- machinery rings.

### Unit Mapping Information

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<td>AHCMOM601 Analyse machinery options Release 2</td>
<td>AHCMOM601 Analyse machinery options Release 1</td>
<td>Minor changes to performance criteria and foundation skills</td>
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</table>

### Links

Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCMM601 Analyse machinery options

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has analysed machinery options for a workplace, including the associated costs and potential returns on capital investments, and has demonstrated the following on at least one occasion:

- compared the productivity and suitability of different types and brands of machinery
- identified and calculated total costs associated with machinery operations
- reviewed machinery requirements for a workplace and evaluated costed alternative options
- analysed the financial costs, tax impacts and investment risks for different types of machinery
- budgeted and incorporated benchmarks of energy efficiency for total running costs of machinery
- calculated potential returns from major capital investments in machinery over designated timeframes
- documented machinery usage analysis and preferred options
- reviewed the machinery options plan and analysis of options.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- benchmarking practices and procedures for determining machinery requirements, including energy efficiency, carbon footprint and water use efficiency
- capital budgeting techniques
- relevant taxation provisions relating to investment in machinery types including related technology and equipment
• risks associated with machinery investments
• analysis and planning processes required for machinery operation and location.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • machinery requirements and machinery options plan
  • machinery costs benchmark data
• timeframes:
  • according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR101 Support natural area conservation

Modification History

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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to support natural area conservation.

All work is undertaken according to work site guidelines and supervisor’s instructions, and in a safe and environmentally appropriate manner.

This unit applies to individuals who assist others undertaking conservation works in areas such as parks, natural areas, agricultural lands or areas undergoing rehabilitation.

This unit applies to individuals who work under close supervision and undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
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</table>
### Element

<table>
<thead>
<tr>
<th>essential outcomes.</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare materials, tools and equipment for conservation work</td>
<td>1.1 Identify materials, tools and equipment required for job&lt;br&gt;1.2 Conduct checks on materials, tools and equipment and report insufficient or faulty items&lt;br&gt;1.3 Demonstrate correct manual handling techniques when loading and unloading materials&lt;br&gt;1.4 Select and check suitable personal protective equipment&lt;br&gt;1.5 Identify work health and safety hazards and tell supervisor</td>
</tr>
</tbody>
</table>

| 2. Undertake conservation and revegetation work as directed | 2.1 Follow instructions and directions and seek clarification when necessary<br>2.2 Carry out conservation and revegetation work in accordance with work health and safety and biosecurity policies and procedures and environmentally sustainable practices<br>2.3 Interact with others in a positive and professional manner<br>2.4 Follow handling and disposal of materials policy and procedures<br>2.5 Report difficulties in completing work to required standards or timelines |

| 3. Store and stockpile materials | 3.1 Store plant debris and waste material in a designated area<br>3.2 Prepare and process plant debris and waste materials<br>3.3 Stockpile surplus materials for removal<br>3.4 Maintain a clean and safe work site while completing conservation activities |

| 4. Clean up on completion of conservation work | 4.1 Store plants and materials in a designated area<br>4.2 Clean, maintain and store tools and equipment<br>4.3 Report work outcomes |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCNAR101A Support natural area conservation.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCNAR101 Support natural area conservation

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare tools and equipment according to organisational requirements
- provide support for natural area conservation work
- stockpile waste materials for removal according to organisational requirements
- clean up site, tools and equipment
- conduct all work according to work health and safety and organisational requirements
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- tools and equipment used in conservation work
- revegetation techniques including planting, direct seeding, assisted natural regeneration and protection of remnant vegetation
- personal protective equipment required for conservation work
- biosecurity measures and sustainability practices required for own work

Assessment Conditions

Assessors must satisfy current standards for assessment.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR102 Support native seed collection

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to support native seed collection across a range of landscapes and environments.

All work is done according to work site guidelines and supervisor’s instructions, and in a safe and environmentally appropriate manner in accordance with relevant legislation and regulations.

This unit applies to individuals who work under close supervision and undertake defined activities and work in a structured context.

Licensing conditions and permissions or approvals apply to the collection of native seed. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools and equipment for</td>
<td>1.1 Identify materials, tools and equipment required</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| native seed collection | 1.2 Conduct checks on materials, tools and equipment and report insufficient or faulty items  
1.3 Demonstrate correct manual handling techniques when loading and unloading materials  
1.4 Select and check suitable personal protective equipment  
1.5 Identify work health and safety hazards and tell supervisor  
1.6 Confirm licensing and regulatory requirements for seed collection activities |
| Support native seed collection | 2.1 Follow work health and safety, environmentally sustainability and biosecurity policies and procedures when undertaking seed collection activities  
2.2 Provide assistance to support the activities of others, follow supervisor instructions, and seek clarification when necessary  
2.3 Provide support to collect seeds from a range of plants and from different areas of plants  
2.4 Provide assistance to check seeds for diseases and pests, separate seeds from other materials and weigh and store the seeds  
2.5 Place seed in clean containers and label the containers as directed by a supervisor  
2.6 Record seed information |
| Clean up on completion of seed collection work | 3.1 Store seeds and plant materials  
3.2 Clean, maintain and store tools and equipment  
3.3 Report work outcomes |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNAR102A Support native seed collection.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR102 Support native seed collection

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- follow directions from supervisor to collect, extract, weigh and record seed
- apply safe work practices in collecting seed
- provide seed collecting support to others
- prepare, use and clean tools and equipment for seed collection
- conduct all work to organisational standards, environmental sustainability and biosecurity policies and procedures and work health and safety requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:
- applicable Commonwealth, State or Territory licensing required as they apply to own role
- range of processes for collecting, treating and storing seed
- organisational and site standards, requirements, policies and procedures for collecting seed
- seed collecting resources and equipment and procedures for their safe use, operation and maintenance
- recording and reporting requirements
- safety and environmental hazards associated with the collection, treatment and storage of seed
- range of seed species required for collection
- seed treatments and storage requirements for seed species collected
- types of diseases and pests likely to infect a range of seed species
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
AHCNAR201 Carry out natural area restoration works

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out natural area restoration work.

This unit applies to supervised workers in land management programs.

All work is undertaken to supervisor instructions, according to the restoration plan and enterprise work procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<td><strong>Element</strong></td>
<td><strong>Performance criteria</strong></td>
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</tr>
<tr>
<td>essential outcomes</td>
<td>achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for natural area restoration works | 1.1 Locate task site using natural area restoration or revegetation plans  
1.2 Identify environmental implications of works and assess and report the likely outcomes  
1.3 Select, prepare and transport tools, equipment and machinery for use and confirm native plant species to be re-established  
1.4 Carry out pre-operational and safety checks on tools, equipment and machinery  
1.5 Use and maintain personal protective equipment |
| 2. Apply weed control measures | 2.1 Identify weeds requiring control  
2.2 Prepare herbicides  
2.3 Undertake weed control measures according to the weed and non-target species characteristics  
2.4 Ensure control measures damage only the target weed species |
| 3. Prepare the soil for natural area restoration | 3.1 Select soil treatments according to the soil condition and species requirements  
3.2 Protect intact natural soil profiles from damage  
3.3 Apply soil treatments either broadly or at specific sites in accordance with work health and safety policies and procedures |
| 4. Replace native vegetation on the site | 4.1 Determine vegetation replacement methods and prepare assisted natural regeneration, planting, seeding or transplanting treatments  
4.2 Apply assisted regeneration treatments to remnant vegetation and intact soil profiles  
4.3 Sow seed either by hand in discrete areas or broadly using sowing or rippling trailed machinery  
4.4 Position containerised plants or transplants and plant firmly ensuring good contact between roots and surrounding soil  
4.5 Undertake hand watering or irrigation  
4.6 Use plant guards and fencing to protect plants, where necessary  
4.7 Carry out all tasks according to work health and safety policies and procedures |
| 5. Complete natural area restoration work | 5.1 Install and maintain plant guards or fencing  
5.2 Undertake follow up weed control treatments  
5.3 Remove and dispose of waste material  
5.4 Clean, maintain and store tools, equipment and machinery  
5.5 Maintain a clean and safe area  
5.6 Carry out all tasks according to work health and safety policies and procedures |
<table>
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<td>5.7 Report work outcomes</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNAR201A Carry out natural area restoration works.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR201 Carry out natural area restoration works

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- establish the task and site with supervisor by referring to a revegetation plan
- carry out weed control and ground preparation as part of a team
- transport tools, plants and planting materials to the site
- carry out planting and regeneration techniques to organisational standards
- protect the restored area with plant guards and fencing
- remove any waste at the end of the job and clean site to pre-work condition
- carry out all work according to organisational standards and work health and safety requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- common names of native plants and animals present in restoration area
- common names of weeds and pest animals present in restoration area
- the importance and value of the local provenance species
- natural area restoration techniques
- enterprise requirements for natural area restoration works

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR202 Maintain wildlife habitat refuges

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain wildlife habitats and refuges to protect desirable animal species from predators.

All work is undertaken in accordance with statutory and local authority requirements.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess the scope of the</td>
<td>1.1 Identify species to be protected and determine their behaviour</td>
</tr>
<tr>
<td>Element</td>
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</tbody>
</table>
| refuge maintenance job | 1.2 Identify characteristics of refuges required for target species  
| | 1.3 Determine locations of refuges  
| | 1.4 Estimate time to complete the work  
| | 1.5 Identify environmental risks associated with the work  
| | 1.6 Determine vehicles, equipment and materials required to complete the work |
| 2. Prepare for the refuge maintenance job | 2.1 Determine location and boundaries for the wildlife habitat refuge maintenance job in accordance with the pest management strategy and monitoring program  
| | 2.2 Conduct safety risk assessment and apply work health and safety policies and procedures  
| | 2.3 Take precautions to minimise environmental and biosecurity risks associated with the work  
| | 2.4 Check vehicles, equipment and materials for serviceability and cleanliness in accordance with manufacturer specifications and relevant enterprise policies |
| 3. Maintain wildlife habitat refuges for protection of desirable species from predators | 3.1 Operate vehicles and equipment in accordance with manufacturer and organisational procedures  
| | 3.2 Maintain wildlife habitat refuges in accordance with industry practice and environmental statutory requirements  
| | 3.3 Implement strategies to control vertebrate pests in a wildlife habitat  
| | 3.4 Identify harbours used by pest animals and notify supervisor  
| | 3.5 Dispose of debris from site in accordance with industry practice and environmentally sustainable and work health and safety policies and procedures |
| 4. Clean and store equipment and material | 4.1 Clean and store equipment and materials to enterprise and environmental standards in order to maintain biosecurity of area  
| | 4.2 Record job completion according to relevant policies and procedures |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCNAR202A Maintain wildlife habitat refuges.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR202 Maintain wildlife habitat refuges

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- maintain wildlife habitats and refuges to protect desirable animal species from predators
- identify native species that are present in the wildlife refuge
- confirm the features required for a wildlife habitat refuge
- provide harbors and modify habitat where necessary to provide refuge for native species
- assess the risk of vertebrate pest predators within the refuge
- implement strategies to control vertebrate pests in a wildlife habitat as directed by supervisor
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- vertebrate predators present in local area
- harbours used by vertebrate pests
- wildlife habitats used by desirable animal species
- wildlife habitat modification techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR301 Maintain natural areas

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain natural areas.

This unit applies to workers on land management projects who carry out the maintenance of natural areas.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

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<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan maintenance works</td>
<td>1.1 Plan movement through place to minimise disturbance and degradation</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td></td>
<td>1.2 Identify legislative requirements, codes of practice and the relevant management strategy and plan</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify relevant environmental factors in maintenance works</td>
</tr>
<tr>
<td></td>
<td>1.4 Consult stakeholders about pending maintenance works</td>
</tr>
<tr>
<td></td>
<td>1.5 Determine and obtain equipment, machinery and materials for maintenance works</td>
</tr>
<tr>
<td></td>
<td>1.6 Conduct pre operational machinery checks according to environmental, biosecurity and safety requirements</td>
</tr>
<tr>
<td>2. Undertake maintenance</td>
<td>2.1 Follow enterprise work health and safety, environmentally sustainable and biosecurity policies and procedures when undertaking maintenance work</td>
</tr>
<tr>
<td></td>
<td>2.2 Undertake maintenance and rehabilitation works according to plans</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure maintenance works conform to relevant risk control measures and practices</td>
</tr>
<tr>
<td></td>
<td>2.4 Take interim protective measures to avoid degradation and disturbance during maintenance works</td>
</tr>
<tr>
<td></td>
<td>2.5 Monitor activities of personnel and visitors to reduce risks to the significance of the place</td>
</tr>
<tr>
<td>3. Complete of activities</td>
<td>3.1 Clean and restore site on completion of works</td>
</tr>
<tr>
<td></td>
<td>3.2 Clean and store equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>3.3 Remove and store or dispose of excess materials from site according to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Report completed maintenance works to supervisor according to organisational and legislative requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNAR301A Maintain natural areas.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR301 Maintain natural areas

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare to carry out maintenance activities in a manner which minimises damaging impacts to site
- consult with stakeholders, including traditional owners about pending maintenance works
- carry out agreed maintenance works with minimal damaging impacts to environment
- select and apply protective structures, devices and signs
- clean up the site and remove surplus materials and waste
- report completion of activities to supervisor
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- environmental factors to be considered in maintenance works, including:
  - ecology in land based, coastal zones or marine parks
  - marine, shore and land based species
  - natural and human threats to places of natural significance
  - pollution sources and damage potential
  - basic protection and rehabilitation methods
  - enterprise procedures for reporting maintenance works
  - applicable State or Territory and Commonwealth legislation covering parks, conservation, environmental protection and heritage
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCNAR302 Collect and preserve biological samples

Modification History

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Application

This unit of competency describes the skills and knowledge required to collect and preserve biological samples as part of a monitoring program.

This unit applies to individuals who most likely work under limited supervision from others with checking only related to overall progress.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan for collection          | 1.1 Confirm the purpose of sampling  
1.2 Confirm sampling schedule with manager  
1.3 Confirm sampling site location and obtain approval for site access  
1.4 Identify samples to be collected and preserved  
1.5 Organise equipment required for biological sampling and |
## Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>1. Collect and preserve biological samples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>preserving</td>
</tr>
<tr>
<td></td>
<td>1.6 Assess range of likely operating conditions, hazards and sensitive environments for impact on sampling and testing</td>
</tr>
<tr>
<td></td>
<td>1.7 Identify work health and safety policies and procedures for sampling tasks, including required personal protective equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>2. Prepare equipment and resources</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2.1 Obtain equipment required for sampling and preserving</td>
</tr>
<tr>
<td></td>
<td>2.2 Check equipment for availability and serviceability</td>
</tr>
<tr>
<td></td>
<td>2.3 Clean and sanitise equipment where necessary to maintain integrity of samples and biosecurity of area</td>
</tr>
<tr>
<td></td>
<td>2.4 Collect data or record sheets necessary for task</td>
</tr>
<tr>
<td></td>
<td>2.5 Move equipment, data sheets and personnel to sampling sites without injury or damage and prepare for use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>3. Carry out biological sampling and preserving procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.1 Collect samples in accordance with sampling plan</td>
</tr>
<tr>
<td></td>
<td>3.2 Apply environmental sustainability and biosecurity practices to collection processes</td>
</tr>
<tr>
<td></td>
<td>3.3 Preserve and record samples in accordance with sampling standards and guidelines</td>
</tr>
<tr>
<td></td>
<td>3.4 Prepare, package and send samples for external analysis in accordance with sampling schedule and laboratory standards</td>
</tr>
<tr>
<td></td>
<td>3.5 Make specific and general observations on relevant ambient and antecedent environmental conditions</td>
</tr>
<tr>
<td></td>
<td>3.6 Operate equipment and undertake work in accordance with work health and safety requirements</td>
</tr>
<tr>
<td></td>
<td>3.7 Report and deliver collection outcomes, including presentation of samples, according to enterprise guidelines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>4. Complete collection of biological sampling activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.1 Clean, sanitise, repair and store equipment and clothing</td>
</tr>
<tr>
<td></td>
<td>4.2 Repair damaged or malfunctioning equipment</td>
</tr>
<tr>
<td></td>
<td>4.3 Record site sampling results and observations on data sheets</td>
</tr>
<tr>
<td></td>
<td>4.4 Report changes in field conditions and equipment to supervisor</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCNAR302A Collect and preserve biological samples.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR302 Collect and preserve biological samples

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect and preserve biological samples as part of a monitoring program according to enterprise procedures
- establish the sampling purpose and requirements
- plan the collection
- prepare equipment and facilities to take biological samples
- carry out biological sampling as part of a monitoring program and according to enterprise procedures
- preserve and record samples as part of a monitoring program and forward for testing if required according to enterprise procedures
- record sampling data and observations according to enterprise procedures
- report outcomes of collection according to enterprise procedures and monitoring program
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of biological samples that may be included in the plan, including water, animal, plant samples
- industry biological sampling and preserving guidelines and protocols
- field procedures for biological sampling and preservation
- collecting equipment and methods
- preservation equipment and processes
• fauna and flora recognition relevant to sampling activities
• own role in complying with relevant environmental legislation

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR303 Implement revegetation works

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement revegetation works in natural restoration areas.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

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<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for revegetation works | 1.1 Identify appropriate timing and method of planting required  
1.2 Select tools and materials required for the task and check functionality and cleanliness  
1.3 Identify, obtain and store plant materials  
1.4 Determine and organise labour and machinery requirements |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> Prepare a works schedule and provide to management or client</td>
<td><strong>2.1</strong> Identify site hazards, assess risks and implement risk controls</td>
</tr>
<tr>
<td><strong>1.6</strong> Conduct a safety risk assessment and apply work health and safety procedures</td>
<td><strong>2.2</strong> Undertake site preparation according to planting plan or supervisor’s instructions</td>
</tr>
<tr>
<td><strong>2.</strong> Prepare the revegetation site</td>
<td><strong>2.3</strong> Use soil nutrients and ameliorants, if required by plan specifications</td>
</tr>
<tr>
<td></td>
<td><strong>2.4</strong> Mark out revegetation site according to supervisor instructions or plan, applying knowledge of ecosystems and habitat requirements</td>
</tr>
<tr>
<td></td>
<td><strong>2.5</strong> Treat all diseased and competing plants, debris and pollutants according to the plan and implement risk controls</td>
</tr>
<tr>
<td></td>
<td><strong>2.6</strong> Select and apply treatments according to the risk controls selected</td>
</tr>
<tr>
<td></td>
<td><strong>2.7</strong> Install protective structures where indicated by the risk controls implemented</td>
</tr>
<tr>
<td><strong>3.</strong> Undertake revegetation works</td>
<td><strong>3.1</strong> Carry out revegetation works in accordance with work health and safety policies and procedures and wear appropriate personal protective equipment</td>
</tr>
<tr>
<td></td>
<td><strong>3.2</strong> Inspect plant materials before revegetation works and discard defective materials</td>
</tr>
<tr>
<td></td>
<td><strong>3.3</strong> Treat plant materials with required nutrients according to documented guidelines</td>
</tr>
<tr>
<td></td>
<td><strong>3.4</strong> Plant revegetation stock according to planting program</td>
</tr>
<tr>
<td></td>
<td><strong>3.5</strong> Apply appropriate techniques for protecting, securing or anchoring new plants</td>
</tr>
<tr>
<td></td>
<td><strong>3.6</strong> Apply appropriate biosecurity and environmentally sustainable practices</td>
</tr>
<tr>
<td></td>
<td><strong>3.7</strong> Ensure all of the revegetation program requirements have been implemented</td>
</tr>
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<td></td>
<td><strong>3.8</strong> Identify and report potential threats to revegetation works</td>
</tr>
<tr>
<td><strong>4.</strong> Maintain revegetated site</td>
<td><strong>4.1</strong> Monitor growth of plants</td>
</tr>
<tr>
<td></td>
<td><strong>4.2</strong> Maintain site according to the planting program requirements</td>
</tr>
<tr>
<td></td>
<td><strong>4.3</strong> Undertake remedial action and plant protection according to the needs of the species</td>
</tr>
<tr>
<td></td>
<td><strong>4.4</strong> Clean, maintain and store tools and equipment</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNAR303A Implement revegetation works.

Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCNAR303 Implement revegetation works

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- carry out all revegetation works according to the planting plan or supervisor instructions
- prepare the site for revegetation works
- conduct a site hazard identification and risk control assessment
- recognise and treat plant diseases on a revegetation site
- treat weeds and competing plants
- clean and maintain the revegetated site
- use, clean, maintain and store machinery and equipment according to manufacturer instructions
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- revegetation techniques
- ecosystems, provenance and habitat requirements
- factors affecting the timing and method of planting
- identification of pests and diseases of trees
- principles and methods relating to the prevention and control of pests and diseases
- safety requirements when handling and using hazardous goods
- nutrient requirements of a range of plant species and cultivars
- physiology of plant growth
- techniques for protecting and securing or anchoring trees and shrubs
- soils, nutrients and ameliorants applicable to revegetation program

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR304 Undertake direct seeding

Modification History

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Application

This unit of competency describes the skills and knowledge required to plant out regeneration sites using direct seeding methods.

All work is undertaken according to site conditions and rehabilitation plan.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for direct seeding</td>
<td>1.1 Receive, interpret and clarify requirements for seeding</td>
</tr>
<tr>
<td></td>
<td>1.2 Select equipment and materials according to rehabilitation plan and site conditions and work health and safety requirements</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3 Identify and manage work health and safety risks and hazards</td>
<td>1.4 Conduct pre-start equipment checks</td>
</tr>
<tr>
<td>1.5 Identify site environmental and heritage issues and implement control measures</td>
<td>1.6 Collect seed from local plants near the rehabilitation site for use in rehabilitation activities</td>
</tr>
<tr>
<td>1.7 Determine type and proportion of cover crop according to rehabilitation plan and site conditions</td>
<td>1.8 Take steps to avoid introduction of foreign plant species or incompatible species</td>
</tr>
<tr>
<td>1.9 Prepare rehabilitation site</td>
<td>2.1 Follow work health and safety policies and procedures when conducting seeding operations</td>
</tr>
<tr>
<td>2.2 Ensure direct seeding method provides adequate plant coverage according to plant type and rehabilitation plan</td>
<td>2.3 Minimise damage to site using direct seeding equipment and appropriate techniques</td>
</tr>
<tr>
<td>2.4 Conduct seeding activities in appropriate season and growing conditions</td>
<td>2.5 Carry out seeding and fertilising according to site conditions, flora type and rehabilitation plan and environmental guidelines</td>
</tr>
<tr>
<td>2.6 Apply appropriate seed mix and fertiliser according to soil, site and weather conditions, accessibility and future land use</td>
<td>3.1 Clean and store attachments and other equipment to manufacturer, enterprise and biosecurity requirements</td>
</tr>
<tr>
<td>3.2 Complete records and documentation</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNAR304A Undertake direct seeding.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR304 Undertake direct seeding

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<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- use direct seeding methods on revegetation sites, according to revegetation plans
- conduct work according to site procedures, regulations, work health and safety, other relevant legislation, and manufacturer specifications
- prepare the site for seeding with consideration to environmental impacts
- conduct seeding to maximise germination response
- complete seeding operations in line with site stability and environmental requirements
- operate, clean, maintain and store equipment safely and according to manufacturer instructions and organisational requirements
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- environmental procedures
- seasonality of plants identified for seeding
- equipment processes, technical capability and limitations
- equipment safety requirements
- fertiliser characteristics and application methods
- seeding methods
- soil dynamics
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR305 Collect native seed

Modification History

<table>
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Application

This unit of competency describes the skills and knowledge required to collect, treat and store seed for native revegetation projects.

This unit applies to workers who work under broad direction and use discretion and judgement in the selection and use of available resources to collect seed in a bush environment.

Licensing conditions and permissions or approvals apply to the collection of native seed. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to collect seed | 1.1 Identify and follow environmental, legislative and organisational requirements to collect seed  
1.2 Review work plan for seed collection  
1.3 Identify potential locations for seed collection  
1.4 Obtain necessary approvals and permissions for access to site and... |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>removal of seeds</td>
</tr>
<tr>
<td></td>
<td>1.5 Plan seed collecting operations to ensure safe working conditions</td>
</tr>
<tr>
<td></td>
<td>1.6 Communicate with others involved in seed collection project</td>
</tr>
<tr>
<td></td>
<td>1.7 Select and prepare materials, tools, equipment and personal protective equipment</td>
</tr>
<tr>
<td>2. Select and assess seed</td>
<td>2.1 Follow work health and safety policies and procedures when collecting and cleaning seed</td>
</tr>
<tr>
<td></td>
<td>2.2 Follow environmental protection and biosecurity measures for the site</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify plant species required</td>
</tr>
<tr>
<td></td>
<td>2.4 Assess plant species and conditions to ensure seeds are from healthy plants</td>
</tr>
<tr>
<td></td>
<td>2.5 Select the appropriate methods of seed collection</td>
</tr>
<tr>
<td></td>
<td>2.6 Collect seed from a range of plants and different areas of the plant without causing damage to the parent plant</td>
</tr>
<tr>
<td></td>
<td>2.7 Place seed in clean containers and clearly and accurately label according to organisational requirements</td>
</tr>
<tr>
<td>3. Clean and store seed</td>
<td>3.1 Separate seed from other materials</td>
</tr>
<tr>
<td></td>
<td>3.2 Weigh and store seed in line with species requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Accurately record seed information</td>
</tr>
<tr>
<td></td>
<td>3.4 Record and report seed collection information and results</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR305 Collect native seed

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- obtain all necessary permissions and approvals to collect seed in a particular area, including operating in a particular jurisdiction, removal of native seed from a national park and permission from Elders or Custodians to work on Country
- use and maintain relevant material, equipment and resources efficiently and safely
- carry out seed collecting, cleaning and storage procedures efficiently and safely
- identify seed species relevant to plan
- follow organisational policies and procedures relevant to collecting seed
- distinguish between healthy and unhealthy parent plants for seed collection
- accurately record seed collection information and results
- apply work health and safety procedures for seed collection
- apply biosecurity measures in collection and storage of seeds
- apply sustainability practices in the context of own work

Knowledge Evidence

The candidate must explain:

- environmental protection requirements and procedures for minimising environmental impact
- native plant and seed characteristics of revegetation site
- types of diseases and pests likely to infect a range of seed species
- work health and safety requirements for seed collection methods
- procedures for collecting, storing and labelling seed
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR306 Conduct photography for fieldwork

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to setup and use photographic equipment and techniques to take photographs in the field.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to take photographs | 1.1 Determine the purpose and intended use of photographs  
1.2 Prepare a photograph specification for subject, purpose and requirements  
1.3 Assess work health and safety hazards and risks for fieldwork |
### Elements

**Elements describe the essential outcomes.**

**Performance Criteria**

Performance criteria describe the performance needed to demonstrate achievement of the element.

- Photography and apply controls according to workplace procedures
  1.4 Ensure permits and releases have been obtained according to workplace procedures and copyright requirements

### 2. Identify and select appropriate equipment

- 2.1 Select camera suitability for the intended use
- 2.2 Select and prepare photographic equipment and accessories required to capture intended images
- 2.3 Transport and store photographic equipment and accessories to prevent damage

### 3. Take photos using correct methods and techniques

- 3.1 Implement safety controls and safe work practices
- 3.2 Select and set up camera in position to take photographs
- 3.3 Select camera settings to suit conditions and subject
- 3.4 Select the perspective, framing and sequencing of photographs according to the subject and purpose of photographs
- 3.5 Capture photograph and check image according to selected camera type to ensure fit for purpose
- 3.6 Use specialist photography techniques appropriate to subject, environment and purpose
- 3.7 Record field notes according to workplace procedures

### 4. Store and catalogue photographs

- 4.1 Transfer photographs from camera for storage according to workplace procedures
- 4.2 Maintain photograph records and filing system according to workplace procedures and copyright requirements

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- Reads and interprets documents for preparing permits and camera settings to determine photographic outcomes</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Writing | • Accurately prepares applications and updates records using clear language and appropriate terminology
Numeracy | • Performs basic calculations when interpreting and setting camera settings
Navigate the world of work | • Takes responsibility for following procedures and industry requirements
Get the work done | • Takes responsibility for planning, sequencing and prioritising tasks and workload.

• Makes routine decisions and implements procedures and uses formal decision-making processes for more complex situations

## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNAR306 Conduct photography for fieldwork Release 2</td>
<td>AHCNAR306 Conduct photography for fieldwork Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
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</table>

## Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR306 Conduct photography for fieldwork

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have conducted photography fieldwork, including:

- determined the purpose of the photograph and prepared a specification
- ensured that appropriate permits and releases have been obtained for planned photographs
- assessed work health and safety risks and apply suitable controls
- selected, transported and stored the appropriate camera and equipment for specified photographs
- set up and adjusted camera settings to obtain planned photograph outcomes
- used at least 4 specialised photography techniques, including:
  - macro photography
  - photo points
  - evidentiary photography
- capture photographs and check against the photograph specification
- recorded field notes according to purpose and workplace procedures
- transferred photographs from camera, recorded and stored images according to workplace procedures and copyright requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic types of photography and photographic techniques applicable to field work
- legal requirements of copyright, privacy, permission, releases and environmental protection relating to taking photos for fieldwork
- work health and safety hazards, risks and controls
• purpose, setting up and operation of photographic equipment used in fieldwork
• principles of photography including aperture, shutter speed, depth of field, ISO, white balance, exposure compensation and dynamic range
• purpose and technique for specialist photography in land management, including:
  • identifying flora and fauna
  • vegetation communities and landscapes
  • photo-point surveys
  • photography for compliance evidentiary purposes
  • photography for publications
  • project monitoring and reporting
  • underwater
• media and methods used for documenting, labelling and storing photographs for analogue and digital photography.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in accessible field environment or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • camera, lens, equipment and media for capturing photographs
  • personal protective equipment
• specifications:
  • workplace documents including policies, procedures, processes, instructions and forms
  • use of manufacturer’s operating instructions for specific cameras and equipment
  • photographic specifications or briefs
  • copyright legislation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR307 Read and interpret maps

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to read and interpret road and topographical maps for navigation or positioning and plotting purposes.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan a route using a map</td>
<td>1.1 Select maps, equipment and navigation aids and check for accuracy, currency and operational effectiveness for intended use 1.2 Identify relevant symbols, information and navigation on map 1.3 Identify and locate current position in the field on map using</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
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<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>
| 1. Identify geographical features | 1.4 Identify and locate required destination on map  
1.5 Assess and select route to destination using map data  
1.6 Plan a safe route to destination  
1.7 Measure and estimate distance to destination using map scale for selected route |
| 2. Navigate using a map | 2.1 Navigate and traverse according to planned route and schedule  
2.2 Orient the map or plan to surroundings and planned route  
2.3 Use navigation aids to assist progress according to manufacturer instructions  
2.4 Plan and navigate alternative routes to avoid inefficient route progress |
| 3. Plot sites and locations using maps and Global Positioning System (GPS) | 3.1 Identify and locate point on map using landmarks and key geographical features  
3.2 Use GPS data to precisely record locations according to workplace procedures |

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td><em>Reads and interprets symbols and features on maps to determine special awareness to determine navigational route</em></td>
</tr>
<tr>
<td>Numeracy</td>
<td><em>Performs mathematical calculations to interpret map spatial measurements and determine navigation routes and distances</em></td>
</tr>
</tbody>
</table>
| Get the work done | *Takes responsibility for planning, sequencing and prioritising tasks and workload for efficiency and effective outcomes*  
*Uses familiar digital technologies and systems to access map and geographic information* |
### Unit Mapping Information

<table>
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</tr>
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</table>

### Links

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Assessment Requirements for AHCNAR307 Read and interpret maps

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have read and interpreted maps, including:

- identified, selected and checked maps and equipment suitable for the navigation activity
- interpreted symbols, lines and features on maps to identify locations
- assessed and selected routes to a location using a map
- navigated and traversed a route of at least 2km long using maps and navigational aids
- identified current position by comparing nearby geographic features on maps
- identified impediments to efficient navigation and planned alternative routes
- interpreted map scale and estimated route distances
- marked location points on a map using map geographical features and Global Positioning Systems (GPS) data.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of maps and map reading
- types of maps and their use
- symbols and representations of topographical and geographical information used on maps
- common scales used on maps and their purpose
- features and use of common navigational aids, including:
  - compass
  - map distance meter (analogue and digital)
  - GPS
• compasses and dividers
• rulers and protractors
• advantages and disadvantages of different map and chart types and sources of error
• techniques for determining routes and estimating distances.

Assessment Conditions
Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in an outdoor setting suitable for map reading and navigational; purposes or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • maps and navigational charts
  • navigational aids for map reading
• specifications:
  • manufacturers’ instructions for navigation aids.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR401 Supervise natural area restoration works

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise natural area restoration works on revegetation programs.

All work is undertaken according to enterprise guidelines and contract documents.

This unit applies to individuals who supervise others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify scope of natural area restoration works</td>
<td>1.1 Identify and check nature and scope of works and extent of responsibilities against relevant contract documentation</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm or create site map for works</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.3</td>
<td>Determine personnel and other resources required according to the scope of the project and relevant documentation</td>
</tr>
<tr>
<td>1.4</td>
<td>Develop a work program to ensure that project outcomes are reached within designated time lines</td>
</tr>
<tr>
<td>1.5</td>
<td>Determine and advise of potential environmental impacts of the proposed restoration</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify work health and safety hazards, assess risks and implement, monitor and review risk controls</td>
</tr>
<tr>
<td>2.1</td>
<td>Calculate and coordinate material quantities and equipment requirements</td>
</tr>
<tr>
<td>2.2</td>
<td>Order materials, check for specified quantity and quality, then stockpile</td>
</tr>
<tr>
<td>2.3</td>
<td>Confirm specific delivery requirements with suppliers</td>
</tr>
<tr>
<td>2.4</td>
<td>Return rejected materials or products for replacement</td>
</tr>
<tr>
<td>3.1</td>
<td>Coordinate the team to carry out restoration works</td>
</tr>
<tr>
<td>3.2</td>
<td>Monitor and adjust the work program to meet client changes or directions and to ensure that project outcomes are reached</td>
</tr>
<tr>
<td>3.3</td>
<td>Give written instructions to contractors</td>
</tr>
<tr>
<td>3.4</td>
<td>Identify, record and report issues, likely to cause delays or alter the scope of the works, to management and the client</td>
</tr>
<tr>
<td>3.5</td>
<td>Cost alterations using agreed unit rates and forward variations for approval by the client in writing</td>
</tr>
<tr>
<td>3.6</td>
<td>Undertake periodic inspection of work to ensure project outcomes are achieved and to make progress payments</td>
</tr>
<tr>
<td>3.7</td>
<td>Monitor the work site to ensure it remains in a clean, tidy and safe condition throughout and on completion of works</td>
</tr>
<tr>
<td>3.8</td>
<td>Monitor team to ensure adherence to work health and safety, environmental sustainability and biosecurity policies and procedures</td>
</tr>
<tr>
<td>4.1</td>
<td>Inspect site before practical completion to ensure all works have been completed to enterprise and client standards</td>
</tr>
<tr>
<td>4.2</td>
<td>Note any works not complying and rectify according to the contract specification as outstanding items</td>
</tr>
<tr>
<td>4.3</td>
<td>Produce and communicate a report to management or client</td>
</tr>
<tr>
<td>4.4</td>
<td>Forward a practical completion certificate to the contractor</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNAR401A Supervise natural area restoration works.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR401 Supervise natural area restoration works

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- supervise natural area restoration works
- identify hazards and ensure safe systems of work are in place
- scope the natural area restoration works required and compare to specifications of work on the contract
- develop a work program and source labour and equipment to undertake the work
- maintain the supply of materials and access to equipment to allow restoration work to proceed
- coordinate team to achieve optimum performance
- monitor the work program and make adjustments to task schedule where required
- monitor work to achieve specified outcomes and to minimise environmental disturbance
- inspect work to ensure specifications are met and environmental impact is minimised
- report project completion to management or client according to enterprise requirements
- monitor the application of appropriate sustainability practices in natural area restoration works
- monitor team to ensure work health and safety policies and procedures are followed
- monitor team to ensure biosecurity measures are applied

Knowledge Evidence

The candidate must demonstrate knowledge of:

- strategies and techniques to avoid negative environmental impacts
- work programming
- natural area restoration techniques to be used in the works
• environmental factors to be considered in restoration works, including:
  • the role of native plants and animals in the ecosystem of the area
  • vertebrate pests and options for control
  • impact of weeds and pests and appropriate control methods
  • ability to assess restoration potential of sites
  • basic plant and animal ecology
  • knowledge of different ecosystems
  • team supervision
  • strategies for monitoring work quality and progress
  • application of work health and safety and environmental legislation, codes of practice and enterprise procedures in natural area restoration works

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR402 Plan the implementation of revegetation works

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan the implementation of revegetation works.

This unit applies to supervisors of revegetation programs who supervise others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Carry out preliminary planning activities for revegetation works</td>
<td>1.1 Confirm client preferences and contract requirements including the scope of the work for the revegetation project. 1.2 Identify statutory obligations and site responsibilities that may affect the implementation of works. 1.3 Conduct an initial site visit to verify the biophysical and other factors of the project area including environmental considerations.</td>
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<tr>
<td>Element</td>
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<tr>
<td></td>
<td>and historical modifications</td>
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<tr>
<td></td>
<td>1.4 Identify work health and safety obligations, assess hazards and develop controls</td>
</tr>
<tr>
<td></td>
<td>1.5 Verify the availability, quantity and costs of plants and other materials listed in the project schedules</td>
</tr>
<tr>
<td>2. Prepare a staged plan of work</td>
<td>2.1 Identify, cost and confirm availability of materials, tools and equipment required for revegetation procedures and ongoing maintenance of the site</td>
</tr>
<tr>
<td></td>
<td>2.2 Investigate site access and establishment issues</td>
</tr>
<tr>
<td></td>
<td>2.3 Prepare a program of works which incorporates a plan to minimise environmental impacts of works and work health and safety practices</td>
</tr>
<tr>
<td></td>
<td>2.4 Develop timelines for site establishment, the establishment period and maintenance of works</td>
</tr>
<tr>
<td></td>
<td>2.5 Incorporate seasonal factors and impacts in the staging strategy</td>
</tr>
<tr>
<td></td>
<td>2.6 Include special project works related to habitat resource development and enhancement in the implementation plan, where required</td>
</tr>
<tr>
<td></td>
<td>2.7 Document the staged implementation plan</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNAR402A Plan the implementation of revegetation works.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR402 Plan the implementation of revegetation works

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan the implementation of revegetation works
- investigate site access and establishment issues
- plan for environmental impacts of site work practices and minimise safety risks to workers and the public
- assess site for opportunities and constraints associated with implementation of revegetation works
- establish the purpose and client preferences for the site to be revegetated
- carry out a site visit and confirm any planning requirements
- develop a plan for the site, detailing the resources required and the program of works
- develop schedules for the establishment and maintenance phases of the project
- document the staged implementation plan
- incorporate seasonal factors and impacts in the staging strategy to allow for planting, supply and care, wet day access, machinery use, fire hazards and establishment
- include work health and safety practices in plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the role of revegetation works in the restoration of the environment
- the environmental issues associated with undertaking revegetation works, how to comply with legislation and ensure that the impact on the environment is minimal, including:
  - principles of ecology including specific native plant and animal relationships and habitat requirements
  - identification, propagation and establishment techniques of specific native plant species
• chemical, cultural and biological weed and feral animal control techniques
• soil conservation and enhancement techniques and their advantages and disadvantages in reference to specific sites and habitats
• soil erosion control and stormwater management techniques
• maintenance requirements and practices for native plants prior to and after initial establishment
• growth habits and cultural requirements of specific native plants under a range of soil and environmental conditions
• site evaluation techniques including methods of analysing soils, waterways and their condition
• practical understanding of the advantages and disadvantages of options for revegetation procedures
• work health and safety hazards associated with undertaking revegetation works and the controls necessary to remove or minimise risks associated with them
• contract documents including specifications, plans of landscape works, services, supplies and surveyors documents

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR501 Manage natural areas on a rural property

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to manage natural areas on a rural property.

This unit applies to management of programs on privately owned rural property, which are designed to enhance the sustainable ecological and economic capacity and outcomes of the land.

All work is undertaken in accordance with relevant national, State, Territory and local legislation and regulations.

This unit applies to individuals who manage projects and people and who provide and communicate solutions to a range of predictable and unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
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<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Determine location, size and type of area to be managed | 1.1 Map location confirming property ownership and boundaries  
1.2 Obtain lists of native animal and plant species specific to area  
1.3 Determine features, characteristics and topography of site  
1.4 Source and confirm accuracy of vegetation structure and conservation value data  
1.5 Obtain details of the presence of and threats from pests  
1.6 Assess ecological value of natural areas on property  
1.7 Compile documented evidence of physical impacts on area |
| 2. Prepare management plan | 2.1 Identify budgetary constraints for management plan  
2.2 Design boundary control appropriate to natural area protection guidelines  
2.3 Plan restoration and maintenance strategies in line with budget requirements  
2.4 Reduce or correct physical impacts using industry endorsed strategies  
2.5 Liaise with planning and specialist personnel and local authorities  
2.6 Develop habitat enhancement strategies  
2.7 Develop strategies to integrate management of natural areas into land use and production systems of property  
2.8 Incorporate biosecurity, environmental sustainability and work health and safety procedures into management plan  
2.9 Confirm management plan complies with relevant national, State, Territory and local legislation or regulations relating to environmental concerns  
2.10 Prepare and present management plan |
| 3. Implement management strategies | 3.1 Develop work schedules consistent with production requirements  
3.2 Coordinate people, materials and equipment to carry out work according to management strategy  
3.3 Schedule works in conjunction with operational personnel, taking seasonal weather conditions into consideration  
3.4 Obtain permits or licenses for natural area works  
3.5 Consult with neighbours, local authorities and others, as required, |
Element | Performance criteria
--- | ---
*Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.*
during the implementation of the works
3.6 Communicate with staff, clients and contractors regularly during implementation of the works

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<tr>
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<td>AHCNAR501 Manage natural areas on a rural property Release 1</td>
<td>Minor typographical error corrected</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR501 Manage natural areas on a rural property

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine features and characteristics of natural areas
- source topographical information and conservation data about a site
- assess the ecological value of natural areas on a property
- develop and implement management strategies in accordance with organisational guidelines and industry best practice
- consult with neighbouring landholders, local authorities and interest groups
- coordinate team to carry out work in natural areas according to management strategies and within statutory requirements
- develop and implement restoration and maintenance management strategies that meet relevant national, State, Territory and local legislation or regulations relating to environmental concerns
- ensure management plans incorporate work health and safety and biosecurity legislative requirements and appropriate sustainability practices.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- natural area restoration and management principles
- advantages and limitations of sustainable land management strategies, including environment sustainability as a 'whole-system' approach
- property planning and enterprise budgeting systems and procedures
• environmental issues especially in regard to water catchments, air, noise, ecosystems, habitat and waste minimisation that impact on management plan
• relevant State/Territory legislative requirements related to environmental protection and control standards.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR502 Conduct biological surveys

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and conduct biological surveys and produce a biological survey report, according to client requirements and biological components to be surveyed.

This unit applies to land restoration managers who provide and communicate solutions to a range of predictable and unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Carry out preliminary design activities for the biological survey | 1.1 Identify survey scope, objectives and constraints according to client requirements  
1.2 Source, collate and evaluate current data relevant to survey |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| **1.** Conduct biological surveys | 1.3 Develop processes for data collection and processing consistent with the survey scope, objectives and constraints  
1.4 Design survey plan that reflects client requirements and present to client for approval  
1.5 Incorporate work health and safety and environmental sustainability and biosecurity procedures into plan |
| **2.** Determine requirements of the biological survey | 2.1 Identify biological survey indicators and evaluate constraints and opportunities for data collection  
2.2 Identify data collection points that are repeatable and statistically representative  
2.3 Identify hazards associated with a biological survey, assess risks and develop controls, determine costs, and document in the survey design  
2.4 Determine tools, equipment and machinery required for the survey and confirm availability with suppliers, contractors and personnel  
2.5 Schedule survey activities and surveyor access according to the survey design  
2.6 Document survey procedures and schedules and present to appropriate personnel and client for approval |
| **3.** Conduct the biological survey | 3.1 Conduct field visit to verify previous data and gather further information on species frequency, distribution and health or habitat values  
3.2 Conduct the biological survey according to the survey design  
3.3 Monitor survey activities for accuracy, compliance to the survey design and out-of-specification procedures or events  
3.4 Undertake staged data collection according to the survey design, scheduling and surveyor access requirements  
3.5 Record all monitoring and survey data promptly and accurately according to specifications of the survey design |
| **4.** Compile a biological survey report | 4.1 Analyse data and draw conclusions based on appropriate evidence and reasoned arguments  
4.2 Prepare a biological survey report that describes survey findings according to the survey scope and objectives, identifies areas requiring remedial action for improvement and details recommendations for action  
4.3 Present report to the client |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNAR502A Conduct biological surveys.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR502 Conduct biological surveys

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan, conduct and report on biological surveys according to client requirements, enterprise policy and industry best practice
- identify the scope, objectives and constraints for a biological survey according to client requirements, the biological components to be surveyed and enterprise policy
- assess the availability of current data and determine data collection and processing needs
- identify biological indicators that are repeatable and statistically representative
- develop a survey plan that documents survey methods and indicators
- schedule survey activities and establish access to the site
- conduct a biological survey with data collection staged and recorded according to the survey plan
- produce a biological survey report with detailed analysis and conclusion, including a description and assessment of the specified biological components, in agreed timeframes to client and enterprise standards
- design and conduct biological survey in accordance with work health and safety and environmental legislative requirements
- ensure survey plan and activities complies with Animal Welfare Codes of Practice
- apply work health and safety practices in the context of own work
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- biological classification systems
Assessment Requirements for AHCNAR502 Conduct biological surveys

- plant and animal recognition relevant to survey area
- environmental factors that impact on vegetation and animal populations
- requirements for ensuring the welfare of animals described in the relevant Codes of Practice
- ecological principles and terminology
- energy flows and trophic structures of communities
- legal requirements relating to the protection and clearance of vegetation and animal species
- assessment, reporting and client liaison procedures and best practice techniques
- enterprise work team management guidelines
- work health and safety legislative requirements and Codes of Practice
- hazard identification, assessment and control measures

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR503 Design a natural area restoration project

Modification History

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Application

This unit of competency describes the skills and knowledge required to design a natural area restoration project.

This unit applies to restoration managers who analyse information and exercise judgement to complete a range of skilled design and development activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

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<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop a natural area restoration project design brief</td>
<td>1.1 Consult with client to establish the purpose, scope, budget and other requirements of design</td>
</tr>
<tr>
<td></td>
<td>1.2 Develop and confirm ecological objectives for the project</td>
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<td></td>
<td>1.3 Develop the design brief and agree on extent of project</td>
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<td>1.4 Prepare the project budget with the client</td>
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</tbody>
</table>
| 1.5 Obtain or prepare a site base plan  
1.6 Review existing site data and information before visiting the site |
| 2. Undertake a site analysis | 2.1 Inspect project site at the first stage of the design work  
2.2 Quantify and map on the base plan, elements and features of the site, its biological condition and the presence of threats  
2.3 Record soil, topography, aspect, habitat resources, existing vegetation, ecological communities and climatic factors in the base plan and in the site report  
2.4 Assess legal requirements and constraints on restoration work  
2.5 Assess the potential for natural regeneration and record the limiting factors  
2.6 Determine options for passive and active interventions  
2.7 Assess and record other relevant information |
| 3. Develop a concept design for the natural area restoration project | 3.1 Prepare concept design to illustrate location and layout of the project  
3.2 Get agreement from client on options and approaches for development in accord with the proposed ecological aims and goals  
3.3 Present the concept design with supporting information and justification or reasons for the proposed actions |
| 4. Produce a final design for the natural area restoration project | 4.1 Draft a detailed plan according to the design brief and concept design  
4.2 Establish the quality and standard of the works and the responsibilities of the contractor during implementation  
4.3 Apply appropriate construction and engineering principles to restoration design  
4.4 Organise or prepare any further design documentation according to the design brief and enterprise guidelines |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNAR503A Design a natural area restoration project.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCNAR503 Design a natural area restoration project

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- design a natural area restoration project according to client specifications and workplace and legislative requirements
- conduct an on site analysis to assess potential for regeneration and determine constraints, and use information to inform the design process
- establish the project purpose, scope and extent, and costs and benefits
- prepare a base plan incorporating landforms, soils, fauna and flora and habitat
- determine options for natural area restoration and incorporate into a concept design
- produce a final design with supporting documentation, including costings, planning, notes and specifications to give an interpretation of the plan to establish the quality and standards of the works and the responsibilities of the contractor during the implementation
- use professional graphic formats to present concept design

Knowledge Evidence

The candidate must demonstrate knowledge of:

- design process
- construction principles and practices
- graphical presentation and drafting techniques
- recognition of plant species and a range of ecological communities
- natural regeneration potential and limits
- ecological restoration theory and techniques
- drafting techniques
- developing and managing budgets
- calculations of materials, labour, machinery and equipment
- environmental implications of restoration works
- legislative requirements for natural area restoration works

**Assessment Conditions**

Assessor must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR504 Manage natural area restoration programs

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage natural area restoration programs.

This unit applies restoration managers who provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

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<thead>
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</tr>
</tbody>
</table>
| 1. Inspect and assess site for restoration | 1.1 Prepare a vegetation assessment report  
1.2 Determine site conditions, level of degradation and restoration potential  
1.3 Assess threats to existing ecosystem, flora, fauna and property from proposed restoration works  
1.4 Assess range of likely operating conditions, hazards and difficult |
<table>
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<td>or sensitive environments for potential impact on restoration works</td>
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</tbody>
</table>
| 2. Plan natural area restoration program | 2.1 Prepare plans and specifications according to program or management aims and objectives  
2.2 Select restoration techniques to meet management plans  
2.3 Outline staging strategy for works  
2.4 Plan protective structures to ensure compliance with work health and safety requirements  
2.5 Select or recruit appropriately skilled personnel  
2.6 Obtain appropriate permits, licenses and authorisations required for program  
2.7 Source equipment and materials for restoration work  
2.8 Transport equipment and personnel to restoration sites |
| 3. Monitor natural area restoration works | 3.1 Check site is prepared according to specifications  
3.2 Check plant materials, machinery and equipment comply with natural area restoration plan  
3.3 Monitor natural area restoration works for quality and progression against plan  
3.4 Monitor work to ensure remedial action is undertaken as required  
3.5 Manage workers to ensure work is carried out in accordance with work health and safety legislation |
| 4. Review natural area restoration programs | 4.1 Monitor site to ensure compliance with maintenance program and specifications  
4.2 Assess site to determine restoration works are consistent with management plans  
4.3 Report changes to restoration techniques for adoption in future works |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNAR504A Manage natural area restoration programs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR504 Manage natural area restoration programs

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- manage a natural area restoration program
- carry out a detailed site assessment for restoration
- select appropriate vegetation restoration techniques for the program
- plan a natural area restoration program effectively
- ensure program complies with relevant legislative and program requirements
- calculate staff and resources required
- supervise staff to carry out natural area restoration works according to the program
- review natural area restoration program against issues identified in the management plan for the area
- monitor staff to ensure work health and safety policies and procedures are followed

Knowledge Evidence

The candidate must demonstrate knowledge of:

- plant species and community recognition
- natural regeneration potential and limits
- ecological restoration theory and techniques
- factors affecting the timing and method of plant establishment
- identification of plant and animal threats to treated areas
- principles and methods relating to the prevention and control of pests and diseases
- safety requirements when handling and using hazardous goods
- soils and nutrients, plant selection and culture
- calculations for materials
Assessment Requirements for AHCNAR504 Manage natural area restoration programs

- legislative requirements
- preparation of plans and specifications

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR505 Plan river restoration works

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare a detailed plan for river restoration works, in consultation with the client and relevant consent authorities.

This unit applies to restoration and rehabilitation project managers who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish client need</td>
<td>1.1 Confirm client expectations</td>
</tr>
<tr>
<td></td>
<td>1.2 Explain current impacting legislation and policies</td>
</tr>
<tr>
<td></td>
<td>1.3 Discuss possible strategies and confirm the best option</td>
</tr>
</tbody>
</table>
Element | Performance criteria
---|---
2. Develop the strategy to utilise river restoration works | 2.1 Check maps and titles to determine property ownership and boundaries
| 2.2 Determine profiles of river sections from photographs
| 2.3 Develop erosion and sediment control measures consistent with industry principles and selection criteria
| 2.4 Develop fauna habitats following industry recommendations
| 2.5 Ensure plants used in project comply with industry guidelines
| 2.6 Establish and document restoration strategies with the client and relevant consent authority

3. Prepare a detailed river restoration works plan | 3.1 Check selection criteria for earthwork structures or measures against industry guidelines and legislative requirements
| 3.2 Check habitat enhancement strategies against industry guidelines
| 3.3 Prepare plan according to industry best practice and the requirements for submission to the relevant consent authority

Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCNAR505A Plan river restoration works.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR505 Plan river restoration works

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- check client expectations for restoration strategies for compliance and discuss issues with client
- plan river restoration works according to client, environmental and legislative requirements
- develop erosion and sediment control measures
- follow industry guidelines to establish fauna habitat and vegetation species
- document the strategy for submission to the relevant consent authority
- prepare a detailed works plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant environmental protection, planning and groundwater legislation
- river restoration techniques and processes
- erosion and sediment control techniques
- planning procedure for erosion and sediment control
- erosion control and design principles and factors including:
  - soils and soil formation
  - levels and levelling
  - earthmoving principles
  - total catchment issues
  - managing peak water flows
  - subsurface and surface drainage principles and systems
• restoration principles and techniques
• legal requirements related to permits
• environmental issues
• relevant legislation and regulations relating to soil and water degradation issues

**Assessment Conditions**
Assessors must satisfy current standards for RTOs.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNAR506 Develop and implement sustainable land use strategies

Modification History

<table>
<thead>
<tr>
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<td>Initial release</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to develop and implement sustainable land use strategies.

This unit applies to managers of agricultural and production horticulture enterprises whose job role includes developing land use strategies that lead to improved ecological sustainability of land under production. These individuals take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Area Restoration (NAR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess requirements for improved land use</td>
<td>1.1 Audit the natural resource base and identify threats to sustainability</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.2</td>
<td>Review the production and management plans to incorporate sustainable land use principles</td>
</tr>
<tr>
<td>1.3</td>
<td>Assess water resources, quality and impacts of run off for risk of erosion</td>
</tr>
<tr>
<td>1.4</td>
<td>Assess soil health and fertility against the requirements of the production plan</td>
</tr>
<tr>
<td>1.5</td>
<td>Assess vegetation types and coverage and identify required changes</td>
</tr>
<tr>
<td>1.6</td>
<td>Plan and prioritise land and water protection measures and structures</td>
</tr>
<tr>
<td>2.1</td>
<td>Follow work health and safety policies and procedures in field work</td>
</tr>
<tr>
<td>2.2</td>
<td>Inspect sites, note key features and place pegs for improvements</td>
</tr>
<tr>
<td>2.3</td>
<td>Determine materials for the construction from the plans</td>
</tr>
<tr>
<td>2.4</td>
<td>Obtain and organise materials, personnel and equipment</td>
</tr>
<tr>
<td>2.5</td>
<td>Check equipment to be used</td>
</tr>
<tr>
<td>2.6</td>
<td>Construct structural works and revegetate the area and secure from livestock</td>
</tr>
<tr>
<td>3.1</td>
<td>Realign fences to land classes and soil conservation works</td>
</tr>
<tr>
<td>3.2</td>
<td>Protect contour banks and repair as necessary</td>
</tr>
<tr>
<td>3.3</td>
<td>Construct water carrying structures or repair as necessary</td>
</tr>
<tr>
<td>3.4</td>
<td>Establish shelter belts for crop and stock protection</td>
</tr>
<tr>
<td>3.5</td>
<td>Review and amend soil cultivation and planting practices to prevent erosion and minimise soil run-off</td>
</tr>
<tr>
<td>3.6</td>
<td>Plan grazing strategies to maximise ground cover and avoid damage through foot tracks or damage to banks</td>
</tr>
<tr>
<td>3.7</td>
<td>Ensure all works and plans comply with environmental protection legislation, regulations and codes of practice</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCNAR506A Develop and implement sustainable land use strategies.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNAR506 Develop and implement sustainable land use strategies

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop and implement sustainable land use strategies
- identify the threats to sustainability for an area or region
- manage water resources and riparian zones
- manage vegetation and plant succession for an area
- manage the health and sustainability of soils
- incorporate sustainability principles into land use practices
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the role of biodiversity in farming systems
- sustainable land and water use principles and practices applicable to the region
- sustainable soil management
- soil appraisal and remediation strategies
- environmental controls and codes of practice applicable to the business and to the improvement works
- relevant legislation and regulations relating to soil and water degradation issues, chemical use and structural works
- relevant work health and safety and environmental protection legislation, regulations and codes of practice
- causes of land degradation
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM301 Establish an Australian native stingless bee colony

Modification History

<table>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to identify, procure, establish and maintain a colony of Australian native stingless bees (ANSB) suitable for establishing in a specific location for a defined purpose.

The unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Recognise common Australian native stingless bees suitable for domestication
   1.1 Recognise common Australian native bees and their nesting habits
   1.2 Recognise common ANSB species suitable for domestication for a specified location
   1.3 Select a species of ANSB and identify the environmental conditions required
### Elements

*Elements describe the essential outcomes.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Prepare a basic management strategy for establishing and maintaining ANSB for a defined purpose.</td>
<td>1.4 Prepare a basic management strategy for establishing and maintaining ANSB for a defined purpose.</td>
</tr>
<tr>
<td>2. Prepare a structure to house an ANSB colony</td>
<td>2.1 Identify type of structure required to house the ANSB colony and acquire components according to design and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify health and safety hazards and risks and apply appropriate controls according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Select, fit and use personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>2.4 Select tools and equipment required to assemble the planned structure according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.5 Assemble components to house ANSB according to design</td>
</tr>
<tr>
<td>3. Establish an ANSB colony</td>
<td>3.1 Procure a population of native bees and prepare to establish a new colony according to workplace procedures and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify and select a preferred method for establishing colony</td>
</tr>
<tr>
<td></td>
<td>3.3 Prepare bee structure to receive the native bee colony</td>
</tr>
<tr>
<td></td>
<td>3.4 Perform manipulations required to establish the bee colony according to selected method</td>
</tr>
<tr>
<td></td>
<td>3.5 Transfer the colony to a location and position suitable to native bee species, colony management strategy and biosecurity procedures</td>
</tr>
<tr>
<td></td>
<td>3.6 Monitor native bee colony for desired development and take remedial action to rectify development problems</td>
</tr>
<tr>
<td>4. Monitor and maintain the health of ANSB’s</td>
<td>4.1 Identify and recognise common native bee pests, diseases and disorders</td>
</tr>
<tr>
<td></td>
<td>4.2 Inspect native bee colony for pests, diseases and disorders and take remedial action according to workplace biosecurity procedures</td>
</tr>
<tr>
<td></td>
<td>4.3 Monitor environmental conditions and maintain optimal condition according to workplace procedures and management strategy</td>
</tr>
<tr>
<td>5. Manipulate ANSB colony to achieve strategic outcomes</td>
<td>5.1 Confirm purpose and outcomes for ANSB colony against management strategy</td>
</tr>
<tr>
<td></td>
<td>5.2 Manipulate and manage colony to achieve purpose and outcome of management strategy</td>
</tr>
<tr>
<td></td>
<td>5.3 Review outcomes of manipulations to assess achievement of management strategy</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret designs and plans suitable for housing ANSB colonies</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document a basic management strategy for an ANSB colony using appropriate terminology and required format</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Measures and perform calculations for layout and construction requirements of ANSB structures according to proposed design</td>
</tr>
<tr>
<td>Navigates the world of work</td>
<td>• Follow workplace procedures and comply with health and safety requirements when setting up colony and maintaining an ANSB colony</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks and workload for efficiency and effective outcomes while working with ANSBs&lt;br&gt;• Make decisions and implement standard procedures for monitoring and maintaining ANSB colonies</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCNRM301 Establish an Australian native stingless bee colony</td>
<td>Not applicable</td>
<td>New Unit</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNR M301 Establish an Australian native stingless bee colony

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has on at least one occasion established an Australian native bee colony, including:

- recognised and selected appropriate Australian native stingless bees (ANSB) for domestication and prepared a strategy for managing the colony for a defined purpose
- identified a suitable structure to house an ANSB colony and acquired components
- used tools and equipment, including personal protective equipment (PPE), to safely prepare a structure to house an ANSB colony
- procured a population of ANSBs and established and located the colony in a suitable environment
- monitored the colony conditions, pests, diseases and disorders during establishment according to colony workplace and biosecurity procedures
- monitored, manipulated and assessed the colony to achieve strategic outcomes.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types of Australian native bees and their basic biology and nesting habits for a given locality, including:
  - stinging
  - stingless
  - social
  - solitary
- ANSB and their attributes suitable for "domestication", including:
  - colony forming
  - health and safety risks
  - suitable environmental conditions
• role in pollination
• commercial and non-commercial outcomes for keeping ANSBs, including:
  • pollination and pollination services
  • honey production
  • education
  • conservation
  • pets
• developing, monitoring and assessing basic strategies for keeping ANSBs
• equipment and resources required for keeping ANSBs including beekeeping tools, use and maintenance
• structures to house Australian native stingless bees, including:
  • natural habitats
  • hives and hive designs
• health, hygiene and biosecurity considerations
• health and safety hazards and risks associated with handling and working with ANSB’s, including:
  • PPE
  • public safety
  • lifting and handling
  • safe use of tools
• methods used for procuring and establishing ANSBs, including:
  • legislative requirements when collecting wild populations
  • transfer techniques for wild colony
  • budding
  • splitting
  • trapping
  • purchasing established colony
• locating colonies and establishing native bee meliponary, including:
  • locality/location/region/
  • weather and temperature
  • orientation
  • access to food and water
  • proximity of colonies to each other and competition
• pests diseases and disorders of Australian native stingless bees and their control including biosecurity
• monitoring procedures and signs of a health or declining population
• ANSB manipulation techniques, including:
  • inspections
  • accessing honey
  • splitting.
Assessment Conditions

Assessment of skills must take place under the following conditions:

- Physical conditions:
  - Skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions.

- Resources, equipment and materials:
  - Australian native stingless bee colony.
  - Tools and equipment for assembling and working with Australian native stingless bee colonies.
  - PPE.

- Specifications:
  - Workplace procedures and specifications related to establishing Australian native stingless bee colonies.
  - Manufacturer’s instructions for equipment and machinery to maintain structures to house bee colonies.
  - Access to legislation and codes of practice related to Australian native stingless bee colonies.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM401 Plan and implement a biosecurity program

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to plan and implement a biosecurity program.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication, however, where animals are involved in training and assessment, the AHC Training Package has the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Maintain a biosecure area to prevent disease transmission through</td>
<td>1.1 Maintain a controlled access perimeter to funnel authorised traffic through control points</td>
</tr>
<tr>
<td></td>
<td>1.2 Establish and implement procedures for all staff and equipment to</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| the use of physical barriers and hygiene practices | cross the controlled access perimeter into the controlled access zone  
1.3 Restrict entry of workers and equipment into the controlled access zone by transferring inputs, waste and products through access points on the controlled access perimeter  
1.4 Maintain restricted access perimeters and restricted zones  
1.5 Prioritise access to restricted zones on the risks and potential impacts of infection being carried into the zone |
| 2. Implement biosecurity procedures to manage visitors | 2.1 Define the risk level of visitors by gathering information before the visit and during sign in  
2.2 Establish procedures for higher risk visitors  
2.3 Maintain clear signage to direct traffic and discourage unauthorised visitors  
2.4 Communicate the requirements for entry to visitors before they arrive on site  
2.5 Keep visitor parking separate to prevent staff vehicle or traffic way contamination  
2.6 Develop a questionnaire to be completed and signed by visitors to establish their risk levels  
2.7 Develop and post criteria for banning visitors including those who fail to make pre-arrangements  
2.8 Maintain visitor log books to allow traceability of any subsequent disease issues |
| 3. Apply sanitation practices and personnel movements to reduce the risk of disease | 3.1 Monitor and adjust drainage to ensure water doesn't collect and stand  
3.2 Implement and monitor hygiene and clothing procedures for entry to the site  
3.3 Establish and maintain well-defined transition zones for entering restricted zones  
3.4 Select disinfectants that are appropriate for surfaces and water quality  
3.5 Develop and implement standard operating procedures for cleaning and sanitising facilities, tools and equipment  
3.6 Ensure staff movements and animal exposures are from most susceptible animals to least susceptible  
3.7 Ensure boot dips are used correctly and recharged frequently |
| 4. Implement an integrated strategy for pests to reduce the risk of disease | 4.1 Maintain facilities to eliminate potential points of entry for pests  
4.2 Screen all inputs such as feed, fertiliser and animals to reduce the likelihood of pests being introduced  
4.3 Monitor pest numbers through the use of counts or other indicators |
## Element

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4 Use good sanitation and hygiene to break pest cycles and eliminate pest habitat</td>
</tr>
<tr>
<td>4.5 Control or exclude pests from output storage areas</td>
</tr>
<tr>
<td>4.6 Reduce pest numbers by use of an integrated approach using a combination of biological, chemical, behavioural and mechanical controls</td>
</tr>
<tr>
<td>4.7 Rotate pesticides periodically to overcome resistance in pest populations</td>
</tr>
<tr>
<td>4.8 Document and evaluate pest control measures in response to effectiveness over time</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Remove and store outputs such as garbage for later removal or disposal</td>
</tr>
<tr>
<td>5.2</td>
<td>Locate storage areas for outputs in low-traffic areas and managed to prevent cross-contamination and comply with environmental legislation</td>
</tr>
<tr>
<td>5.3</td>
<td>Implement a mortality management strategy using alternatives such as burial, composting, rendering or incineration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Use record keeping of biosecurity procedures to reduce risk of disease</td>
</tr>
<tr>
<td>6.2</td>
<td>Monitor effectiveness and progress of control activities and compare with planned objectives</td>
</tr>
<tr>
<td>6.3</td>
<td>Ensure standards and protocols for the monitoring of sheds and facilities are adhered to as part of work duties</td>
</tr>
<tr>
<td>6.4</td>
<td>Address issues and concerns with biosecurity and amend procedures where required</td>
</tr>
<tr>
<td>6.5</td>
<td>Revise control activities as required to address relevant protocols, maintain cost-effectiveness including appropriate resource allocation and contain wider impacts</td>
</tr>
<tr>
<td>6.6</td>
<td>Review staff training and induction records to ensure they are able to implement all biosecurity requirements appropriate to their position</td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - No equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM401 Plan and implement a biosecurity program

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- manage and maintain quarantine
- implement and monitor quarantine area sanitation
- disinfect facilities
- plan and implement pest control strategies
- establish a biosecure area
- manage visitor access and the storage and movement of inputs and outputs for biosecurity
- develop sanitation procedures to reduce the risk of disease
- apply integrated pest management practices to control pests in a biosecure area
- ensure staff are aware of and follow biosecurity procedures
- review biosecurity status based on records system

Knowledge Evidence

The candidate must demonstrate knowledge of:
- diseases and pests that pose a threat and their likely causes of spread
- principles of risk management applied to biosecurity
- requirements for personal hygiene and quarantine procedures for site entry
- principles of disinfecting a site
- safe use of chemicals and cleaning agents
- integrated pest management and rotation of chemical pest controls
- cleaning and disinfecting procedures
- work health and safety, environmental and biosecurity legislation, codes of practice and enterprise procedures
Assessment Requirements for AHCNRM401 Plan and implement a biosecurity program

- record keeping requirements
- reporting incidents or issues
- safety practices related to use of equipment and materials used in cleaning and pest control
- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice, where animals are affected by biosecurity plans

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/Training Docs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM501 Develop a coastal rehabilitation strategy

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop, implement and evaluate a rehabilitation strategy for a natural area in a coastal zone.

This unit applies to persons working in enterprises, organisations or groups who are responsible for the management of natural resources within the coastal zone. They analyse information and exercise judgement to complete a range of advanced skills activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tbody>
</table>

1. Identify and describe coastal resources and assets

1.1 Identify existing sources of information on the coastal zone resource to be managed, including advice from the relevant land manager, organisation or group
1.2 Conduct site survey to determine physical or biological entities and resources and threatening processes
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Identify cultural and heritage sites within the zone and arrange for an archaeological assessment, if required</td>
<td></td>
</tr>
<tr>
<td>2. Establish condition of coastal area</td>
<td>2.1 Assess current ecological and environmental condition of resources within the coastal area</td>
</tr>
<tr>
<td>3. Develop a strategy to rehabilitate the coastal area</td>
<td>3.1 Analyse information gathered to make decisions on management options</td>
</tr>
<tr>
<td>4. Implement and monitor the strategy and action plan</td>
<td>4.1 Seek funds and volunteer assistance to undertake works</td>
</tr>
<tr>
<td>5. Evaluate rehabilitation strategy</td>
<td>5.1 Monitor changes in resource condition and evaluate effectiveness of strategy</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCNRM501A Develop a coastal rehabilitation strategy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM501 Develop a coastal rehabilitation strategy

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- develop, implement and evaluate a rehabilitation strategy for a natural area in a coastal zone
- assess the condition of a natural area within a coastal zone and identify threats through review of existing information, site surveys, consultation and expert advice
- determine management options and facilitate the development of a strategy and action plan through analysis of information collected, stakeholder consultation and advice from management authority
- monitor and evaluate the implementation of the strategy
- prepare reports to enterprise and authority standards
- apply work health and safety practices in the context of own work and in managing volunteers and undertaking rehabilitation works
- incorporate sustainability practices into rehabilitation strategies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- coastal zone topographical features
- ecological principles and environmental assessment techniques
- coastal zone information resources including on native flora and fauna identification, habitat requirements, vulnerable and endangered species
- management and rehabilitation techniques and strategies for application within the coastal zone
- environmental degradation processes
- management strategies for cultural and heritage sites
- natural resource management planning and issues
- relevant legislative and regulatory requirements

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM502 Develop a water quality monitoring program

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish requirements for monitoring water quality and developing a program to monitor water quality in a given site. It includes carrying out water monitoring activities and evaluating program effectiveness.

This unit applies to those working in the role of coordinator or manager in an organisation, group or enterprise concerned with gathering information for land or water management purposes. The role is likely to include delegation of implementation tasks and may include consultation with specialists such as hydrologists and hydrographers.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine water quality monitoring program requirements</td>
<td>1.1 Consult with client to identify scope, objectives and constraints of project and intended use of the data</td>
</tr>
<tr>
<td></td>
<td>1.2 Research and evaluate background information relevant to survey</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
**1.** Develop monitoring program  | 1.3 Determine water quality indicators to be measured, frequency and volume of sampling required to meet scope, objectives and constraints of project  
1.4 Establish procedures for data collection, processing and reporting that are consistent with the scope, objectives and constraints of the program and legislative requirements  
1.5 Seek estimates of costs involved and sources of funds for the program  
1.6 Identify and assess work health and safety hazards associated with conducting the sampling program  
1.7 Provide a survey strategy that reflects project requirements, scope, objectives and constraints for discussion and approval

**2.** Undertake a site analysis  | 2.1 Identify and record physical and biological features of the site  
2.2 Identify and record resource management factors contributing to water quality  
2.3 Survey biota, as required, to meet the scope and objectives of the program  
2.4 Identify and evaluate sampling points for safety, accessibility and opportunities for repeatable data collection

**3.** Plan monitoring program  | 3.1 Select suitable sites for repeatable monitoring to obtain representative samples  
3.2 Source laboratory and field equipment for the monitoring program and determine costs  
3.3 Confirm suitability and availability of laboratory and field equipment  
3.4 Confirm surveyor access to site for the duration of the monitoring program  
3.5 Document work health and safety controls and emergency procedures for the program in line with organisational policies  
3.6 Document environmental sustainability policies and procedures and biosecurity measures  
3.7 Document sampling techniques to be used  
3.8 Document methods of data collection, monitoring and field techniques for field operators  
3.9 Present survey schedules and procedures to appropriate personnel and the client for approval

**4.** Monitor water quality  | 4.1 Carry out water quality monitoring tasks in line with plan  
4.2 Transport, store and treat samples with regard to temperature, maximum holding periods and other variables  
4.3 Monitor surveying process for accuracy, compliance with the
<table>
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<tbody>
<tr>
<td></td>
<td>survey plans and procedures</td>
</tr>
<tr>
<td>4.4</td>
<td>Implement contingency plans when problems arise, whilst continuously assessing and evaluating the plan for errors and inconsistencies</td>
</tr>
<tr>
<td>5. Evaluate program</td>
<td>5.1 Record and save data according to plan requirements</td>
</tr>
<tr>
<td></td>
<td>5.2 Analyse data collected according to industry policies and guidelines and scientific standards</td>
</tr>
<tr>
<td></td>
<td>5.3 Draw outcomes, conclusions or trends from the monitoring program using industry standards for interpretation of water quality data and appropriate evidence and reasoned arguments</td>
</tr>
<tr>
<td></td>
<td>5.4 Seek advice from client as to satisfaction with monitoring program in terms of the process and outcomes</td>
</tr>
<tr>
<td></td>
<td>5.5 Provide report on outcomes to client with recommendations for changes and improvements for any further monitoring activities</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNRM502A Develop a water quality monitoring program.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM502 Develop a water quality monitoring program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must develop a water quality monitoring program in accordance with legislative and organisational policies. The candidate must also undertake the water quality monitoring.

The candidate must provide evidence that they can:

- establish scope, objectives and constraints and water quality monitoring requirements of the project through consultation with client
- undertake research and a site analysis to select suitable monitoring sites
- develop the monitoring plan in accordance with project brief and to meet client needs
- monitor water quality in accordance with project plan
- evaluate the program using data analysis, consultation with client and assessment against program objectives
- collect, transport and treat samples in accordance with organisational guidelines and policies
- analyse data according to scientific standards and organisational policies and guidelines
- apply work health and safety practices in the context of own work
- incorporate biosecurity into monitoring program
- apply sustainability practices in monitoring program
- draw conclusions based on appropriate evidence and reasoned arguments
- produce written reports to enterprise standards

Knowledge Evidence

The candidate must demonstrate knowledge of:
Assessment Requirements for AHCNRM502 Develop a water quality monitoring program

- water quality principles and factors including:
- hydrological cycle
- aquatic ecology
- water quality indicators
- chemical principles
- catchment and coastal management issues contributing to surface and groundwater quality
- standard techniques to assess ecological health of aquatic sites
- mathematical sampling techniques
- analytical techniques appropriate to water quality monitoring
- data storage and management
- accepted scientific processes and standards for data collection and analysis
- statistical analysis
- hazard identification, assessment and control

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM503 Support the implementation of waterways strategies

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Application

This unit of competency describes the skills and knowledge required to support implementation of catchment plans relevant to improvement of waterways using a diverse range of strategies.

This unit applies to individuals who have a role in the development and management of waterways and are responsible for implementing waterways improvement plans by working with a range of stakeholders and applying a range of strategies.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Confirm arrangements for waterways planning and management</td>
<td>1.1 Identify the roles and responsibilities of key stakeholders, including landholders</td>
</tr>
<tr>
<td></td>
<td>1.2 Review the purpose, scope and impact of relevant legislation</td>
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</table>
| within a catchment area | 1.3 Review waterways planning and management arrangements and current trends  
1.4 Review government policies and plans on waterways planning and management |
| 2. Prioritise plans for waterways improvement | 2.1 Review catchment plans based on relevant legislation and policies, management targets and priorities  
2.2 Collect and assess information on the specific needs of waterways  
2.3 Establish priorities, targets and funding requirements through consultation  
2.4 Determine funding opportunities for projects  
2.5 Assess strategies and programs for relevance to achievement of priorities and targets |
| 3. Facilitate stakeholder participation | 3.1 Communicate priorities and targets to stakeholders  
3.2 Communicate funding and other opportunities that support strategies for action to stakeholders  
3.3 Support the development of plans or submissions that identify aims, outcomes, steps, evaluation and reporting methodology  
3.4 Facilitate cooperation and partnerships between stakeholders |
| 4. Advise and support stakeholders | 4.1 Document and report findings for use in future planning  
4.2 Provide support to ensure that legislative requirements are met  
4.3 Notify stakeholders of variations to planned approaches  
4.4 Meet stakeholder needs with timely and appropriate support  
4.5 Use communication and negotiation skills to resolve conflicts |
| 5. Evaluate the achievement of priorities and targets | 5.1 Use appropriate monitoring strategies  
5.2 Collect and analyse monitoring information against priorities and targets  
5.3 Evaluate progress towards achievement of priorities and targets  
5.4 Communicate findings to stakeholders |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCNRM503A Support the implementation of waterways strategies.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM503 Support the implementation of waterways strategies

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must demonstrate their ability to support the implementation of waterways improvement plans using a diverse range of strategies.

The candidate must provide evidence that they can:

- apply appropriate communication techniques to collect information on needs, inform funding opportunities, develop plans and submissions, and educate and resolve conflict
- identify and apply a diverse range of strategies to achieve the priorities and related targets from catchment plans
- liaise with, and give feedback to, a range of stakeholders to solve conflicts as they arise
- evaluate the progress towards achievement of priorities and targets
- prioritise projects based on regional targets and funding provisions
- determine funding requirements and identify enterprise funding mechanisms
- support the development of plans including establishing priorities and targets, strategies and programs, communication procedures, monitoring requirements and strategies and reporting processes
- identify aims, risks, outcomes and stages on the project in the project planning
- determine evaluation and reporting methods in the planning
- develop reports for stakeholders and for future planning purposes according to organisational requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- environmental legislation
• obligations of landholders
• contemporary regional catchment strategies
• principles of community capacity building and engagement
• relevant policies across all levels of government and within the specific region, including those under catchment plans
• waterways management and improvement techniques, including:
  • fencing
  • revegetation
  • habitat restoration
  • pest plant control

**Assessment Conditions**
Assessors must satisfy current standards for RTOs.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM504 Interpret and report on catchment hydrology

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Application

This unit of competency describes the skills and knowledge required to interpret catchment hydrology to report on water quantity and quality within a catchment.

This unit applies to a person employed in a technical capacity to collect, collate, analyse and report on hydrological data for use in floodplain management, asset protection and water allocation. This person will analyse information and exercise judgement to complete a range of skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Collate and evaluate catchment information</td>
<td>1.1 Determine data collection priorities in consultation with supervisor or team</td>
</tr>
<tr>
<td></td>
<td>1.2 Access and collate catchment information</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine the requirements for accuracy and currency of</td>
</tr>
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| 1. Interpret and report on catchment hydrology                         | 1.4 Identify land uses within the catchment  
1.5 Determine management units within the catchment                                                                                                                                                                |
| 2. Analyse hydrological processes of a catchment using available data   | 2.1 Analyse natural ground and surface water processes  
2.2 Identify man-made ground and surface water movement  
2.3 Determine and analyse man-made impacts on water quantity  
2.4 Determine the need for, and identify appropriate representative sites for collection of additional data  
2.5 Apply work health and safety policies and procedures, environmentally sustainable practices and biosecurity measures when analysing hydrological processes |
| 3. Design and implement field surveys and assess findings               | 3.1 Determine objectives, locations and resource requirements for site assessments in consultation with supervisor or team  
3.2 Assess physical entities and processes, including threats, within representative management units  
3.3 Collect site data according to enterprise policies, procedures and guidelines |
| 4. Report on catchment hydrology                                        | 4.1 Prepare a written overview on catchment hydrological behaviour  
4.2 Present a visual overview of catchment hydrological behaviour to stakeholders  
4.3 Provide advice and guidance on remediation measures consistent with catchment management objectives |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNRM504A Interpret and report on catchment hydrology.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM504 Interpret and report on catchment hydrology

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- access and collate existing hydrological information
- collect and analyse hydrological data using appropriate sustainable practices
- collect and assess a wide range of hydrological data
- determine the movement of water within a catchment from existing data
- assess processes within catchment to evaluate non-sustainable practices in catchments
- report on catchment hydrological behaviour to organisational requirements
- apply work health and safety practices to the collection and testing of water
- apply an awareness of biosecurity in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of factors used for analysis of water catchment area:

- hydrological cycles
- chemical and physical properties of water
- rock and soil types including weathering processes
- fluvial geomorphology:
  - drainage basin function
  - factors influencing stream flow rates
  - interactions between ground and surface water
  - stream hierarchy and ordering
  - human impacts on surface water quality and quantity
- hydrogeology:
Assessment Requirements for AHCNRM504 Interpret and report on catchment hydrology

- aquifer types and properties
- aquifer discharge and recharge
- rates of water movement through aquifers
- human impacts on groundwater quality and quantity
- sustainable use of ground and surface water:
  - uses of water in catchments
  - water allocation
  - policies and strategies determining water use

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM505 Provide technical advice on sustainable catchment management

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Application

This unit of competency describes the skills and knowledge required to provide technical advice on sustainable catchment management to land managers in a catchment area or region.

This unit applies to those in a catchment management role and are responsible for identifying and managing land degradation, as well as providing advice and information on programs and funding for the sustainable management of farms, small properties, recreational land and land used for commercial activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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</table>
| 1. Respond to requests for advice on sustainable catchment | 1.1 Respond to requests for advice from land managers  
1.2 Seek information on location, land management or production objectives and land management concerns |
<table>
<thead>
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</table>
| management | 1.3 Review state and regional legislation, regulations and strategies relevant to the region in relation to potential constraints  
| | 1.4 Confirm options and processes for provision of advice with land managers |
| 2. Identify and analyse land management issues | 2.1 Conduct a site assessment to collect information on geological characteristics, ecological processes and biodiversity  
| | 2.2 Apply work health and safety policies and procedures, environmentally sustainable practices and biosecurity measures when conducting site assessments  
| | 2.3 Collect information on land uses and land management techniques  
| | 2.4 Interpret site information for land managers and other relevant stakeholders in a supportive and non-threatening manner  
| | 2.5 Evaluate the types and levels of land degradation in the site assessment |
| 3. Provide advice on sustainable land and catchment management | 3.1 Provide advice that complies with State and regional legislation, regulations and strategies  
| | 3.2 Propose options for changing land management practices, taking into account economic factors, technical difficulty, practical feasibility, social and environmental acceptability  
| | 3.3 Advise land manager on outcomes of analysis, sustainable land management techniques, whole property planning and remediation measures  
| | 3.4 Provide resource materials and information on supportive programs and funding |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNRM505A Provide technical advice on sustainable catchment management.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM505 Provide technical advice on sustainable catchment management

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- provide technical advice on sustainable catchment management to land managers in a catchment area or region in accordance with State and regional legislation, regulations and strategies and stakeholder requirements
- review State and regional legislation, regulations and strategies relevant to the responsibilities of land managers
- analyse the issues, processes and techniques in sustainable land management and assess land management practices in relation to the long-term objectives of a catchment or region
- source and communicate advice on sustainable land management practices to a variety of land managers in a knowledgeable and non-threatening manner
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- geology:
  - rock types
  - weathering
  - soil formation and soil types
- ecological processes:
  - energy flow through ecological systems
  - matter flow through ecological systems
  - nutrient cycling
- land degradation processes and impacts:
Assessment Requirements for AHCNRM505 Provide technical advice on sustainable catchment management

- soil compaction
- erosion
- tree decline
- pest plant and animal infestations
- eutrophication
- acidification
- salinity
- fertility decline
- catchment management principles:
  - catchment planning priorities and programs
  - roles and responsibilities of land users in catchments
- biodiversity:
  - basic plant identification techniques
  - animal identification
  - ecological vegetation communities
  - whole property planning principles:
    - energy flows
    - sustainable water management
    - land capability

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCNRM506 Plan and monitor works projects in catchments and waterways

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan, implement, monitor and review works projects conducted in catchments and waterways. This includes engaging and working with stakeholders and ensuring works meet environmental and project outcomes and priorities.

This unit applies to those engaged in contract project works in catchments and waterways who take personal responsibility and exercise autonomy in undertaking complex work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Inspect and assess catchment and waterways sites for</td>
<td>1.1 Establish the environmental outcomes and priorities of the works program 1.2 Apply work health and safety policies and procedures,</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| inclusion in a works program | environmentally sustainable practices and biosecurity measures  
1.3 Confirm the physical characteristics and health of catchment and waterways with a site assessment  
1.4 Assess the range of operating conditions, hazards and sensitive environments for impact on proposed projects  
1.5 Assess the heritage and cultural values of sites  
1.6 Consult potential project partners and investors on the scope and purpose of the works program |

2. Plan works project  
2.1 Consult with stakeholders to determine project priorities  
2.2 Obtain permits, licenses and other authorisations  
2.3 Determine and source equipment and materials and personnel required for project  
2.4 Confirm terms and conditions of project work with project partners and investors  
2.5 Prepare plans and specifications for works project  
2.6 Complete project documentation and communicate details |

3. Monitor works project  
3.1 Establish monitoring program that includes selecting representative water quality and macro invertebrate monitoring sites using data collection guidelines, data collection parameters and timelines  
3.2 Establish data benchmarks for evaluating the outcomes of project  
3.3 Ensure the ongoing requirements of contractors and project workers are met  
3.4 Provide appropriate and timely support  
3.5 Monitor the condition of the project site to ensure it is left in an agreed condition  
3.6 Report outcomes of monitoring to enterprise requirements |

4. Review works program  
4.1 Evaluate individual projects to ensure compliance with agreed outcomes  
4.2 Determine whether projects are meeting the environmental targets  
4.3 Recommend changes to the works program to better achieve catchment and waterways priorities  
4.4 Use a relational data management system for recording monitoring data and reporting to stakeholders |

**Foundation Skills**  
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCNRM506A Plan and monitor works projects in catchments and waterways.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM506 Plan and monitor works projects in catchments and waterways

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply effective consultation techniques to ensure stakeholder contribution to project priorities
- research and determine the environmental conditions of project worksites in relation to the wider catchment
- undertake consultation with stakeholders
- work with and support project partners during project implementation
- develop waterway monitoring program that includes selecting representative water quality and macro invertebrate monitoring sites
- monitor project to ensure it is meeting regulatory requirements
- evaluate the impact of projects on sustainable catchment management
- determine the physical and human resources necessary for project success
- determine suitable monitoring procedures that will provide sufficient information for evaluation and review of the project
- evaluate the environmental benefits of the works program using existing techniques and reporting guidelines
- complete reporting requirements to enterprise standards and to meet the needs of stakeholders, partners and investors

Knowledge Evidence

The candidate must demonstrate knowledge of physical characteristics and indicators of health of waterways and catchments, including:

- wetland and floodplain processes and function:
  - factors that influence stream flow
Assessment Requirements for AHCNRM506 Plan and monitor works projects in catchments and waterways

- stream dynamics
- stream formation
- eutrophication
- impacts of land use on waterways
- indicators of catchment health:
  - pest plant and animal infestations
  - vegetation decline
  - soil erosion
  - stream bank erosion
  - water quality decline
- water quality parameters:
  - physical and chemical properties of water
  - biological indicators of water quality

The candidate must demonstrate knowledge of:

- project planning processes
- permits and licences required for on-ground works

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM507 Manipulate and analyse data within geographic information systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to extract, compare and manipulate data within a Geographic Information System (GIS) in response to customer requests.

This unit applies to those who undertake data analysis within a range of geographic information systems for the purpose of managing natural resources. They are likely to undertake a range of specialised skilled activities, exercise autonomy and take responsibility for complex work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop procedures for manipulation and</td>
<td>1.1 Specify desired data format based on job requirements</td>
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<tr>
<td></td>
<td>1.2 Specify parameters for the manipulation of data sets</td>
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### Element

<table>
<thead>
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<tbody>
<tr>
<td>1.3 Explain the procedure and rationale for development in new documented procedures</td>
</tr>
<tr>
<td>2.1 Evaluate applicability of existing tools, models, theories, applications and solutions</td>
</tr>
<tr>
<td>2.2 Specify feasible parameters, equations and assumptions</td>
</tr>
<tr>
<td>2.3 Establish models required to provide specified outcome</td>
</tr>
<tr>
<td>3.1 Specify steps to be undertaken and computer operating systems and applications to be used to analyse and manipulate data</td>
</tr>
<tr>
<td>3.2 Consider restricting factors when selecting techniques for analysis</td>
</tr>
<tr>
<td>3.3 Isolate and retrieve data from its source</td>
</tr>
<tr>
<td>3.4 Interrogate data to ensure reliability</td>
</tr>
<tr>
<td>3.5 Prepare data for presentation media</td>
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</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCNRM507A Manipulate and analyse data within geographic information systems.

### Links

Assessment Requirements for AHCNRM507 Manipulate and analyse data within geographic information systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must demonstrate that they can extract, compare and manipulate data in response to customer requests.

The candidate must provide evidence that they can:
- develop and document suitable procedures for data collection, manipulation and analysis
- use or create appropriate models
- use operating systems and computer applications for data analysis and report writing, according to organisational requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:
- database structures
- scripting and commands
- line instructions and programming
- operating systems used by enterprise for data analysis and storage, including:
  - UNIX
  - DOS
  - Windows
  - NT
- range of tools, models, theories, applications and solutions
- data analysis and manipulation techniques
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCNRM508 Investigate suspected breaches of natural resource management legislation

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Application

This unit of competency describes the skills and knowledge required to investigate suspected breaches of natural resource management (NRM) legislation.

This unit applies to officers who investigate suspected breaches of NRM legislation. It applies to individuals who take responsibility for their own work and who provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

All work is undertaken in accordance with organisational protocol and legal requirements.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Respond to advice of</td>
<td>1.1 Record details relating to change in land use</td>
</tr>
<tr>
<td>Element</td>
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</table>
| change in land use | 1.2 Complete pre-site inspection investigations in accordance with Federal or State legislation and local regulations  
1.3 Report suspected breach and seek approval to proceed with investigation |
| 2. Carry out site investigation | 2.1 Follow work health and safety policies and procedures when carrying out investigations  
2.2 Give notification to stakeholders of the consequences of their actions  
2.3 Interview witnesses and landholders and record proceedings  
2.4 Document records of interviews and proceedings  
2.5 Communicate specific issues relating to collection of evidence aligning to technical guidelines  
2.6 Record specific site details relevant to the investigation |
| 3. Collect site evidence | 3.1 Check accuracy of site details in line with program guidelines  
3.2 Collect site evidence  
3.3 Ensure completed investigations are sufficient to support judgement |
| 4. Compile final report | 4.1 Check detail and accuracy of supporting and validating data  
4.2 Establish recommendations based on investigations that conform to legal protocol and organisational guidelines  
4.3 Present final report and supporting workplace documentation |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCLPW506A Investigate suspected breaches of Natural Resource Management (NRM) legislation.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM508 Investigate suspected breaches of natural resource management legislation

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- investigate suspected breaches of NRM legislation in accordance with legal and organisational protocols and guidelines
- carry out preliminary investigations into a reported or suspected breach of land use legislation using organisational processes and procedures and in accordance with legislative and regulatory requirements
- seek approval to proceed with a full investigation
- carry out a site investigation according to organisational guidelines
- interview witnesses and land owners following organisational protocols
- document records of interviews, proceedings and site details according to legal requirements and organisational protocols
- check accuracy of all data and information collected and ensure it is sufficient to make an informed judgement
- make recommendations based on information collected
- complete final report with supporting documentation in line with policy guidelines and legislative and regulatory standards
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- application of Federal and State legislation and regulations to natural resource management issues
- types of breaches of natural resource management legislation
- organisational policies and procedures for investigating and reporting on breaches
Assessment Requirements for AHCNRM508 Investigate suspected breaches of natural resource management legislation

- techniques for consulting with stakeholders, legal and agency policies and procedures
- assessment approaches for area of notification
- formats for compiling reports and submitting evidence

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM601 Review land management plans and strategies

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Application

This unit of competency describes the skills and knowledge required to review and assess the effectiveness of management plans and strategies. It includes establishing criteria and review mechanisms as well as modifying plans and strategies as required, in response to review outcomes.

This unit is carried out at a strategic level, with the capacity to devolve responsibilities and tasks if required.

This unit applies to individuals who take responsibility for their own work and who provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine mechanisms</td>
<td>1.1 Establish reasons for the review of management plans and</td>
</tr>
<tr>
<td>Element and criteria for reviewing land management plans and strategies</td>
<td>Performance criteria</td>
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<tr>
<td>and criteria for reviewing land management plans and strategies</td>
<td>strategies</td>
</tr>
<tr>
<td>1.2 Examine internal policy and procedural influences impacting on land management plans and strategies</td>
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<tr>
<td>1.3 Interpret trends to identify changes occurring in land management plans and strategies beyond normal variations</td>
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<tr>
<td>1.4 Establish the need for the review of management plans and strategies by reviewing industry information</td>
<td></td>
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<tr>
<td>1.5 Set realistic timeframes for review process</td>
<td></td>
</tr>
<tr>
<td>2. Analyse existing land management plans and strategies</td>
<td>2.1 Assess ecological and environmental trends and threats against the objectives of the plans and strategies</td>
</tr>
<tr>
<td>2.2 Identify and assess the effectiveness, relevance and impact of existing management plans relevant to the issue</td>
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<tr>
<td>2.3 Identify and prioritise gaps in management plans and strategies</td>
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<tr>
<td>2.4 Analyse management plans in consideration of the relevant historical, social, cultural, political and economic contexts in which they were developed</td>
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<tr>
<td>2.5 Inform persons contributing to the review of relevant enterprise requirements</td>
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<tr>
<td>2.6 Undertake consultation with stakeholders to gain support for the implementation of the reviewed plans and strategies</td>
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<tr>
<td>2.7 Identify and resolve stakeholder problems or issues with the plan</td>
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<tr>
<td>3. Modify land management plans and strategies</td>
<td>3.1 Modify plans and strategies, ensuring they are consistent with business plan and identified needs</td>
</tr>
<tr>
<td>3.2 Evaluate feedback from employees on existing management plans and strategies</td>
<td></td>
</tr>
<tr>
<td>3.3 Instruct staff in changes to management strategies and monitoring and recording processes</td>
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<tr>
<td>3.4 Submit proposed changes, according the organisational requirements, for approval</td>
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<tr>
<td>3.5 Include outcomes amendments from the consultative process</td>
<td></td>
</tr>
<tr>
<td>3.6 Ensure modified plans and strategies comply with relevant legislation</td>
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<tr>
<td>4. Implement modified land management plans and strategies</td>
<td>4.1 Make modifications to operational processes to obtain additional data or to monitor changes to conservation strategies and plans</td>
</tr>
<tr>
<td>4.2 Provide education and training to employees to ensure implementation is safe, effective and environmentally sustainable and that it meets biosecurity requirements</td>
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<tr>
<td>4.3 Provide education and information to stakeholders to promote implementation</td>
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<tr>
<td>4.4 Implement modifications in a timely manner to reflect the need for changes</td>
<td></td>
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</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBUS602A Review land management plans and strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM601 Review land management plans and strategies

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine mechanisms and criteria for reviewing management plans and strategies
- analyse statistical trends to determine changes occurring in land management plans and strategies beyond normal variations
- analyse existing management plans and strategies
- modify management plans and strategies using clear and concise language in a standardised format
- implement modified management plans and strategies within appropriate timeframes, using approved communication and education strategies
- undertake internal and external consultation appropriate to the review process
- undertake training needs analysis for staff on implementing new management plans and strategies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- mechanisms and criteria for reviewing management plans and strategies
- trends and threats both natural and from human activity, to places of natural significance, including:
  - ecosystems including the interrelationship of geophysical, hydrological, biological and meteorological factors
  - normal and abnormal life cycles of the biodiversity
  - pollution sources and damage potential
- legislation under which enterprise operates
Assessment Conditions
Assessor must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM602 Develop a monitoring, evaluation and reporting program

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Application

This unit of competency describes the skills and knowledge required to develop a monitoring, evaluation and reporting program for an organisation to measure progress against targets and reporting responsibilities.

It includes the development of evaluation strategies to inform implementation of a natural resource management Monitoring, Evaluation, Reporting and Improvement framework (MERI Framework), used to manage human, social, natural, physical and financial assets.

This unit applies to individuals who analyse information and exercise judgement to complete a range of highly skilled activities and demonstrate broad knowledge in an area of work with depth in areas of specialisation.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<td>essential outcomes.</td>
<td>achievement of the element.</td>
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1. **Define terms of reference, scope and evaluation context**

1.1 Identify and clarify the outcomes sought, who will use the information and for what purpose
1.2 Identify the key stakeholders who will be consulted
1.3 Select evaluation and monitoring methods which are suitable to the size and significance of the program, and the terms of reference
1.4 Complete a review of existing evidence and literature relevant to the proposed evaluation
1.5 Develop an evaluation methodology that supports broader management targets, natural resource management standards, targets and outputs

2. **Identify the key stages and outcomes of the program**

2.1 Define key stages, milestones and timeframe
2.2 Communicate with clients and stakeholders the details of the program and delivery timeline for endorsement
2.3 Identify potential risks, including work health and safety risks, which may impact on the proposed program
2.4 Refine targets and objectives as required

3. **Define reporting and record keeping requirements for data management**

3.1 Identify data collection, management and reporting requirements to meet the objectives of the program
3.2 Identify existing data sets that may be accessed for the program
3.3 Design data collection protocols and methodology so relevant standards and required formats are met
3.4 Identify how data will be stored to ensure security and appropriate access taking into account required formats
3.5 Identify the information products required taking into account client and stakeholder needs, and use in decision making
3.6 Produce reports to suit program audience types

4. **Identify the resources needed to implement the program**

4.1 Identify the personnel and skill sets required to implement the monitoring and evaluation program
4.2 Assess the material resources required to undertake the work

5. **Design and manage the monitoring, evaluation and reporting program plan**

5.1 Document the program plan to enterprise requirements
5.2 Outline reporting requirements for the program
5.3 Incorporate work health and safety, environmental sustainability and biosecurity policies and procedures into the plan
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBUS606A Develop a monitoring, evaluation and reporting program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM602 Develop a monitoring, evaluation and reporting program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- develop a monitoring, evaluation and reporting program for an organisation in accordance with the MERI Framework
- scope a project
- define terms of reference and context
- identify key stages and outcomes of the project
- assess and define data management requirements according to project requirements and objectives
- identify the resources needed to undertake the program, including financial, equipment, material and human resources
- develop data collection, management and analysis methodology and procedures
- design and manage a monitoring, evaluation and reporting program
- produce reports and planning documents to organisational standards
- review existing data and information appropriate to the plan, according to organisational requirements
- incorporate work health and safety practices, policies and procedures into the program

Knowledge Evidence

The candidate must demonstrate knowledge of:
- program design considerations, including equality, technical validation and ethics
- quantitative and qualitative methods for monitoring and evaluation
- data management techniques
- sources of existing evidence and literature relevant to the program
- the MERI framework data collection protocols
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNRM603 Implement a monitoring, evaluation and reporting program

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement a monitoring, evaluation and reporting program for an organisation to measure progress against targets and reporting responsibilities.

It includes implementation of evaluation strategies developed to inform a natural resource management Monitoring, Evaluation, Reporting and Improvement framework (MERI Framework), used to manage human, social, natural, physical and financial assets.

This unit applies to individuals who analyse information and exercise judgement to complete a range of highly skilled activities and demonstrate broad knowledge in an area of work with depth in areas of specialisation.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Natural Resource Management (NRM)

Elements and Performance Criteria

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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
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</tbody>
</table>
| 1. Implement a monitoring and evaluation strategy                       | 1.1 Follow the plan to collect relevant baseline data  
1.2 Consult with stakeholders and the community  
1.3 Brief colleagues, staff and contractors who will be involved in implementing the program, on the monitoring and evaluation methods selected and justification  
1.4 Implement chosen monitoring and evaluation methods in accordance with defined strategy  
1.5 Ensure standard procedures and recording templates are available for use  
1.6 Ensure program timelines are communicated to appropriate stakeholders and monitored |
| 2. Collect and analyse data                                             | 2.1 Ensure data and information is collected following relevant standards and format  
2.2 Assess if further data or information is needed to answer key evaluation questions and adjust design as required  
2.3 Ensure data is appropriately stored and can be accessed as needed  
2.4 Coordinate colleagues and contractors involved in the monitoring and evaluation process  
2.5 Evaluate the effectiveness, efficiency and appropriateness of investment and project priorities as required by the evaluation design |
| 3. Prepare reports and information products                             | 3.1 Report against milestones and outputs  
3.2 Produce appropriate information products to keep stakeholders informed and engaged  
3.3 Communicate findings and activities to stakeholder groups according to program schedule  
3.4 Negotiate changes to projects and programs with stakeholders, based on MERI findings  
3.5 Apply findings to improve the delivery and alignment of projects and policy decisions with organisational targets and mission  
3.6 Ensure the style of reporting reflects the audience and how the information is to be used |
| 4. Review the monitoring and evaluation process                         | 4.1 Foster a culture of self-evaluation and learning through encouraging ongoing participation, consultation and communication with stakeholders  
4.2 Review and adapt ongoing evaluation strategy and processes and provide feedback on the implementation and the evaluation design |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCBUS607A Implement a monitoring, evaluation and reporting program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNRM603 Implement a monitoring, evaluation and reporting program

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- implement a monitoring and evaluation strategy
- apply monitoring and evaluation methods to ensure integrity and validity of data
- collect and manage data related to the monitoring program according to enterprise procedures
- analyse complex information related to the monitoring program according to enterprise requirements
- prepare reports and information products to enterprise standards and to meet audience needs
- review the monitoring and evaluation process to contribute to continuous improvement

Knowledge Evidence

The candidate must demonstrate knowledge of:

- quantitative and qualitative methods for monitoring and evaluation
- data management processes and systems
- policy and program management processes
- adaptive management and review cycles
- MERI framework

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCNRM603 Implement a monitoring, evaluation, and reporting program

Date this document was generated: 18 March 2019

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY101 Support nursery work

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide support for nursery work.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools and equipment for nursery work</td>
<td>1.1 Identify required materials, tools and equipment according to lists provided and supervisor's instructions</td>
</tr>
<tr>
<td></td>
<td>1.2 Conduct checks on all materials, tools and equipment and tell supervisor if there are insufficient or faulty items</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1.3 Use correct manual handling techniques when loading and unloading materials  
1.4 Use suitable personal protective equipment (PPE) selected as directed by supervisor and ensure correct fit  
1.5 Tell supervisor if any risks are identified |
| 2.1 Follow instructions and directions provided by supervisor and ask for clarification when necessary  
2.2 Communicate with other staff and clients in a professional manner  
2.3 Handle and dispose of materials  
2.4 Tell supervisor of there are problems or difficulties in completing work to required standards or timelines |
| 3.1 Store plant debris and waste material produced during nursery activities as instructed  
3.2 Prepare and process plant debris and waste materials in an appropriate and safe manner as instructed  
3.3 Stockpile surplus materials for removal as instructed  
3.4 Maintain a clean and safe work site while completing nursery work |
| 4.1 Store plants and materials as instructed  
4.2 Clean, maintain and store tools and equipment  
4.3 Tell supervisor of work outcomes |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY101A Support nursery work.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY101 Support nursery work

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare materials, tools and equipment for nursery work
- undertake nursery work as directed
- store and stockpile materials
- clean up on completion of work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of nursery work
  - basic stock control procedures
  - nursery hygiene and quality control
  - nursery plant maintenance activities
  - propagation techniques
  - safe work practices

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY201 Pot up plants

Modification History

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Application

This unit of competency describes the skills and knowledge required to transplant established plants with developed root systems.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

<table>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>

1. Prepare for potting up operations
   1.1 Clarify work activity instructions with supervisor
   1.2 Identify any work health and safety hazards and tell supervisor
   1.3 Select and use tools and equipment for potting up
   1.4 Clean and disinfect work area
   1.5 Collect materials and check that there is sufficient quantity and
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| 2. Prepare growing media | 2.1 Measure media components and mix as instructed  
2.2 Test growing media to ensure the product complies with media specifications |
| 3. Pot up propagated plants | 3.1 Prepare plants for potting  
3.2 Pot up selected propagated plants  
3.3 Grade plants during the potting process to meet quality specifications and report any abnormalities to supervisor  
3.4 Adjust media level in pots to produce a well-furnished plant  
3.5 Ensure that placement and depth of plants comply with the planting method and plan  
3.6 Add fertilisers and other products as directed |
| 4. Complete potting up operation | 4.1 Water plants in to eliminate air pockets and prevent dehydration  
4.2 Perform cleaning procedures and follow hygiene practices  
4.3 Collect waste and dispose of or recycle to minimise damage to the external environment  
4.4 Maintain records of potting up operations in the appropriate format  
4.5 Clean and store tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY201A Pot up plants.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY201 Pot up plants

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare tools, equipment, media and plants
- measure media components
- disinfect work areas
- operate potting machinery (if required)
- pot up propagated plants
- handle plants with care
- treat common problems of plants
- use and maintain tools

Knowledge Evidence
The candidate must demonstrate knowledge of:
- the principles and practices of potting up plants
  - appropriate use of personal protective equipment
  - basic plant physiology
  - common problems in a controlled environment
  - enterprise plants and their characteristics
  - hygiene and quality control
  - methods of disposing of waste
  - properties of relevant potting media

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY202 Care for nursery plants

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain and care for containerised nursery plants.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to work | 1.1 Clarify work activity instructions with supervisor  
1.2 Identify any work health and safety hazards and tell supervisor  
1.3 Select and use appropriate tools and equipment  
1.4 Select and use suitable personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| 2. Maintain the nursery environment | 2.1 Service irrigation system components for basic operational use and repair or replace basic user serviceable parts  
2.2 Check irrigation system for functionality  
2.3 Monitor environmental controls to ensure specified levels are maintained  
2.4 Follow hygiene practices to minimise risk of contamination |
| 3. Maintain nursery plants | 3.1 Apply fertiliser and other products as directed  
3.2 Remove weeds from pots as directed  
3.3 Apply water in the quantity and method specified  
3.4 Block and space plants as required  
3.5 Prune plants as directed  
3.6 Stake and tie plants as directed  
3.7 Provide feedback to supervisor on work completed |
| 4. Complete nursery plant maintenance operation | 4.1 Record workplace information in the appropriate format  
4.2 Collect waste and dispose of or recycle  
4.3 Clean and store tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY202A Tend nursery plants.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY202 Care for nursery plants

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select and use appropriate tools and equipment
- maintain nursery hygiene
- Service, repair or replace basic operational irrigation system components and user serviceable parts
- maintain nursery plants as instructed
- check irrigation system performance
- monitor environmental controls
- recognise common problems in nursery plants
- repair or replace user serviceable irrigation components
- record workplace information

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of nursery plant care
  - botany and plant physiology as applies to maintaining nursery plants
  - common problems that may occur with containerised plants in a controlled environment and their treatment
  - daily water requirements of nursery plants
  - hygiene and quality control when tending nursery plants
  - principles and operations of irrigation systems used in nurseries, in basic terms
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCNSY203 Undertake propagation activities

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Application

This unit of competency describes the skills and knowledge required to carry out a range of propagation tasks.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for plant propagation | 1.1 Clarify work activity instructions with supervisor  
1.2 Identify any work health and safety hazards and tell supervisor  
1.3 Select and use tools and equipment for potting up  
1.4 Clean and disinfect work area |
<table>
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<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>1.5 Select and use suitable personal protective equipment (PPE)</td>
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<tr>
<td>1.6 Collect propagation material using the appropriate method for the species</td>
<td></td>
</tr>
<tr>
<td>1.7 Maintain and store propagation material to ensure maximum viability</td>
<td></td>
</tr>
<tr>
<td>2. Propagate plants</td>
<td>2.1 Apply pre-treatment appropriate to the propagation method and species</td>
</tr>
<tr>
<td></td>
<td>2.2 Carry out propagation techniques appropriate to the requirements of the species</td>
</tr>
<tr>
<td></td>
<td>2.3 Handle propagation material in a way that minimises damage and maximises viability</td>
</tr>
<tr>
<td></td>
<td>2.4 Apply water and nutrients to suit the media conditions, plant requirements and propagation techniques used</td>
</tr>
<tr>
<td></td>
<td>2.5 Apply labels</td>
</tr>
<tr>
<td></td>
<td>2.6 Monitor plant health and take remedial action if required</td>
</tr>
<tr>
<td>3.3 Clean and store tools and equipment</td>
<td></td>
</tr>
<tr>
<td>3.1 Collect waste and dispose of or recycle to minimise damage to the external environment</td>
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</tr>
<tr>
<td>3.2 Maintain records of activities in the appropriate format</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY203A Undertake propagation activities.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY203 Undertake propagation activities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for plant propagation according to instructions
- collect propagation material as appropriate to species
- apply pre-treatments
- apply water and nutrients
- carry out a variety of propagation techniques
- collect propagation material
- maintain environmental parameters and temperature controls
- minimise damage to and maximise viability of propagated material
- maintain records of activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of propagation
  - botany and plant physiology as it applies to propagation
  - common problems that occur while performing propagation activities
  - enterprise hygiene requirements
  - enterprise requirements for handling and disposal of nursery wastes
  - maintenance requirements of tools and equipment used for propagation
  - plant nutrition
  - propagation methods required for a range of plant species
  - quality specifications/characteristics of a range of parent plants and propagation materials
• record keeping relevant to the work function

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY204 Maintain indoor plants

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain and care for indoor plants.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to maintain indoor plants | 1.1 Clarify work activity instructions with supervisor  
1.2 Identify any work health and safety hazards and tell supervisor  
1.3 Select and use appropriate tools and equipment  
1.4 Select and use suitable personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>2. Maintain the growing environment</td>
<td>2.1 Access plants as directed</td>
</tr>
<tr>
<td></td>
<td>2.2 Transport tools, equipment and materials safely to comply with access requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Maintain watering system and adjust where necessary</td>
</tr>
<tr>
<td></td>
<td>2.4 Take light meter readings to ensure specified parameters are maintained</td>
</tr>
<tr>
<td></td>
<td>2.5 Check condition of media</td>
</tr>
<tr>
<td></td>
<td>2.6 Clean containers and growing site to ensure the aesthetic and hygiene standards of indoor plants are maintained</td>
</tr>
<tr>
<td>3. Maintain indoor plants</td>
<td>3.1 Recognise common problems in indoor plants and rectify and report to the supervisor</td>
</tr>
<tr>
<td></td>
<td>3.2 Select and apply treatments to optimise plant health and appearance</td>
</tr>
<tr>
<td></td>
<td>3.3 Apply water in the quantity and method specified by the supervisor</td>
</tr>
<tr>
<td></td>
<td>3.4 Replace plants when no longer at optimum health and appearance</td>
</tr>
<tr>
<td>4. Complete indoor plant maintenance operation</td>
<td>4.1 Remove rubbish, litter and decaying material from plants, pots and surrounds and perform cleaning procedures</td>
</tr>
<tr>
<td></td>
<td>4.2 Collect and dispose of or recycle waste to minimise damage to the environment</td>
</tr>
<tr>
<td></td>
<td>4.3 Clean and store tools and equipment</td>
</tr>
<tr>
<td></td>
<td>4.4 Record workplace information in the appropriate format</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY204A Maintain indoor plants.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY204 Maintain indoor plants

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- Prepare for indoor plant maintenance activities according to instructions
- Inspect plant quality
- Measure quantities and calculate application rates
- Operate, adjust and maintain watering system
- Use a light meter
- Monitor and maintain health of indoor plants
- Maintain indoor plant environment
- Record workplace information

Knowledge Evidence

The candidate must demonstrate knowledge of:

- The principles and practices of indoor plant maintenance
  - Acclimatisation techniques for indoor plants
  - Botany and physiology of indoor plants
  - Common problems that may occur with indoor plants and their treatment
  - Growth requirements of indoor plants
  - Identification and characteristics of common indoor plants and their culture
  - Light and moisture tolerance and intolerance for common indoor plant species
  - Methods of disposing of waste to minimise damage to the environment
  - Operations and maintenance of a range of irrigation and subirrigation systems used for watering indoor plants and displays
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY301 Maintain nursery plants

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain and care for nursery plants.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to work | 1.1 Select and use appropriate materials, tools and equipment  
1.2 Identify work health and safety hazards, assess risks and implement suitable controls  
1.3 Select, use and maintain suitable safety and personal protective equipment (PPE) |
<table>
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<tr>
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</thead>
</table>
| 2. Monitor and maintain the nursery environment | 2.1 Monitor environmental parameters against the needs of the plants  
2.2 Alter environmental parameters, as required, to meet the needs of nursery plants and market requirements  
2.3 Service irrigation system components for basic operational use and repair or replace basic user serviceable parts |
| 3. Determine daily water requirements | 3.1 Determine water requirements according to the needs of the plant and environmental parameters  
3.2 Apply water to meet the needs of the plant group  
3.3 Monitor water requirements of the plant |
| 4. Promote plant growth by intervention | 4.1 Test potting media in production areas to ensure quality specifications are met  
4.2 Monitor the health of the plant  
4.3 Undertake plant interventions as required  
4.4 Dispose of waste with full consideration of the environmental implications |
| 5. Complete work | 5.1 Clean and store equipment, tools and equipment  
5.2 Maintain records on all maintenance activities |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY301A Maintain nursery plants.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524bf2322cf72
Assessment Requirements for AHCNSY301 Maintain nursery plants

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for nursery plant maintenance activities
- calculate daily water needs
- implement a range of plant maintenance activities
- monitor plant health
- operate irrigation systems
- recognise stages of plant growth
- record workplace information
- repair or replace user serviceable irrigation components

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of nursery plant maintenance
  - botany and plant physiology as it applies to plant maintenance
  - characteristics of various types of potting media
  - common problems that occur with nursery plants and their treatment
  - effect of different pruning and intervention methods
  - effects of environmental parameters on plant growth
  - factors affecting the growth of nursery plants
  - methods of calculating daily water needs
  - optimum growing conditions for a range of plants in a nursery
  - principles and operations of a range of irrigation systems used in nurseries
• processes for modifying environmental parameters
• relationship between plant water needs and environmental parameters
• symptoms of unhealthy plants
• treatments required by plants at different stages and environmental parameters

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY302 Receive and dispatch nursery products

Modification History

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Application

This unit of competency describes the skills and knowledge required to select and collect nursery products for the purpose of dispatch, delivery or pick up by client and the process of receiving and processing of products from suppliers.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select product for an order</td>
<td>1.1 Select and use materials, equipment and personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>1.2 Select product from stock batches to match order forms or client request</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>---------</td>
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</tr>
<tr>
<td>1.3</td>
<td>Assist clients onsite with selection or direct to particular product or display area</td>
</tr>
<tr>
<td>1.4</td>
<td>Evaluate quality of product visually to ensure that it meets standard order requirements for quality</td>
</tr>
<tr>
<td>1.5</td>
<td>Block up stockholding areas for presentation</td>
</tr>
<tr>
<td>1.6</td>
<td>Monitor the amount of remaining product and retain information to inform other clients</td>
</tr>
<tr>
<td>2.1</td>
<td>Collate orders in the sales or dispatch area</td>
</tr>
<tr>
<td>2.2</td>
<td>Check orders for quality of product and for accuracy of quantity</td>
</tr>
<tr>
<td>2.3</td>
<td>Keep electronic or manual records of outgoing sales in the product inventory</td>
</tr>
<tr>
<td>2.4</td>
<td>Adjust the inventory of the quantity of nursery stock available for sale</td>
</tr>
<tr>
<td>3.1</td>
<td>Check product for correct labelling and replace incorrect labelling</td>
</tr>
<tr>
<td>3.2</td>
<td>Package product for delivery and presentation to the client</td>
</tr>
<tr>
<td>3.3</td>
<td>Pack product into containers for ease of handling</td>
</tr>
<tr>
<td>3.4</td>
<td>Assist delivery of product by loading and stacking product according to the configuration of the transportation vehicle</td>
</tr>
<tr>
<td>3.5</td>
<td>Check product quality at each stage in the delivery process</td>
</tr>
<tr>
<td>3.6</td>
<td>Maintain and tidy sales and dispatch areas and packing and packaging materials</td>
</tr>
<tr>
<td>4.1</td>
<td>Check incoming product for quality and correct quantities</td>
</tr>
<tr>
<td>4.2</td>
<td>Transfer product to stock holding areas with appropriate manual handling techniques</td>
</tr>
<tr>
<td>4.3</td>
<td>Transfer incoming documentation, receipts of delivery and invoices to administration</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCNSY302A Receive and dispatch nursery products.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCNSY302 Receive and dispatch nursery products

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- evaluate product quality
- interpret order forms
- maintain product records
- meet client service requirements
- monitor and carry out product dispatch and delivery processes
- select product for order requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of receiving and despatching nursery products
  - best practice guidelines for nursery hygiene
  - common sources of cross contamination from transport vehicles
  - environmental controls necessary for transporting plants
  - quality standards for the packing, packaging and labelling of products
  - quarantine policies and relevant quarantine legislation
  - stock control procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY303 Install and maintain plant displays

Modification History

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Application

This unit of competency describes the skills and knowledge required to install and maintain plant displays. Plant displays can be permanent, semi-permanent and temporary displays of plant life under a range of gardening, exhibition, visual merchandising, marketing and commercial leasing and hiring activities.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess requirements for plantscaping</td>
<td>1.1 Assess access factors impacting plantscaping and record prior to installation</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess and record environmental parameters prior to installation</td>
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<tr>
<td>1.3 Note light sources in regard to both plant growth and client requirements</td>
<td></td>
</tr>
<tr>
<td>1.4 Take light meter readings interior installations and record</td>
<td></td>
</tr>
<tr>
<td>1.5 Analyse site conditions and constraints for plant suitability and record findings</td>
<td></td>
</tr>
<tr>
<td>1.6 Select plants to meet the requirements of the site</td>
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</table>

| 2. Install containerised and direct planted specimens | 2.1 Identify and schedule materials, equipment and machinery required for the job |
|                                                   | 2.2 Identify and schedule personnel required for the job                           |
|                                                   | 2.3 Identify work health and safety hazards, assess risks and implement control measures |
|                                                   | 2.4 Select, use and maintain suitable safety equipment and personal protective equipment (PPE) |
|                                                   | 2.5 Install plants securely and in a manner that ensures they are presented well, are accessible for routine maintenance and conform to the plan or specifications |
|                                                   | 2.6 Prune damaged or unnecessary material to enhance the presentation               |
|                                                   | 2.7 Water and fertilise plants as required                                        |
|                                                   | 2.8 Leave the site in a clean and tidy state                                      |

| 3. Maintain plants                          | 3.1 Identify the symptoms of under and over-watering and rectify                   |
|                                           | 3.2 Identify the symptoms of low and high light intensity and rectify             |
|                                           | 3.3 Identify the symptoms of low and high fertiliser concentration and measure the pH of the growing medium where required and amend as required |
|                                           | 3.4 Identify insects, pests and diseases associated with plants and control as required |
|                                           | 3.5 Enhance appearance of plants                                                |
|                                           | 3.6 Determine the cost benefit of reviving or replacing plants                   |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCNSY303A Install and maintain plant displays.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY303 Install and maintain plant displays

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess site conditions, requirements and constraints impacting plantscaping
- select plants that meet the requirements of the display and chosen site
- determine spatial measurements of a plantscape
- identify and schedule materials, equipment and personnel to install a plant display
- install plants securely to ensure accessibility for maintenance and ascetic requirements
- maintain plants to meet their water, light and fertiliser requirements
- detect and control pests and diseases

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of installing and maintaining plantscapes
  - acclimatisation techniques for plants
  - characteristics and attributes of a range of plants used for plantscaping
  - commonly occurring problems with plantscaping
  - light and moisture tolerance/intolerance for common plant species
  - options for remedial action
  - photosynthesis, respiration, nutrient uptake and growth rate for plants
  - plant growth requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY304 Deliver and promote sales of plants

Modification History

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Application

This unit of competency describes the skills and knowledge required to transport and deliver plants to retail outlets and other nurseries and the associated task of maintaining promotional displays.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to provide marketing support</td>
<td>1.1 Identify product list, clients, delivery schedule and transport vehicle</td>
</tr>
<tr>
<td></td>
<td>1.2 Select tools, equipment and machinery suitable for delivery requirements</td>
</tr>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3</td>
<td>Carry out pre-operational and safety checks on tools, equipment and machinery</td>
</tr>
<tr>
<td>1.4</td>
<td>Select and prepare plants identified in orders, sample specifications and delivery schedule and load</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify work health and safety hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td>1.6</td>
<td>Select, use and maintain suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>2.1</td>
<td>Maintain stock</td>
</tr>
<tr>
<td>2.2</td>
<td>Update and maintain current stock lists</td>
</tr>
<tr>
<td>2.3</td>
<td>Maintain regular delivery service</td>
</tr>
<tr>
<td>2.4</td>
<td>Supply clients with information about stock availability on request</td>
</tr>
<tr>
<td>2.5</td>
<td>Complete delivery documentation</td>
</tr>
<tr>
<td>3.1</td>
<td>Check off-site product displays regularly</td>
</tr>
<tr>
<td>3.2</td>
<td>Maintain displays</td>
</tr>
<tr>
<td>3.3</td>
<td>Provide marketing support with due consideration of environmental implications</td>
</tr>
<tr>
<td>4.1</td>
<td>Inform retailers of available promotional literature with particular stock lines</td>
</tr>
<tr>
<td>4.2</td>
<td>Dispatch regular sales memos</td>
</tr>
<tr>
<td>4.3</td>
<td>Prepare advanced lists for seasonal promotions</td>
</tr>
<tr>
<td>4.4</td>
<td>Complete sales, promotional and marketing documentation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY304A Deliver and promote sales of plants.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY304 Deliver and promote sales of plants

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- calculate orders, sales figures, ratios, proportions and application rates
- communicate with clients, work team members and supervisors
- coordinate own activities to deliver and maintain plant orders
- estimate treatment and product requirements, material sizes and quantities
- interpret and apply delivery schedules and marketing plans
- maintain mobile and remote displays and samples
- use reporting and work procedure documents

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of delivering and promoting plants
  - botanical, common and trade names, growth habits, and presentation requirements for display of plants
  - industry labelling standards and methods
  - practical understanding of the range of plants available from the enterprise
  - standards and methods for the preparation and dispatch of promotional literature and lists for seasonal promotions
  - standards and methods of packaging, and delivery of plant orders, samples and displays
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY305 Prepare specialised plants

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Application

This unit of competency describes the skills and knowledge required to prepare specialised, unusual or rare plants in a production nursery or by other organisations, groups and individuals with a wide range of species and cultivars as the specialised plants or individual cultivars under production.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to treat specialised plants</td>
<td>1.1 Analyse customer requirements and clarify by market research or with a supervisor 1.2 Select specialist plants requiring treatment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>1. Select treatments appropriate to the specialised plant as outlined by the production and marketing plan of the organisation, or by the individual entrepreneur</td>
<td>1.3 Select treatments appropriate to the specialised plant as outlined by the production and marketing plan of the organisation, or by the individual entrepreneur. 1.4 Determine the timing of the treatments according to the seasonality of the plant species and market considerations. 1.5 Identify work health and safety hazards, assess risks and implement control measures.</td>
</tr>
<tr>
<td>2. Implement treatments</td>
<td>2.1 Select, prepare and use materials, tools and equipment required for implementing treatments. 2.2 Select, use and maintain appropriate personal protective equipment (PPE). 2.3 Use treatments that meet the aesthetic requirements of the plan.</td>
</tr>
<tr>
<td>3. Maintain aesthetic appearance of specialised plants</td>
<td>3.1 Monitor the health and aesthetic appearance of the plant to ensure quality standards are met. 3.2 Apply water according to plant requirements. 3.3 Modify environmental parameters to ensure optimum growth of plant. 3.4 Apply remedial or preventative measures to the plants to ensure they maintain their aesthetic appearance.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY305A Prepare specialised plants.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY305 Prepare specialised plants

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- estimate treatment and plant requirements, sizes and quantities and calculating ratios, proportions and application rates
- organise and co-ordinate materials and equipment
- implement plant treatments
- meet quality standards for plant health and aesthetic appearance

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the principles and practices of specialised plant preparation
  - aftercare requirements of treated plants
  - characteristics of a range of potted plants commonly treated for special aesthetic purposes
  - different treatments which are applied to specialised plants to achieve desired aesthetic appearance
  - nursery industry best practice
  - optimum timing of treatments

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCNSY306 Implement a propagation plan

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Application

This unit of competency describes the skills and knowledge required to implement a propagation plan for a range of plants using a range of different propagation methods.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for propagation activities | 1.1 Interpret workplace instructions and organise tasks to achieve daily work routine within time constraints  
1.2 Select and prepare appropriate tools, equipment and machinery  
1.3 Identify work health and safety hazards, assess risks, implement control measures and report to the supervisor |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
</table>
| 1.                                 | 1.4 Select, use and maintain appropriate personal protective equipment (PPE)  
                                     | 1.5 Prepare growing environment to suit species and propagation method  
                                     | 1.6 Implement hygiene practices                                                                                                                             |
| 2. Select propagation material      | 2.1 Identify parent plant and select according to health, vigour and desired characteristics  
                                     | 2.2 Select and collect propagation material according to the propagation method and species  
                                     | 2.3 Select appropriate conditioning and storage requirements to ensure maximum viability of propagating material |
| 3. Prepare propagating media        | 3.1 Select media components for propagation mix  
                                     | 3.2 Test propagation media to ensure the product complies with media specifications  
                                     | 3.3 Determine storage requirements for the unused propagation media                                                                                       |
| 4. Propagate plants                | 4.1 Prepare propagation material safely ensuring risks associated with airborne hazards are reduced  
                                     | 4.2 Perform propagation techniques appropriate for the plant species  
                                     | 4.3 Handle plants to minimise damage  
                                     | 4.4 Provide aftercare to suit the media conditions, plant requirements and propagation techniques employed |
| 5. Complete propagation operations  | 5.1 Clean work site using appropriate hygiene requirements  
                                     | 5.2 Collect waste and dispose of or recycle to minimise damage to the environment  
                                     | 5.3 Complete and maintain records                                                                                                                             |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY306A Implement a propagation plan.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY306 Implement a propagation plan

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare the growing environment to suit species and propagation method
- recognise and rectify problems and anomalies with parent plants, propagation material, propagation media, equipment and materials
- select appropriate propagation material
- handle potting mixes and propagation materials in a safe manner
- apply propagation techniques as appropriate to plants being propagated
- Provide aftercare to suit media conditions, plant requirements and propagation techniques

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices for implementing a propagation plan
  - aftercare requirements for a range of propagated plants
  - problems that may occur performing propagation activities and preventative action
  - enterprise hygiene standards required for propagation activities
  - preferred types of propagation media for different species
  - propagation techniques required for a range of plants
  - quality specifications for parent plants and propagation materials
  - testing methods applied to propagation media

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY307 Operate fertigation equipment

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate fertigation equipment to deliver fertilisers via an irrigation system.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Prepare materials and equipment for operation | 1.1 Interpret workplace instructions and organise tasks to achieve daily work routine within time constraints  
1.2 Select and prepare appropriate tools, equipment and machinery  
1.3 Identify work health and safety hazards, assess risks, implement |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Control measures and report to the supervisor</td>
</tr>
<tr>
<td>1.4</td>
<td>Select, use and maintain appropriate personal protective equipment (PPE)</td>
</tr>
<tr>
<td>1.5</td>
<td>Calibrate and connect injection or fertigation equipment</td>
</tr>
<tr>
<td>1.6</td>
<td>Calculate fertiliser concentration and mix the solution thoroughly</td>
</tr>
<tr>
<td>1.7</td>
<td>Set equipment to meet fertigation requirements</td>
</tr>
<tr>
<td>2.</td>
<td>Operate the fertigation process</td>
</tr>
<tr>
<td>2.1</td>
<td>Implement start-up sequence</td>
</tr>
<tr>
<td>2.2</td>
<td>Operate and monitor fertigation process to ensure delivery is maintained</td>
</tr>
<tr>
<td>2.3</td>
<td>Monitor fertigation equipment to ensure no adverse environmental impact is caused by faulty operation</td>
</tr>
<tr>
<td>2.4</td>
<td>Implement corrections to the process and equipment adjustments as necessary</td>
</tr>
<tr>
<td>3.</td>
<td>Shut down fertigation equipment</td>
</tr>
<tr>
<td>3.1</td>
<td>Flush injection equipment prior to shut down</td>
</tr>
<tr>
<td>3.2</td>
<td>Clean and store equipment</td>
</tr>
<tr>
<td>3.3</td>
<td>Manage waste generated by both the fertigation process and cleaning procedures</td>
</tr>
<tr>
<td>3.4</td>
<td>Report and record fertigation activities</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY307A Operate fertigation equipment.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY307 Operate fertigation equipment

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select and prepare fertigation materials
- connect and calibrate fertigation equipment
- monitor and adjust the delivery of fertilisers
- shut down, clean equipment and dispose of waste

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of fertigation operation
  - fertigation injection equipment
  - chemical handling procedures for fertiliser, chlorine, acid and cleaning agents
  - cleaning procedures for fertigation equipment
  - Material Data Sheets (MDSs)
  - environmental impacts of delivering fertilisers via the irrigation system

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY401 Plan a growing-on program

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan a growing-on program and monitor the implementation of the program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

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<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify issues affecting the growing-on program</td>
<td>1.1 Determine production requirements in consultation with management 1.2 Identify factors that could limit the production of nursery plants</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>1.3 Identify work health and safety hazards, assess risks and implement control measures</td>
<td></td>
</tr>
<tr>
<td>1.4 Consider the environmental implications of a growing-on program</td>
<td></td>
</tr>
<tr>
<td>1.5 Incorporate sustainable practices into the growing-on plan</td>
<td></td>
</tr>
<tr>
<td>2. Develop the growing-on plan</td>
<td>2.1 Identify activities involved in the growing-on program</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify labour, materials, tools and equipment needs</td>
</tr>
<tr>
<td></td>
<td>2.3 Select environmental parameters and alter to meet plant needs and production plans</td>
</tr>
<tr>
<td></td>
<td>2.4 Determine growing media requirements, taking into account the needs of the plant and production plans</td>
</tr>
<tr>
<td></td>
<td>2.5 Determine planting dimensions and layout after consulting production plans</td>
</tr>
<tr>
<td></td>
<td>2.6 Identify treatments required for the growing-on program</td>
</tr>
<tr>
<td></td>
<td>2.7 Identify hygiene requirements for the growing-on program</td>
</tr>
<tr>
<td>3. Document the growing-on plan</td>
<td>3.1 Document the growing-on plan, including all information identified in the development stage</td>
</tr>
<tr>
<td></td>
<td>3.2 Document a budget supporting the plan and request approval by management</td>
</tr>
<tr>
<td></td>
<td>3.3 Organise a schedule of activities</td>
</tr>
<tr>
<td></td>
<td>3.4 Communicate the growing-on plan and schedule of activities to staff</td>
</tr>
<tr>
<td>4. Oversee and monitor the growing-on program</td>
<td>4.1 Monitor the health of the plants to ensure they are at optimum growth</td>
</tr>
<tr>
<td></td>
<td>4.2 Modify treatments as required to maintain optimum growth</td>
</tr>
<tr>
<td></td>
<td>4.3 Confirm plants are ready for dispatch meet customer specifications</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY401A Plan a growing-on program.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY401 Plan a growing-on program

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify and assess factors that could impact the growing-on program
- identify labour, materials and activities involved in the growing-on program
- conduct research about production requirements, growth conditions and marketing implications of a growing-on program
- negotiate, budget and document plans
- communicate plans and schedules to staff
- oversee and monitor the growing-on program

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of planning a growing on program
  - application techniques for chemical and non-chemical intervention or treatments
  - chemical, cultural and biological pest, weed and disease control techniques
  - common problems of growing-on and preventative actions that may apply
  - enterprise hygiene standards required for growing-on activities
  - enterprise quality standards of nursery plant production
  - optimal growing requirements of nursery plants
  - preferred types of propagation media for different species
  - processes and techniques for preparing, costing and documenting plans for and scheduling growing-on activities
  - testing methods applied to propagation media
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCNSY402 Plan a propagation program

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan a propagation program and monitor the implementation of the program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Nursery (NSY)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Carry out preliminary planning activities for a plant propagation</td>
<td>1.1 Determine production requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Evaluate space requirements for the program</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine propagation techniques, taking into account the species</td>
</tr>
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<td>Element</td>
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</table>
| program | and sound horticultural practice  
1.4 Determine environmental parameters that impact on propagation  
1.5 Negotiate a budget for the propagation program  
1.6 Identify work health and safety hazards, assess risks and implement control measures |
| 2. Develop the propagation plan | 2.1 Identify labour, materials, tools and equipment needs  
2.2 Determine propagation media requirements, taking into consideration the propagation method and needs of the plant  
2.3 Determine strategies to modify environmental conditions, taking into account the type of plant and propagation method used  
2.4 Determine selection criteria for the propagation material  
2.5 Determine hygiene requirements for propagation activities |
| 3. Monitor success of propagation activities | 3.1 Identify and record variances from plan and scheduled activities  
3.2 Assess propagated plants for health, quality and viability |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCNSY402A Plan a propagation program.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCNSY402 Plan a propagation program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- negotiate, budget and document propagation plans
- research information about production requirements, growth conditions and marketing implications
- develop a propagation plan that takes into account labour, materials and propagation media requirements and environmental conditions
- determine hygiene requirements for propagation activities
- monitor propagation activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the principles and practices of propagation program planning
  - aftercare requirements for a range of propagated plant varieties and cultivars
  - application techniques for chemical and non-chemical intervention or treatments
  - problems performing propagation activities and preventative action
  - hygiene standards required for propagation activities
  - identification, propagation and establishment techniques for a range of plants
  - enterprise quality specifications for parent plants and propagation materials
  - Plant Breeders Rights (PBR) and related legislation
  - preferred types of propagation media for different species
  - processes for preparing plans for and scheduling propagation activities
  - testing methods applied to propagation media
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCORG101 Support organic production

Modification History

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Application

This unit of competency describes the skills and knowledge required to support livestock and plant based organic production.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under close supervision. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools and equipment for organic production</td>
<td>1.1 Identify required materials, tools and equipment according to supervisor instructions</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| work | 1.2 Conduct checks for serviceability on all materials, tools and equipment and report insufficient or faulty items  
1.3 Demonstrate correct manual handling techniques when loading and unloading materials and minimise damage to self, load and vehicle  
1.4 Select, check and fit suitable personal protective clothing and equipment before work  
1.5 Identify and report work health and safety hazards |
| 2. Undertake organic production work as directed | 2.1 Follow instructions and directions and seek clarification when necessary  
2.2 Undertake work in an environmentally appropriate manner and according to workplace information and principles of organic agriculture  
2.3 Follow site quarantine, biosecurity protocols and farm and personal hygiene requirements are as required by enterprise guidelines  
2.4 Meet enterprise's food safety requirements where appropriate  
2.5 Interact with other staff and customers in a positive and professional manner  
2.6 Follow enterprise policies and procedures for workplace practices and handling and disposal of materials  
2.7 Report problems or difficulties in completing work to required standards or timelines  
2.8 Maintain a clean and safe work site while working |
| 3. Handle materials and equipment | 3.1 Store waste material produced during work in a designated area according to supervisor instructions  
3.2 Handle and transport materials, tools and equipment according to supervisor instructions and enterprise guidelines |
| 4. Clean up on completion of work | 4.1 Return materials to store or dispose of  
4.2 Clean, maintain and store tools and equipment  
4.3 Report work outcomes |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCORG101A Support organic production.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG101 Support organic production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply principles of organic agriculture to daily work routines
- follow supervisor instructions
- follow work health and safety procedures and where appropriate, food safety procedures
- report any variations from required standards or procedures to supervisor
- apply enterprise quarantine and biosecurity protocols

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles of organic production
- organic procedures and recording requirements
- safe work practices relevant to the tasks being undertaken, including safe use of tools and equipment
- food safety requirements for enterprise's activities where appropriate
- work health and safety, biosecurity and environmental protection legislation and enterprise procedures

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG401 Manage biodynamic production

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage a farming system according to the principles of, and using the practices of, biodynamic agriculture.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to farmers who manage according to the principles of biodynamic agriculture. Work is likely to be done independently and according to the requirements of the National Standard for Organic and Biodynamic Produce.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Organic Production (ORG)
## Elements and Performance Criteria

<table>
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<tr>
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</tr>
</tbody>
</table>
| 1. Prepare a plan for a biodynamic farming enterprise | 1.1 Work in an environmentally appropriate manner and according to work health and safety requirements and enterprise guidelines  
1.2 Identify requirements for biodynamic certification  
1.3 Incorporate personal, ecological and financial goals for a biodynamic enterprise into an enterprise plan  
1.4 Develop marketing plan for biodynamic produce which maintains product quality and integrity  
1.5 Trial research findings for biodynamic agriculture and incorporate into plans  
1.6 Develop and implement biodynamic production plan based on biodynamic principles and farm strategies |
| 2. Make and apply biodynamic field spray preparations | 2.1 Make and store horn manure (500), horn silica (501) and horn clay preparations  
2.2 Stir preparations by creating vortex and chaos  
2.3 Select equipment for application of biodynamic preparations  
2.4 Calibrate and adjust equipment for suitable application rate  
2.5 Apply preparations according to biodynamic principles |
| 3. Use biodynamic compost preparations, composts and liquid brews | 3.1 Use and store biodynamic compost preparations according to biodynamic principles  
3.2 Identify materials and mineral inputs for compost from farm production plan and soil analysis  
3.3 Build compost heap  
3.4 Apply biodynamic preparations to compost according to biodynamic principles  
3.5 Monitor aeration, moisture and temperature of compost heap  
3.6 Apply compost to enhance natural cycles |
| 4. Apply biodynamic principles and techniques to enhance soil and plant health | 4.1 Plan planting, harvest and pruning times according to moon rhythms and planetary patterns  
4.2 Optimise soil and plant health using biodynamic preparations, cover crops, crop rotation, mulching and composting and through application of farm-based fertility products  
4.3 Identify weeds and insect pests in enterprise  
4.4 Evaluate options for managing weeds and insects that consider natural predators, life cycles, cultural practices, soil health and the plant community |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>Develop and implement plan for managing pests and weeds</td>
</tr>
<tr>
<td>5.</td>
<td>Manage animals within a biodynamic production system</td>
</tr>
<tr>
<td>5.1</td>
<td>Optimise soil and plant health to provide a nutrient-dense and balanced diet</td>
</tr>
<tr>
<td>5.2</td>
<td>Develop and incorporate grazing and feeding strategies into the biodynamic system</td>
</tr>
<tr>
<td>5.3</td>
<td>Incorporate homeopathic remedies and allowable treatments into animal health strategies</td>
</tr>
<tr>
<td>5.4</td>
<td>Implement enterprise animal welfare policies</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCORG401A Manage biodynamic production.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG401 Manage biodynamic production

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply biodynamic principles
- develop and implement biodynamic production plan
- make and apply biodynamic preparations and compost
- enhance soil and plant health
- integrate and manage animals in a biodynamic enterprise
- apply enterprise work health and safety policies and guidelines
- implement enterprise animal welfare policies
- implement enterprise environmental sustainability practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- animal health
- biodynamic preparations and their role in soil food web and atmosphere
- biodiversity, shelter belts, birds and native bush on biodynamic farm
- calcium-clay-silica polarities
- crop and animal rotation systems
- cultivation methods
- etheric and astral forces and how they relate to biodynamics
- experiments and testing methods such as chromatography and sensitive crystallisation
- green manuring
- management of insects and birds
• paradigms of various farming systems: biodynamics, organics and permaculture, and holistic management
• peppering for animals and insects
• planting calendar
• purpose of various herbs and organs used for making biodynamic preparations
• relationship between soil, plant, animal and human health
• research in biodynamics principles and practices
• rhythms and cycles of planets and moon
• role of the biodynamic preparations 500-508
• role of bacteria and fungi
• role of humus
• soil: food web information, how it is made, its structure and feeding cycle
• water retention
• weed management
• principles, practices and inputs allowable under the National Standard for Organic and Biodynamic Produce

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG402 Manage organic livestock production

Modification History

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Application

This unit of competency describes the skills and knowledge required to integrate livestock production into an organic production system.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to farmers who work according to the principles of organic and ecological agriculture.

Work is likely to be done independently and according to the requirements of the National Standard for Organic and Biodynamic Produce and agro-ecological principles. This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Manage animal health and welfare</td>
<td>1.1 Consider natural behaviours of animals and requirements of animal welfare codes of practice in planning for organic livestock production 1.2 Select and use varieties/genetics for the enterprise that match environmental conditions and optimise animal health 1.3 Monitor livestock constantly for health and welfare and keep records 1.4 Develop animal health preventative strategies, communicate to others working on farm and implement 1.5 Identify and use animal health inputs suitable for organic systems where required 1.6 Follow restrictions and prohibited/restricted inputs for certified organic systems and quarantine if applicable 1.7 Conduct animal husbandry and transport in compliance with animal welfare principles and organic certification requirements 1.8 Maintain livestock records required for organic certification</td>
</tr>
<tr>
<td>2. Develop and implement supplementary feed requirements</td>
<td>2.1 Identify feed gaps and requirements for supplementary feed taking into account seasonal conditions and drought 2.2 Incorporate on-farm supplementary feed strategies including fodder crops, agroforestry or standing hay paddocks into the annual program for animal feed and on-farm sustainability 2.3 Implement good storage practices for feed inputs to ensure quality is maintained 2.4 Purchase and use nutritional inputs in the feed program that meet relevant Organic Standards and/or agro-ecological principles where applicable</td>
</tr>
<tr>
<td>3. Develop and implement a sustainable grazing strategy</td>
<td>3.1 Determine feed requirements, sustainable carrying capacity and a sustainable stocking rate for the enterprise that takes into account seasonal variability and livestock needs 3.2 Determine indicators and benchmarks for sustainable pasture, land and soil use for the property 3.3 Identify grazing infrastructure required for a planned grazing strategy and incorporate into a property improvement program 3.4 Develop and implement a planned grazing system that ensures optimal livestock health and productivity at all times 3.5 Develop and implement a planned grazing system that matches</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
| stockin... | stocking rate to carrying capacity and ensure sustainable pasture, land and soil condition at all times 
| 3.6 Optimise soil and plant health to provide a nutrient-dense and balanced diet for livestock |
| 3.7 Monitor the grazing system to ensure productivity and sustainability on an on-going basis |
| 3.8 Implement strategies for controlling weeds in pastures based on Organic Standards and/or agro-ecological principles where applicable |
| 3.9 Keep grazing and feed records for enterprise management and to ensure compliance to Organic Standards where applicable |

| 4. Manage farm fertility for the livestock enterprise | 4.1 Estimate level of nutrients exported from farm |
| | 4.2 Implement a fertility monitoring program such as soil-testing, plant testing or observation of pasture species to monitor pasture and soil fertility |
| | 4.3 Maintain soil nutrient levels and balance through recycling, optimising nutrient availability in soil and/or sourcing fertility inputs that meet Organic Standards and/or agro-ecological principles where applicable |
| | 4.4 Eliminate the risk of weed and chemical contamination to the farm by following Organic Standards and/or agro-ecological principles |
| | 4.5 Keep fertility input records for enterprise management and to ensure compliance to Organic Standards where applicable |

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCORG402A Manage organic livestock production
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG402 Manage organic livestock production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- monitor and maintain animals in an organic production system
- provide a suitable diet and living environment for animals based on the National Organic Standards for Organic Livestock Production and/or agro-ecological principles
- integrate animals into an organic production system
- manage animal health and welfare using Organic Standards and/or agro-ecological principles
- manage grazing of animals and allowable inputs to enhance soil health and fertility
- apply enterprise work health and safety policies and guidelines
- implement enterprise animal welfare policies
- implement enterprise environmental sustainability practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant organic certification requirements
- organic agriculture and agro-ecological principles
- animal health, pests, parasites and diseases
- relevant animal welfare code of practice
- grazing management, including pasture identification and assessment, feed budgeting and planned grazing strategies
- carrying capacity and sustainable pasture utilisation
- pasture, land and soil condition and indicators
- management options for animal health based on an understanding of pest life cycles, genetic selection and acquired immunity
• permitted, restricted and prohibited inputs and activities as described in the National Organic Standards for Organic Livestock Production relationship between soil, plant and animal health
• work health and safety and animal welfare legislation and codes of practice.
• record keeping
• principles, practices and inputs allowable under the National Standard for Organic and Biodynamic Produce

**Assessment Conditions**

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG403 Manage organic soil improvement

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage organic soil improvement.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to managers on farms that are managed according to the principles of organic agriculture. Work is likely to be done independently and according to the requirements of the National Standard for Organic and Biodynamic Produce.

All work is done in an environmentally appropriate manner and according to workplace information, principles of organic agriculture and/or agro-ecology, work health and safety requirements and enterprise guidelines.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
# Elements and Performance Criteria

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<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
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</table>
| **1. Monitor indicators of soil fertility** | 1.1 Undertake work in an environmentally appropriate manner and according to the principles of organic agriculture, work health and safety requirements and enterprise guidelines  
1.2 Sample and test soil at reference sites according to organic industry standards to develop baseline data to monitor soil health and fertility  
1.3 Assess and record soil pH, mineral balances, and organic matter levels  
1.4 Assess and record soil texture, structure, salinity and sodicity  
1.5 Assess and record soil biological activity  
1.6 Assess soil condition for drainage, compaction, aeration and water infiltration in relation to requirements for desired plant growth for selected species  
1.7 Analyse results to identify trends in soil health and fertility and areas for improvement |
| **2. Assess soil-related factors for selected plants** | 2.1 Identify nutritional requirements of selected plant species  
2.2 Select soil analyses to be conducted using a suitable lab facility  
2.3 Conduct plant tissue sample collection according to requirements of testing facility if applicable  
2.4 Combine results of soil or tissue testing with observations of plant vigour and productivity to determine management and input requirements of the farming system |
| **3. Select, design and implement allowable systems, techniques and inputs to optimise soil fertility** | 3.1 Identify range of allowable inputs according to requirements of the National Standard for Organic and Biodynamic Produce  
3.2 Identify and implement cultural practices to enhance soil fertility, function and health  
3.3 Calculate appropriate inputs based on soil/plant analyses, crop removal and plant/animal observations  
3.4 Select and manage cover crop and pasture systems where applicable  
3.5 Develop, apply and monitor mulching and composting systems where required  
3.6 Design and implement crop rotations and grazing management systems to optimise soil fertility where appropriate |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCORG403A Manage organic soil improvement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG403 Manage organic soil improvement

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- implement principles of organic agriculture and agroecology
- implement knowledge of interrelationships between soil fertility, animals, plants, pests and diseases
- devise and implement a soil improvement plan to correct imbalances and maintain soil fertility
- sample soils and analyse soil test results for a range of indicators of soil fertility
- work with natural processes and allowable inputs to improve and maintain soil fertility
- apply enterprise work health and safety policies and guidelines
- implement enterprise environmental sustainability practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- availability, use and definition of organic fertilisers
- structural properties of soils
- factors contributing to soil acidity, sodicity and salinity
- factors promoting soil and plant water-holding capacity
- importance of soil biological activity
- major nutrient elements and their role in plant growth
- methods and inputs that can be used to correct imbalances and maintain soil fertility
- principles of organic agriculture
- processes and practices that impact on soil structure, biological activity, water-holding capacity and weed patterns
• processes of aggregate and colloid formation
• range of soil analyses available and principles of each
• relationship between soil structure, water holding capacity and nutrient availability
• role of organic matter, humus and micro-organisms
• role of livestock in enhancing soil fertility
• role of macro and micro-elements in soil and plants
• role of weeds
• significance of levels and balance of soil fertility indicators
• soil food chains and food webs
• soil textural types and determinants
• when and how to take soil samples to test for indicators of soil fertility
• principles, practices and inputs allowable under the National Standard for Organic and Biodynamic Produce

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG404 Arrange selling through community based marketing

Modification History

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Application

This unit of competency describes the skills and knowledge required to arrange selling through community based marketing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Unit Sector

Organic Production (ORG)

Elements and Performance Criteria

<table>
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<tr>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify and evaluate selling options</td>
<td>1.1 Identify the various types of community based selling schemes</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify characteristics of the farm business produce</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and document the potential customer base</td>
</tr>
<tr>
<td></td>
<td>1.4 Evaluate and document selling options</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>2. Comply with the requirements of the selected community marketing scheme</td>
<td>2.1 Identify and comply with market requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Comply with legislative requirements in each step of the supply chain</td>
</tr>
<tr>
<td></td>
<td>2.3 Keep records to verify compliance with the community marketing scheme, food safety and organic certification where applicable</td>
</tr>
<tr>
<td>3. Develop and maintain a relationship with customers</td>
<td>3.1 Investigate characteristics of the community customers</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify potential links between the community and the farm system</td>
</tr>
<tr>
<td></td>
<td>3.3 Develop the connections between individuals and the farm production system</td>
</tr>
<tr>
<td></td>
<td>3.4 Develop a ‘farm story’ and communicate the uniqueness of the enterprise to the community using appropriate communication channels</td>
</tr>
<tr>
<td></td>
<td>3.5 Monitor community satisfaction levels through customer feedback and address valid concerns</td>
</tr>
<tr>
<td>4. Organise transport</td>
<td>4.1 Identify transport requirements and engage carriers as required</td>
</tr>
<tr>
<td></td>
<td>4.2 Arrange transport timing and delivery of product with carrier, processing and or selling facility and, where appropriate, agent</td>
</tr>
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<td></td>
<td>4.3 Comply with any special requirements to ensure appropriate transport</td>
</tr>
<tr>
<td></td>
<td>4.4 Comply with all relevant legislative requirements including food safety and organic certification</td>
</tr>
<tr>
<td>5. Keep records</td>
<td>5.1 Complete pre and post sale documentation</td>
</tr>
<tr>
<td></td>
<td>5.2 Record transactions to ensure traceability and reconciliation can be effected and business performance criteria can be assessed</td>
</tr>
<tr>
<td></td>
<td>5.3 Document customer feedback and identify and record potential improvements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCORG404A Arrange selling through community based marketing.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG404 Arrange selling through community based marketing

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify farm produce selling options
- identify and comply with requirements of a community marketing scheme and its characteristics
- establish relationships with community stakeholders and customers
- monitor and record community satisfaction levels and customer feedback and address concerns
- communicate the ‘farm story’ and the uniqueness of the enterprise to the community
- arrange timely transport and delivery of produce and address any special transport requirements
- comply with transport legislative requirements
- accurately record pre and post sale documentation and transactions
- identify and record potential improvements
- work with natural processes and allowable inputs to improve and maintain soil fertility
- apply enterprise work health and safety policies and guidelines
- implement enterprise environmental sustainability practices

Knowledge Evidence

The candidate must demonstrate knowledge of:
- applicable federal, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes in selling produce through community based markets
- relevant legislation and regulations relating to work health and safety
- organic certification systems and standards
Assessment Requirements for AHCORG404 Arrange selling through community based marketing

- organisation policies and procedures related to supply chain management, purchasing, and contracting and tendering
- characteristics and composition of farm business marketing plans
- characteristics of community marketing schemes and the steps within a farm produce supply chain
- product knowledge related to goods and services required by the organisation
- ways to build trust and collaboration as opposed to competition
- business terms and conditions for purchasing, tendering and contracting
- ethical behaviour
- established communication channels and protocols
- procedures for operating electronic communications equipment
- procedures for recording and reporting workplace information and completing relevant documentation

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG405 Implement sustainable practices in the organic farm based business

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Application

This unit of competency describes the skills and knowledge required to manage the establishment and implementation of sustainable work practices in organic farming enterprises of all sizes and in a variety of work settings.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to production managers and workplace supervisors in an organic farming enterprise that are responsible for identifying selling options, developing a relationship with community groups, complying with community based marketing scheme requirements, organising appropriate transport and keeping sale records.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
## Elements and Performance Criteria

<table>
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<tbody>
<tr>
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</tr>
<tr>
<td>1. Access the farm businesses guidelines and principles for social, financial and environmental sustainability</td>
<td>1.1 Identify environmental regulations, organic farming requirements and the organic farm plan which apply to the farming enterprise  &lt;br&gt; 1.2 Source and interpret environmental and sustainable organic farming information and current best practice guidelines and underlying organic principles  &lt;br&gt; 1.3 Identify the impact of best practice guidelines and using organic principles on day to day farm operations and management  &lt;br&gt; 1.4 Identify key sustainability practices for an organic farming enterprise  &lt;br&gt; 1.5 Access business guidelines and farm practices which comply with sustainable organic farming guidelines and principles</td>
</tr>
<tr>
<td>2. Implement established farm business guidelines and principles</td>
<td>2.1 Implement strategies to effectively integrate sustainability principles and practices into the organic farm system  &lt;br&gt; 2.2 Identify continuous improvement opportunities and document identified changes to businesses guidelines and principles  &lt;br&gt; 2.3 Implement agreed improvements to the farm businesses guidelines and principles</td>
</tr>
<tr>
<td>3. Monitor farm business sustainability initiatives for effectiveness and compliance</td>
<td>3.1 Monitor and evaluate the effectiveness and compliance of organic and sustainability practices in terms of environmental, social and financial goals  &lt;br&gt; 3.2 Evaluate and report changing trends and techniques relevant to sustainable organic farming for continuous improvement</td>
</tr>
<tr>
<td>4. Engage farm business stakeholders in sustainability practices</td>
<td>4.1 Communicate sustainability strategies to stakeholders and relevant staff  &lt;br&gt; 4.2 Monitor stakeholder compliance with organic sustainability strategies along the entire supply chain  &lt;br&gt; 4.3 Identify and document identified continuous improvement initiatives  &lt;br&gt; 4.4 Encourage and assist stakeholders to implement improvements to the system</td>
</tr>
<tr>
<td>5. Determine Social Capital benefits from Community engagement with the farm enterprise</td>
<td>5.1 Identify food security and food sovereignty issues addressed by farm business practices  &lt;br&gt; 5.2 Monitor compliance with regulatory and legislative requirements in relation to labour management where applicable  &lt;br&gt; 5.3 Determine level of engagement with community engagement with local networks and community groups, regional food networks and regional bodies</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCORG405A Implement sustainable practices in the organic farm based business.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG405 Implement sustainable practices in the organic farm based business

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify businesses guidelines and principles for social, financial and environmental sustainability
- identify and interpret environmental regulations, sustainable organic farming requirements, farm plan and current best practice guidelines and principles
- implement strategies to integrate sustainability principles and practices into the farm system and identify continuous improvement opportunities
- monitor farm business sustainability initiatives for effectiveness and compliance
- adopt and document continuous improvement initiatives
- encourage staff and farm business stakeholders to embrace sustainability practices
- apply enterprise work health and safety policies and guidelines
- implement enterprise environmental sustainability practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- best practice guidelines
- principles and processes relevant to sustainable organic farming
- compliance requirements for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures
- sustainability issues including environmental and social issues that relate to an organic farm
- external benchmarks used within an organic farming enterprise, including approaches to improving techniques used and expected outcomes
Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG406 Oversee compliance with an organic certification scheme

Modification History

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Application

This unit of competency describes the skills and knowledge required to oversee continued compliance with an organic certification scheme.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to production managers and workplace supervisors in an organic farming enterprise that are responsible for ensuring compliance within the scope of the selected organic certification scheme.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td><strong>Elements</strong> describe the essential outcomes.</td>
<td><strong>Performance criteria</strong> describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify compliance requirements of the selected organic standard relating to the farm system | 1.1 Access the selected organic certification scheme relevant to the operation and management of the organic farming enterprise  
1.2 Identify and interpret key clauses and requirements of the organic standard that relate to the existing farm system enterprise mix  
1.3 Identify and document compliance of the farm system with the requirements of the selected organic certification scheme  
1.4 Identify and document key farm operations that are impacted by the organic standards |
| 2. Keep records to comply with organic certification requirements | 2.1 Identify the records and detail required for compliance with the organic certification scheme  
2.2 Complete and maintain clear and accurate records to an approved industry standard  
2.3 Communicate recording requirements to appropriate stakeholders and key personnel  
2.4 Monitor the record keeping process and maintain records as required by the National Organic Standard |
| 3. Support compliance with organic standards by staff in the farm business | 3.1 Identify all steps within the production system that require compliance with the selected organic standards  
3.2 Support and train staff and key personnel to implement and foster a compliant organic supply chain culture  
3.3 Keep accurate records at all key supply chain steps to verify and maintain compliance, and to allow reconciliation and traceability  
3.4 Describe certification compliance requirements of staff in Job Descriptions and Key Performance Indicators |
| 4. Meet annual audit requirements of the selected organic certification scheme | 4.1 Comply with the specific certification requirements  
4.2 Prepare the farm and organic records and documents for audit and ensure accessibility  
4.3 Conduct an internal organic audit of the farm system and complete associated records and documents  
4.4 Take corrective actions to comply with the specific certification requirements  
4.5 Participate in an annual organic audit  
4.6 Comply with and close any corrective actions requested |
| 5. Comply with food safety requirements | 5.1 Identify food safety requirements that must be satisfied by the farm system to comply with industry regulations and standards  
5.2 Communicate food safety requirements to all staff |
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<tbody>
<tr>
<td></td>
<td>5.3 Keep records to demonstrate compliance with food safety requirements to industry regulations and standards</td>
</tr>
<tr>
<td></td>
<td>5.4 Correct any non-conformance issues identified by internal audit or industry compliance audit</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCORG406A Oversee compliance with an organic certification scheme.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG406 Oversee compliance with an organic certification scheme

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify and document compliance requirements of the selected organic standard relating to the farm system
- identify and document key farm operations impacted by the organic standards
- support and train key personnel and staff to implement and foster a compliant organic supply chain culture
- keep accurate records at all key supply chain steps to verify and maintain organic compliance
- conduct an internal organic audit of the farm system and accurately complete associated records and documents
- participate in an annual organic audit and successfully close any identified corrective actions
- identify food safety requirements and ensure compliance of the farm system with industry standards
- ensure all farm records, traceability and production data is kept, monitored and maintained in compliance with National Organic Standard requirements
- comply with requirements of relevant organic standards

Knowledge Evidence

The candidate must demonstrate knowledge of:

- organic standards, compliance requirements and industry specifications
- applicable food safety and licensing requirements
- farm supply chain market requirements for product
- organic quality specifications for product
• enterprise and industry quality assurance systems
• strategies for control of hazards to organic compliance
• document control protocols

**Assessment Conditions**

Assessment may take place in a simulated or real workplace, however all evidence collected must meet minimum requirements including industry standard timeframes for performance of tasks.

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG407 Manage a landless organic production system

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage a landless production system such as urban beekeeping, rooftop gardens, log-based mushrooms, aquaponics, worm farming or small scale fish farming.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to managers who work according to the principles of organic and ecological agriculture. Work is likely to be done independently and according to the requirements of the National Standard for Organic and Biodynamic Produce or agro-ecological principles.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within know parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
## Elements and Performance Criteria

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</table>
| **1. Manage health and welfare in the enterprise** | 1.1. Consider the requirements for the enterprise being managed to ensure optimal health and welfare and implement an optimal growing environment based on Organic Standards or agro-ecological principles  
1.2. Select and use varieties and genetics for the enterprise to optimise health and that match environmental conditions  
1.3. Implement a nutrition program for optimal enterprise health  
1.4. Monitor the enterprise constantly for health and welfare and keep records  
1.5. Develop preventative health strategies for the enterprise, communicate to others working in the enterprise and implement  
1.6. Use pest and disease inputs that meet relevant Organic Standards or agro-ecological principles where required  
1.7. Document use of any inputs for pest and disease management. Follow restrictions if applicable on prohibited or restricted inputs for organic systems  
1.8. Ensure transport and handling of organisms or produce is in compliance with organic certification requirements and animal welfare where applicable  
1.9. Maintain enterprise records required for organic certification where required |
| **2. Develop and implement enterprise nutrition requirements** | 2.1. Determine nutrition requirements for the enterprise that takes into account seasonal variability and biological needs  
2.2. Implement a nutritional strategy that ensures optimal enterprise health at all times  
2.3. Use nutritional inputs in the nutrition program that meets relevant Organic Standards or agro-ecological principles  
2.4. Implement good storage practices for inputs to ensure quality is maintained  
2.5. Where applicable, integrate resources and nutrients from local and complementary biomass sources as part of the nutritional strategy  
2.6. Keep feed records for enterprise management and to ensure compliance to Organic Standards where applicable |
<p>| <strong>3. Develop and manage a suitable growing environment for the</strong> | 3.1. Undertake planning to ensure a suitable growing environment for the enterprise that takes into account all biological needs for the organisms |</p>
<table>
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<tbody>
<tr>
<td>enterprise</td>
<td>3.2 Implement and manage enterprise infrastructure to ensure optimal growing conditions and enterprise welfare at all times</td>
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<td></td>
<td>3.3 Minimise waste and outputs from the enterprise by reusing and recycling by-products where possible</td>
</tr>
<tr>
<td></td>
<td>3.4 Monitor the growing environment and infrastructure and improve where applicable</td>
</tr>
<tr>
<td></td>
<td>3.5 Keep records on activities where applicable</td>
</tr>
</tbody>
</table>

| 4. Implement a suitable restocking or breeding program for the enterprise | 4.1 Identify suitable source of organisms or genetics for the enterprise |
|                                                                      | 4.2 Ensure requirements for replacement stock for the enterprise are being met |
|                                                                      | 4.3 Select and use varieties and genetics for the enterprise that match business objectives |
|                                                                      | 4.4 Ensure the breeding or restocking strategy is meeting all animal welfare needs at all times where applicable |
|                                                                      | 4.5 Ensure transport and handling of any source stock is in compliance with organic certification requirements and animal welfare where applicable |
|                                                                      | 4.6 Implement enterprise animal welfare policies |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.

**Links**

Assessment Requirements for AHCORG407 Manage a landless organic production system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- implement and manage a landless organic production system
- provide suitable nutrition and living environment for a landless based biological enterprise based on the relevant Organic Standards or agro-ecological principles
- manage health and welfare for a landless enterprise based on organic or agro-ecological principles
- manage breeding or restocking for a landless enterprise based on organic or agro-ecological principles
- maintain recording systems for production system
- implement biosecurity requirements
- implement organic or agro-ecological principles
- implement enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- organic certification requirements
- organic and agro-ecological principles
- enterprise relevant pests and diseases
- relevant animal welfare legislation and code of practices
- nutrition management, including feed types and assessment, feed budgeting and feeding strategies
- management options for preventative health based on an understanding of nutrition, life cycles, genetic selection, environmental conditions and acquired immunity
Assessment Requirements for AHCORG407 Manage a landless organic production system

- management options for feeding and breeding based on organic and agro-ecological principles
- environmental conditions and infrastructure requirements for optimal enterprise performance and welfare
- work health and safety practices
- record keeping requirements
- relevant principles, practices and inputs allowable under the National Standard for Organic and Biodynamic Produce

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG408 Manage on farm composting

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage on farm composting.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to farm managers who work according to the principles of sustainable, organic and ecological agriculture. Work is likely to be done independently and according to the requirements of State regulations, Australian Standards, the National Standard for Organic and Biodynamic Produce or agro-ecological principles.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
# Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Organise for composting</td>
<td>1.1 Confirm composting technology, recipe and method to be used are as appropriate to raw material types and farm enterprise needs 1.2 Define compost quality requirements for end product 1.3 Identify composting site requirements and prepare the composting area 1.4 Identify and implement measures are to manage drainage, dust, noise and odours 1.5 Select and check for serviceability and safe operation machinery, equipment and materials appropriate to the job 1.6 Identify and assess potential work health and safety hazards and take action to minimise risk to self and others 1.7 Select, fit, use, suitable personal protective equipment (PPE) 1.8 Maintain and store according to work requirements, manufacturer specifications and enterprise procedures 1.9 Comply with enterprise work health and safety guidelines</td>
</tr>
<tr>
<td>2. Prepare raw materials and compost on farm</td>
<td>2.1 Identify and collected raw materials and additives for composting, check to ensure compliance with enterprise procedures or organic standards if applicable; including assessment of physical or chemical contamination 2.2 Pre-process raw materials into suitable forms for composting if required 2.3 Mix raw materials are into suitable compost mixtures for composting according to documented recipes 2.4 Handle feedstock mixtures for composting according to technology, appropriate method, and industry best practice and enterprise procedures 2.5 Assign batch numbers or codes, and create batch documentation to enable tracking of batch through compost production cycle if required</td>
</tr>
<tr>
<td>3. Manage and monitor the composting process</td>
<td>3.1 Manage compost batches as required through the composting cycle 3.2 Monitor composting batch by observation or by use of field testing equipment to maintain effective composting process through the compost cycle 3.3 Maintain records for process control indicators through the compost production cycle 3.4 Identify problems observed at any stage of the composting process</td>
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<tr>
<td>process are and take remedial action to maintain effective and consistent compost production</td>
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<tr>
<td>3.5 Follow site quarantine, biosecurity protocols and farm and personal hygiene requirements are as required by enterprise guidelines</td>
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<tr>
<td>4. Inspect compost quality and maintain site</td>
<td>4.1 Inspect and assess finished compost to determine if quality indicators have been met</td>
</tr>
<tr>
<td>4.2 Maintain and clean loading-shifting machinery and other processing equipment as required to avoid contamination between batches</td>
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</tr>
<tr>
<td>4.3 Store raw materials and finished compost products in designated areas and kept processing site clean</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - [https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72](https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72)
Assessment Requirements for AHCORG408 Manage on farm composting

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- implement and manage an on farm compost system
- manage composting processes
- manage a composting site
- evaluate compost quality and implement remedial actions if required
- implement enterprise work health and safety policies
- follow site quarantine and biosecurity protocols

Knowledge Evidence

The candidate must demonstrate knowledge of:

- compost quality standards
- basic principles of composting
- different methods of composting
- characteristics of a range of raw materials
- fundamental characteristics of compost quality
- steps in pre-processing compost materials
- batch documentation techniques
- site and equipment requirements for on farm composting
- key process control stages critical to consistent compost production
- overview of systems and technologies used in compost production, particularly as relevant to farm
- characteristics and categories of a range of compost products
- relevant environmental, work health and safety legislation and regulations
- record keeping requirements
- site quarantine and biosecurity protocols
- agro-ecological principles
- principles, practices and inputs allowable under the National Standard for Organic and Biodynamic Produce if applicable

**Assessment Conditions**

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG501 Develop an organic management plan

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop an organic management plan (OMP).

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to those producers who develop an OMP to convert an agricultural or horticultural farm to an organic, biological and ecological system. It requires the capability to set objectives to meet organic certification requirements of the National Standard for Organic and Biodynamic Produce.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
## Elements and Performance Criteria

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| **1. Locate and access assistance in developing the OMP** | 1.1 Locate and access sources of support and advice including agricultural extension officers and training programs  
1.2 Assess industry publications and internet sources for their value in informing decision making  
1.3 Seek and consider contributions of work colleagues and others during planning process  
1.4 Access information from certifier and relevant Organic Standards on OMP requirements |
| **2. Design the organic farming system to be described in the OMP** | 2.1 Develop or obtain map of property to be covered by OMP  
2.2 Determine time scale to be addressed in plan  
2.3 Collect information on soil fertility and management, and weed, pest, disease and animal health status and their interrelationships to serve as benchmarks for development of management options  
2.4 Obtain regional catchment targets for land, water and biodiversity and identify those applicable to property and sub-catchment  
2.5 Identify components of OMP that need to be developed  
2.6 Develop suitable format for planning documents  
2.7 Identify risks to organic integrity for the farm enterprise and outline strategies to manage these risks |
| **3. Develop soil fertility plan** | 3.1 Undertake or commission a soil fertility assessment of farm production areas  
3.2 Map soil types and topography on farm plan  
3.3 Develop and document soil fertility plan that amends soil chemistry, soil structure and soil biology, based on assessment of soil test results, enterprise performance, overall budget and intended cropping/grazing regime  
3.4 Identify appropriate inputs according to the National Standard for Organic and Biodynamic Produce and/or agro-ecological principles  
3.5 Document plan according to established format |
| **4. Develop soil management sub-plan** | 4.1 Determine suitability of land for production based on soil type, slope, aspect and previous use  
4.2 Develop soil management plan to enhance soil structure and prevent compaction and water logging  
4.3 Identify appropriate inputs according to the National Standard for Organic and Biodynamic Produce or agro-ecological principles |
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| **4.** Document sub-plan according to established format  
4.5 Identify farm management practices and strategies that enhance soil fertility | 5.1 Identify problematic weed species and observe weeds as an indicator of soil health  
5.2 Identify life cycles of weeds species to inform management options  
5.3 Identify appropriate inputs according to the National Standard for Organic and Biodynamic Produce or agro-ecological principles  
5.4 Develop integrated farming strategies and cultural practices for managing weeds  
5.5 Document sub-plan according to established format |
| **5.** Develop weed management sub-plan | 6.1 Collect and document evidence of pest and disease burden in farming system  
6.2 Observe and monitor pests and diseases and their life cycles  
6.3 Evaluate evidence of pest and disease burden to develop strategy for management  
6.4 Evaluate pests and diseases as indicators of farming system health  
6.5 Identify options for addressing pest and disease issues, including improving soil health, cultural practices and system redesign  
6.6 Identify appropriate inputs according to the National Standard for Organic and Biodynamic Produce or agro-ecological principles  
6.7 Document sub-plan according to established format |
| **6.** Develop and design an integrated pest and disease management sub-plan | 7.1 Identify regional and farm-based animal health issues  
7.2 Identify options for preventative actions aimed at establishing and maintaining optimal animal health  
7.3 Identify options for treating animal health issues  
7.4 Develop a sustainable grazing management plan that addresses feed requirements, stocking densities and meets regional catchment land and soil condition targets where applicable  
7.5 Develop an animal management program that ensures compliance to organic standards and/or agro-ecological principles  
7.6 Document sub-plan according to established format |
| **7.** Develop animal health and management sub-plan | 8.1 Integrate sub-plans for soil fertility and management, and weed, pest, disease and animal health  
8.2 Develop and implement record-keeping system to track various components of OMP as they are put into practice and reviewed  
8.3 Review and update OMP annually noting any changes to farm practices |
| **8.** Integrate and finalise the organic management plan |  |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCORG501A Develop an organic management plan.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG501 Develop an organic management plan

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify and develop required components of an OMP for a property
- understand and use interrelationships between soil, plant and animal health and farming system's resilience when developing plan
- identify options for prevention and treatment of risks
- apply appropriate regional catchment targets
- document the plan in compliance with certification requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles of organic agriculture, especially fundamental role of soil health
- principles of sustainable production
- requirements and components of an OMP
- systems approach to agriculture and horticulture
- organic and biodynamic certification requirements

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG502 Prepare the enterprise for organic certification

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Application

This unit of competency describes the skills and knowledge required to prepare an enterprise for organic certification.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to farmers who are preparing a production enterprise for compliance with the Federal Government Department of Agriculture, accredited certification bodies and the National Standard for Organic and Biodynamic Produce.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Investigate and access information sources and support for conversion to organic production | 1.1 Establish contact with other organic producers and marketers of organic products  
1.2 Identify and use other sources of support and advice including agricultural extension officers and training programs  
1.3 Assess literature, publications and internet sources of information to support decision-making for usefulness and reliability  
1.4 Obtain certification process requirements from certification bodies and select appropriate certifier  
1.5 Investigate roles and responsibilities of inspector, certifier and accreditation bodies, including role of government departments |
| 2. Conduct a risk assessment of the site                               | 2.1 Identify and document previous land use and chemicals applied on the site  
2.2 Undertake and document risk assessment for potential on-farm contaminants  
2.3 Assess potential contamination risk from off-farm land use and agricultural practices  
2.4 Incorporate risk management procedures to minimise potential contamination from internal and external sources into a certification preparation plan |
| 3. Develop and implement hazard analysis critical control point (HACCP) based procedures | 3.1 Identify and document production processes and activities, and those sections of supply chain under one’s control, according to certification bodies’ requirements and the National Standard for Organic and Biodynamic Produce  
3.2 Identify, document and compare quality, organic and statutory product standards to be met to actual standards achieved by product and enterprise  
3.3 Identify and document corrective actions or improvements to processes and activities  
3.4 Develop and implement procedures and processes for monitoring and annual review, including an internal review protocol where appropriate  
3.5 Where required integrate a food safety management program |
| 4. Manage customer feedback                                            | 4.1 Develop and implement procedures to obtain, analyse and respond to customer feedback on quality and integrity of organic product  
4.2 Develop, communicate to relevant parties and monitor product recall procedures |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCORG502A Prepare the enterprise for organic certification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG502 Prepare the enterprise for organic certification

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify requirements for organic certification and apply them to one's enterprise
- identify critical points in supply chain at which the organic integrity of one's product may be compromised
- implement and monitor effective risk management for those parts of supply chain under one's control
- identify practices and strategies to minimise the risk of contamination and non-conformance with organic standards
- develop an operational plan for conversion to organic production

Knowledge Evidence

The candidate must demonstrate knowledge of:

- certification process
- chain of custody
- HACCP (Hazard Analysis and Critical Control Points) principles and risk management
- health and food safety requirements and issues
- labelling requirements for domestic and export markets
- market for organic produce, including the organic movement and organic industry
- National Standard for Organic and Biodynamic Produce
- principles of organic agriculture
- procedures and responsibilities in the case of product recall
- procedures for conducting and documenting a risk assessment
- regulatory requirements and their domestic and international contexts
• requirements of an OMP, including record keeping
• role of quality management systems in organic industry including documentation requirements
• working knowledge of the regulated organic industry, including the role of the government, certification bodies and inspectors

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG503 Design and document an organic farm landscape

Modification History

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Application

This unit of competency describes the skills and knowledge required to design and document an organic farm landscape that will be used as the basis for an organic farm enterprise.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)

Elements and Performance Criteria

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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Source legislative requirements which</td>
<td>1.1 Identify and access applicable legislative documents and codes of practice relevant to the design and planning of an organic farming</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| impact on the management of an organic farm | 1.2 Investigate work practices and procedures which follow industry standards  
1.3 Identify and interpret key clauses and requirements which apply to organic production and marketing  
1.4 Identify relevant work practices and procedures which comply with regulatory requirements and codes of practice |
| 2. Audit the natural resources and infrastructure of the property | 2.1 Identify and record property physical and biological characteristics and landscape features  
2.2 Develop a farm soil map  
2.3 Determine land capability  
2.4 Conduct a risk analysis of the farm and adjoining land-use to determine potential compliance issues with organic standards, legislative and environmental requirements |
| 3. Develop an organic landscape plan | 3.1 Identify key design parameters to meet financial, social and sustainability goals  
3.2 Develop and document key farm rules  
3.3 Investigate short term and long term uncertainties for the farm system  
3.4 Investigate design options which impact on these long term changes  
3.5 Identify and use appropriate design tools  
3.6 Develop a concept framework |
| 4. Document the organic landscape plan | 4.1 Review the draft plan against the financial, social and sustainability goals  
4.2 Document the plan |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCORG503A Design and document an organic farm landscape.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG503 Design and document an organic farm landscape

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- source and interpret legislative requirements industry standards and codes of practice
- identify compliant work practices and procedures
- conduct an audit of the natural resources and infrastructure of the property
- identify physical and biological characteristics and landscape features of the property
- develop farm soil map and determine land capability
- develop an organic landscape plan using appropriate development tools
- revise a draft plan and document the final organic landscape plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- applicable legislative documents and codes of practice relevant to farm landscape planning
- landscape types
- habitat and plant communities on farm
- relationship between land shape and soil type
- soil types
- different categories of cultural sites
- organic certification requirements
- landscape hydrology
- landscapes for agro-ecosystems
- native habitat requirements
- the requirements of the organic standard and agro-ecological principles
Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCORG504 Develop and manage a community based marketing supply chain

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop and manage a community based marketing supply chain.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to rural enterprise managers who develop and manage marketing strategies and systems within a community based marketing scheme to meet desired production and business outcomes.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)
## Elements and Performance Criteria

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</table>
| 1. Evaluate the suitability of different community marketing options for farm products | 1.1 Research and document non traditional selling options  
1.2 Identify different community marketing models applicable to the farm system  
1.3 Identify key input supply chain steps and stakeholders and relevant certification requirements  
1.4 Evaluate different options |
| 2. Determine the marketing chain processes to participate in the selected community marketing schemes | 2.1 Research and identify applicable legislative, environmental, and certification requirements relevant to managing a community based marketing chain  
2.2 Document specifications for the various components of the marketing chain management system in line with organisational and legislative requirements  
2.3 Document traceability requirements of the marketing chain |
| 3. Determine appropriate community marketing strategies for farm products | 3.1 Identify communities that have a potential relationship with the farm system  
3.2 Document the characteristics and values of the identified communities  
3.3 Match community characteristics and values to farm system  
3.4 Establish and document market specifications to meet community expectations  
3.5 Identify and document appropriate community marketing strategies  
3.6 Identify and assess risks in strategy |
| 4. Establish product marketing chain requirements to meet marketing options | 4.1 Map required steps in marketing chains to supply identified market  
4.2 Establish farm business requirements for each step in marketing chain  
4.3 Establish compliance requirements at each step in marketing chain  
4.4 Develop record keeping requirements for each step in marketing chain |
| 5. Develop and document a community based marketing plan | 5.1 Document required processes for the chosen enterprises and production systems  
5.2 Identify and document marketing targets  
5.3 Identify the key factors that differentiate product  
5.4 Develop and document a promotion plan |
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<th>Element</th>
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<tbody>
<tr>
<td>5.5</td>
<td>Collate customer feedback and use to improve market outcomes</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCORG504A Develop and manage a community based marketing supply chain.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG504 Develop and manage a community based marketing supply chain

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research and evaluate the suitability of different community marketing options for farm products
- research and identify applicable legislative, environmental, and certification requirements relevant to managing a community based marketing chain
- document specifications for the various components of the marketing chain management system in line with organisational and legislative requirements
- establish and document market specifications meet community expectations
- establish product marketing chain to meet marketing options
- establish farm business requirements for each step in the marketing chain
- establish compliance requirements at each step in the marketing chain
- conduct record keeping requirements for each step in the marketing chain
- develop and document a community based marketing plan
- develop and document a promotion plan
- collate customer feedback and use to improve market outcomes

Knowledge Evidence

The candidate must demonstrate knowledge of:

- applicable federal, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes in selling produce through community based markets
- relevant legislation and regulations relating to work health and safety
- organic certification systems and standards
- rural produce marketing and presentation
Assessment Requirements for AHCORG504 Develop and manage a community based marketing supply chain

- organisation policies and procedures related to supply chain management, purchasing, and contracting and tendering
- characteristics and composition of farm business marketing plans
- characteristics of community marketing schemes and the steps within a farm produce supply chain
- product knowledge related to goods and services required by the organisation
- ways to build trust and collaboration as opposed to competition
- business terms and conditions for purchasing, tendering and contracting
- ethical behaviour
- established communication channels and protocols
- procedures for operating electronic communications equipment
- procedures for recording and reporting workplace information and completing relevant documentation

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCORG505 Develop and monitor a sustainable production plan

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Application

This unit of competency describes the skills and knowledge required to develop and monitor a sustainable production plan for an organic and/or agro-ecological farming system.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Identify personal and</td>
<td>1.1 Identify and record personal goals</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| enterprise goals | 1.2 Identify and document physical, biological, social and financial resources under management  
1.3 Identify and analyse the values, expectations and personal goals of customers, stakeholders and employees  
1.4 Identify and document sustainability goals using current and historical industry data and organisational records |
| 2. Research and evaluate available sustainable production systems | 2.1 Identify and document potential enterprises and evaluate against identified goals and resources  
2.2 Research and evaluate applicable sustainable production systems information from a range of sources for identified enterprises  
2.3 Identify and document a selected production system that meets sustainability and enterprise management goals of the farm  
2.4 Compare the elements of the selected system with the systems and production processes that currently exist on the farm  
2.5 Assess the selected system against enterprise goals and sustainability principles and record the findings |
| 3. Develop a sustainable production plan | 3.1 Document required modifications to existing farm system processes and infrastructure for the chosen enterprises and production systems  
3.2 Identify and document optimal production targets  
3.3 Identify inputs and system design elements required to achieve the production targets  
3.4 Establish risk management strategies  
3.5 Identify record keeping requirements  
3.6 Develop and document a sustainable production plan for the selected enterprises and production systems |
| 4. Monitor and evaluate effectiveness of the sustainable production systems | 4.1 Establish farm system monitoring procedures and performance indicators  
4.2 Monitor performance indicators and against production and sustainability targets  
4.3 Evaluate production and sustainability data against the sustainable production plan goals  
4.4 Modify the enterprise mix or production system where differences between the sustainable production plan and actual results are identified  
4.5 Identify, monitor and assess environmental impacts and work health and safety hazards relating to the production processes throughout the production cycle |
<p>| 5. Record and manage information and data | 5.1 Create and maintain records and documents in line with the production plan, the work health and safety requirements, and machinery and equipment management programs |</p>
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<tr>
<td></td>
<td>5.2 Maintain record keeping systems and data to enterprise and industry standards and requirements</td>
</tr>
<tr>
<td></td>
<td>5.3 Prepare and assess recommendations for future sustainable production plans</td>
</tr>
<tr>
<td></td>
<td>5.4 Document revised plans and note changes in organic management plan (OMP), if applicable</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**
This unit is equivalent to AHCORG505A Develop and monitor a sustainable production plan.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCORG505 Develop and monitor a sustainable production plan

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify personal and enterprise goals
- identify and document physical, biological, social and financial resources under management
- research and evaluate sustainable production systems and select and document a production system that meets sustainability and enterprise management goals
- develop a sustainable production plan
- match land capacity with production system design
- monitor and evaluate effectiveness of the sustainable production system
- modify the enterprise mix or production system where differences between the sustainable production plan and actual results are identified
- record and manage farm system information and data

Knowledge Evidence

The candidate must demonstrate knowledge of:

- applicable federal, state or territory legislation, regulations, standards, codes of practice and established safe practices relevant to the full range of processes in developing and monitoring a sustainable production plan
- relevant legislation and regulations relating to work health and safety, contractor engagement, animal health and welfare, chemical use and application, vehicle and plant use and soil and water degradation issues
- environmental protection requirements and codes of practice, including the safe disposal of products and waste material, available to the organisation
• organisational policies and procedures, standards and site requirements for risk management and hazard identification
• sustainable land use principles and practices applicable in the region
• farm planning processes

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
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Application

This unit of competency describes the skills and knowledge required to use agroecology principles in managing all elements of a farm ecosystem including the soil ecosystem, vegetation, animals, pests and diseases to achieve and maintain overall ecological and economic health of the farm ecosystem and farm production.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters and use discretion and judgment in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Organic Production (ORG)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Identify the farm agroecosystem functions at a systems level</td>
<td>1.1 Identify and map energy flows through a farm agroecosystem 1.2 Identify and map nutrient cycles through different parts of a farm ecosystem 1.3 Identify disturbance points in the farm ecosystem succession 1.4 Develop a model of the farm ecosystem and its elements 1.5 Identify areas of complexity and simplicity within the farm ecosystem 1.6 Identify ecosystem functions that can be used to replace the use of external inputs in the farm production systems 1.7 Identify interactions between elements of farm ecosystem 1.8 Assess health of existing farm ecosystems</td>
</tr>
<tr>
<td>2. Develop plans to enhance farm agroecosystem</td>
<td>2.1 Identify areas within the agroecosystem that require enhancement 2.2 Identify methods that encourage niche development, increase complexity in the farm agroecosystem and improve interactions between different components of farm agroecosystem 2.3 Document the implementation plan</td>
</tr>
<tr>
<td>3. Manage Farm Agroecosystems</td>
<td>3.1 Identify and monitor appropriate parts of the ecosystem 3.2 Set up monitoring system 3.3 Comply with requirements for monitoring determined by organic standards and legislative requirements 3.4 Review measured ecosystem and farm production performance with expected performance and adjust plan in response to differences</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCORG506A Manage an agro-ecology production system.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCORG506 Manage an agroecology production system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify the farm agro ecosystem functions at a systems level
- assess the health of existing farm ecosystems
- develop plans to enhance farm agroecosystem
- manage and monitor the development of a farm ecosystem
- review ecosystem and farm production performance

Knowledge Evidence

The candidate must demonstrate knowledge of:
- advantages of ecological agriculture
- ecosystem processes, energy flows, nutrient cycles, biological succession, predator and prey relationships, ecological niche
- relationships between ecosystems and agricultural production
- application of ecosystem processes to a production system

Assessment Conditions

Competency is to be assessed in the workplace and/or a simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM201 Recognise plants

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Application

This unit of competency describes the skills and knowledge required to recognise commonly encountered plants. Plants include desired species as well as weeds.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for plant recognition</td>
<td>1.1 Clarify work activity instructions with supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify any work health and safety hazards and tell supervisor</td>
</tr>
<tr>
<td></td>
<td>1.3 Prepare resources and equipment for use in recognition activity</td>
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<tr>
<td></td>
<td>1.4 Identify, select and prepare available processes for plant</td>
</tr>
</tbody>
</table>
Element | Performance criteria
--- | ---
 | recognition
 1.5 Identify a range of desirable and non-desirable plants requiring recognition

2. Recognise specified plants | 2.1 Carry out a visual inspection of plants
2.2 Recognise specified plants by their identifiable characteristics and name them
2.3 Record brief descriptions of plant habits, characteristics and significant features
2.4 Consult with others, browse the internet browsing, collect specimen collections, consult field guides and use workplace notetaking to assist with plant recognition
2.5 Seek advice when necessary and where appropriate to assist with plant recognition

3. Update the reference collection | 3.1 Document information about plants and add to the reference collection
3.2 Update reference collection as new plants are recognised

**Foundation Skills**
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**
This unit is equivalent to AHCPCM201A Recognise plants.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM201 Recognise plants

Modification History

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<tr>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare resources and processes for use in recognition activity
- identify desirable and non-desirable plants requiring recognition
- recognise and describe plant attributes
- describe specific handling requirements and growth requirements
- use appropriate methods of research to assist with plant recognition
- document and update information about identified plants

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of plant recognition
  - plant morphology and physiology as they relate to recognising plants
  - plant nomenclature
- procedures for obtaining and providing advice and information about plants
- plant recognition techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMC202 Collect, prepare and preserve plant specimens

Modification History

<table>
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<tbody>
<tr>
<td>Release 2</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to collect, prepare and preserve plant specimens for recording or identification purposes.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well-known parameters, providing solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Collect plant specimens | 1.1 Collect plant specimen according to workplace requirements  
1.2 Ensure the sample includes sufficient plant parts required for positive identification |
<table>
<thead>
<tr>
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<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Observe plant characteristics and record observations according to workplace procedures</td>
<td>1.3 Observe plant characteristics and record observations according to workplace procedures 1.4 Ensure congruence of specimens and observations by accurate labelling according to workplace procedures</td>
</tr>
<tr>
<td>2. Preserve plant specimens</td>
<td>2.1 Store collected plant specimens to prevent degradation until they can be preserved according to workplace procedures 2.2 Identify and select an appropriate preservation technique according to workplace requirements 2.3 Prepare and arrange specimens for preserving according to preservation technique and workplace procedures 2.4 Preserve the specimen according to selected preservation technique 2.5 Arrange and mount the preserved specimen and observation records according to workplace procedures 2.6 Package the specimens and submit for identification according to workplace procedures</td>
</tr>
<tr>
<td>3. Record and catalogue specimen</td>
<td>3.1 Record and catalogue specimen information according to workplace procedures 3.2 File records appropriately according to workplace procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Uses clear and appropriate language and terminology to ensure clarity of meaning when recording data and characteristics of plant specimens</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Complies with explicit policies and procedures.</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plans and implements routine tasks and workload seeks assistance in setting priorities</td>
</tr>
</tbody>
</table>
Skill | Description
---|---
- Uses the main features and functions of digital tools to record plant data

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM202 Collect, prepare and preserve plant specimens Release 2</td>
<td>AHCPCM202 Collect, prepare and preserve plant specimens Release 1</td>
<td>Changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM202 Collect, prepare and preserve plant specimens

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have collected and preserved plant specimens for identification, including:

- collected representative parts of plant specimens and recorded and labelled specimens with characteristic data for identification purposes
- stored labelled plant specimens ready for preservation
- determined a plant preservation technique
- arranged and preserved plant specimens according to procedures
- arranged and mounted preserved specimens with observation records ready for identification
- packaged specimens with observation data and submitted for identification
- recorded and catalogued specimen information according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic botanical requirements for plant identification purposes
- principles and practices of collecting plant materials
- characteristics of plants to be collected and recognising suitable specimens for collection
- storing plant specimens before preservation to maintain specimen integrity
- plant preservation techniques and the agencies and organisations that use them
- records and recording systems for plant collections and plant data.
Assessment Conditions

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions

- **resources, equipment and materials:**
  - live plant materials to be collected from the field
  - equipment and materials required for preserving and mounting plant specimens
  - records and recording systems for plants

- **specifications:**
  - workplace procedures and processes for preserving plants
  - workplace instructions and specifications for preserved plants.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM203 Fell small trees

Modification History

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Application

This unit of competency describes the skills and knowledge required to fell small trees where hazards have been assessed as low risk.

It is an introductory or base-level unit that covers felling procedures for small trees.

This unit applies to individuals who undertake defined activities with specialised tools and methods, work in a structured context, apply knowledge and skills to demonstrate autonomy and limited judgement, and provide solutions to a limited range of predictable problems. Work is implemented with low risk work procedures and to comply with Safe Work Method Statement documentation.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction. Specific determination should be sought through the relevant state or territory.

Pre-requisite Unit

AHCMOM213 Operate and maintain chainsaws

Unit Sector

Plant culture and management (PCM)

Elements and Performance Criteria

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<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. Assist in preparation of work site        | 1.1 Determine location of worksite and correct tree from the scope of works  
1.2 Identify site hazards, assess risks and report to supervisor  
1.3 Confirm work zone with work crew and monitor site  
1.4 Identify first aid and emergency personnel, equipment and procedures  
1.5 Record and implement work health, safety, site, environmental and traffic control measures |
| 2. Identify tree felling requirements        | 2.1 Identify hazards associated with felling operation  
2.2 Assess risks and report to supervisor  
2.3 Examine topography and site conditions  
2.4 Identify factors influencing the tree felling operation and confirm findings with supervisor  
2.5 Identify *trees considered outside own skill level for felling* and seek assistance from appropriate personnel  
2.6 Determine natural direction of fall, safe fall zone and exclusion zone and confirm with supervisor  
2.7 Receive instructions for tree felling operations from supervisor and clarify instructions prior to undertaking work |
| 3. Prepare for tree felling                  | 3.1 Select and prepare felling equipment and component options appropriate to the task being undertaken  
3.2 Prepare, transport and appropriately position support tools to minimise felling delays  
3.3 Select, check, use, maintain and store suitable safety and personal protective equipment (PPE)  
3.4 Clear fall zone of obstacles and articles which may be damaged by felled tree  
3.5 Establish clear escape route appropriate to site |
| 4. Fell tree                                 | 4.1 Note and monitor location of other personnel  
4.2 Carry out tree felling operation  
4.3 Communicate with work team during operations using voice, hand and whistle signals  
4.4 Determine standard tree felling techniques, patterns and cut sequences by ground conditions and state of canopy  
4.5 Take corrective action in response to changing conditions or problems encountered  
4.6 Use planned escape route when tree starts to fall  
4.7 Monitor fall of tree and movement on ground until felled tree is stable  
4.8 Use low risk work practices in all activities |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Complete tree felling operation</td>
<td>5.1 Determine appropriate method of clearing the site of felled tree&lt;br&gt;5.2 Select and use machinery required for removal of felled tree&lt;br&gt;5.3 Clear fall site of tree and all tree debris&lt;br&gt;5.4 Clean and store all machinery and equipment on completion of operation</td>
</tr>
</tbody>
</table>

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCARB202A Fell small trees.

### Links
Assessment Requirements for AHCPCM203 Fell small trees

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare, transport and appropriately position support tools to minimise felling delays
- assess topography and site conditions, identify factors influencing tree felling operation and confirm findings with supervisor
- receive instructions for tree felling operations from supervisor and clarify prior to undertaking work
- clear fall zone of obstacles and articles which may be damaged by felled tree
- confirm first aid and emergency personnel, equipment and procedures
- identify site hazards, assess risks and report to supervisor
- record and implement work health, safety, site, environmental and traffic control measures
- select, check, use, maintain and store suitable safety and personal protective equipment
- confirm work zone with work crew and monitor location of other personnel
- determine natural direction of fall, safe fall zone and exclusion zone and confirm with supervisor
- determine standard tree felling techniques by ground conditions and state of canopy
- establish clear escape route appropriate to site
- safely operate a chainsaw to fell small trees
- monitor fall of tree and movement on ground until felled tree is stable
- take corrective action in response to changing conditions or problems encountered

Knowledge Evidence

The candidate must demonstrate knowledge of:

- corrective action
- emergency and first aid procedures
- felling equipment and components
• first aid and emergency personnel, equipment and procedures
• ground conditions
• how to determine natural direction of fall
• how to establish a clear escape route
• industry standard terminology
• low risk work practices
• obstacles and articles which may be damaged by felled trees
• positioning support tools
• safe operating procedures for felling small trees
• safe fall and exclusion zones
• selection, preparation and appropriate equipment for task
• standard tree felling techniques, patterns and cut sequences
• topography, site conditions and other factors influencing tree felling operations

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM301 Implement a plant nutrition program

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to monitor and control the nutritional requirements of and applications to plants across a range of situations and environments.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for implementation of the plant nutrition program</td>
<td>1.1 Identify goals, target site, soils, plant species and varieties for implementing the program 1.2 Identify materials for soil and plant treatments and locate the storage site or supplier details</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>1.3 Locate services using site plans and in consultation with the supervisor</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify work health and safety hazard, assess risks and implement control measures</td>
</tr>
<tr>
<td></td>
<td>1.5 Select and use suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>2. Monitor soil pH</td>
<td>2.1 Monitor soil pH in the implementation site in relation to plant nutrition</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify, select, compare and source products useful in changing soil pH</td>
</tr>
<tr>
<td></td>
<td>2.3 Assess product application methods according to product type and type of growing media</td>
</tr>
<tr>
<td>3. Determine nutritional problems in plants</td>
<td>3.1 Identify common nutrient deficiency and toxicity problems in plants, using visual inspection</td>
</tr>
<tr>
<td></td>
<td>3.2 Consult supervisor or horticulturist, as required, to determine causes of nutritional or toxicity problems</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify, compare, select and source soil ameliorants to improve soil fertility</td>
</tr>
<tr>
<td>4. Prepare to use fertilisers</td>
<td>4.1 Select a fertiliser that is compatible with plant species and type of growing media</td>
</tr>
<tr>
<td></td>
<td>4.2 Assess fertiliser application methods, taking into account the fertiliser type, soils and the environmental implications</td>
</tr>
<tr>
<td></td>
<td>4.3 Apply fertilisers appropriate to the plant growing cycle and the organisation’s fertiliser calendar</td>
</tr>
<tr>
<td>5. Prepare application equipment</td>
<td>5.1 Select tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>5.2 Carry out pre-operational and safety checks on tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>5.3 Calibrate tools, equipment and machinery</td>
</tr>
<tr>
<td>6. Apply specific products at appropriate rates</td>
<td>6.1 Select specific products based on their analysis to meet plant needs</td>
</tr>
<tr>
<td></td>
<td>6.2 Calculate product application rates to optimise plant benefit and minimise environmental impact</td>
</tr>
<tr>
<td></td>
<td>6.3 Apply specific products at the correct rate, timing and method according to the product type and analysis and with consideration of the environmental implications</td>
</tr>
<tr>
<td></td>
<td>6.4 Record product applications</td>
</tr>
<tr>
<td></td>
<td>6.5 Monitor, document and report target plant response to the plant nutrition program, as well as non-target effects responses including environmental impacts or pests</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPCM301A Implement a plant nutrition program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM301 Implement a plant nutrition program

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify goals, target site, soils and plants for implementing the program
- identify materials and their supply source
- monitor soil pH in the implementation site
- identify appropriate products and application methods appropriate to implementing nutrition program
- estimate treatment and product requirements, material sizes and quantities
- conduct a site hazard identification and risk control assessment
- determine nutritional problems in plants
- plant nutrition program specifications
- apply specific products at appropriate rates and record their application
- select, check and calibrate tools, equipment and machinery

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of plant nutrition
  - botany and plant physiology
  - methods of nutrient uptake by plants
  - nutrient cycling and its practical relevance to the specific plants and soils
  - nutrients required by plants grown within the enterprise
  - soil ameliorants commonly required to treat the soil problems experienced by the enterprise
  - the effects of nutrient deficiency and toxicity on plant species and varieties
• the environmental implications of soil ameliorant and fertiliser use
• the main simple and compound fertiliser products available to the enterprise including analysis, solubility, salt index, application rates and costs
• the relationship between soil characteristics and the availability of nutrients

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM302 Provide information on plants and their culture

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide information to clients and others about plants and their cultural requirements.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

<table>
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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Identify the issue</td>
<td>1.1 Initiate contact with the client when appropriate 1.2 Assist the client in explaining the issue by using attentive listening and questioning techniques 1.3 Clarify the nature of the issue by gathering all relevant information from the client</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.4 Define the issue as closely as possible according to the amount of information gathered</td>
<td></td>
</tr>
<tr>
<td>1.5 Advise the client that expert advice may be required to assist them further with their issue</td>
<td></td>
</tr>
<tr>
<td>2. Decide on preferred solution</td>
<td>2.1 Identify and develop options and strategies using available in-house and online reference material, product information, own experiences and sharing collective workplace knowledge</td>
</tr>
<tr>
<td></td>
<td>2.2 Examine and evaluate options and strategies using sound problem-solving techniques</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine the optimal solution based on reasoned argument, appropriate evidence and sound cultural principles</td>
</tr>
<tr>
<td>3. Provide the preferred solution</td>
<td>3.1 Explain the recommended solution, method of application and probable outcomes to the client</td>
</tr>
<tr>
<td></td>
<td>3.2 Refer to the original source of the plant and its cultural requirements where necessary</td>
</tr>
<tr>
<td></td>
<td>3.3 Respond to client requests for clarification or expansion by the use of attentive listening and questioning techniques</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPCM302A Provide information on plants and their culture.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM302 Provide information on plants and their culture

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop product knowledge through research and access to in-house and online information
- interpret information sheets, labels, horticultural literature, specifications and design symbols
- investigate requests for information, identify and evaluate options, decide on a solution, and deliver recommendation and information to the client
- select plants from a range of available stock lists
- communicate with clients, work team members, supervisors, suppliers, contractors and consultants

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles of plant culture
  - broad range of plant species and their cultural requirements
  - duty of care in provision of advice and recommendations to retail, commercial and private clients
  - local plant suppliers, consultants, services, products and contractors
  - pest and disease symptoms, basic physiology and life cycle of pests and diseases, vulnerable plant growth stages, treatment thresholds, treatment products, effective application procedures and environmental implications
  - plant identification techniques, plant selection, plant physiology, habit and growth characteristics of the plants
  - soil characteristics particularly in relation to the local region
weed species, growth stages, treatment thresholds, treatment products, effective application procedures and environmental implications

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM303 Identify plant specimens

Modification History

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<tbody>
<tr>
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<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to inspect plant specimens and describe the features and attributes of a plant for the purpose of plant identification and providing information to a client or organisation.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Inspect plant morphological characteristics | 1.1 Observe morphological, tactile and sensory characteristics of the plant specimens  
1.2 Record observations and characteristics according to workplace |
<table>
<thead>
<tr>
<th><strong>Elements</strong></th>
<th><strong>Performance Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td></td>
<td>procedures</td>
</tr>
<tr>
<td>1. Identify the plant division by comparing plant specimen's characteristics with taxonomic classification</td>
<td></td>
</tr>
<tr>
<td>2. Determine status of health and effect on characteristics</td>
<td>2.1 Inspect the plant specimen for health conditions that affect plant characteristics</td>
</tr>
<tr>
<td></td>
<td>2.2 Recognise and record health characteristics indicative of plant that support identification</td>
</tr>
<tr>
<td>3. Identify the specimen</td>
<td>3.1 Use reference material to compare plant specimen's characteristics to taxonomic levels (categories)</td>
</tr>
<tr>
<td></td>
<td>3.2 Obtain and compare known images or samples to plant specimens</td>
</tr>
<tr>
<td></td>
<td>3.3 Analyse plant specimens for specific characteristics and identify to lowest level (category) of classification</td>
</tr>
<tr>
<td>4. Report on the process results</td>
<td>4.1 Compile observations and analysis of plant specimen's morphology according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>4.2 Record plant specimen's identity, observations, analysis and identifying characteristics according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>4.3 Report identification to client according to workplace procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Analyses and consolidates data of plant characteristics with reference materials to determine plant identity</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately records information and prepares reports using clear and accurate language and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Performs basic mathematical calculations to measurements of plant features for comparison to reference materials</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Clearly explains detailed information using language, tone and pace appropriate to audience</td>
</tr>
</tbody>
</table>
Skill | Description
---|---
Navigate the world of work | • Takes responsibility for following explicit and implicit policies, procedures

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPCM303 Identify plant specimens Release 2</td>
<td>AHCPCM303 Identify plant specimens Release 1</td>
<td>Changes to Elements and Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

**Links**

Assessment Requirements for AHCPCM303 Identify plant specimens

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have identified plant specimens, including:

- identified and recorded key characteristics of plant morphology and identified to division level
- determined plant health and assessed effect on characteristics indicative to identification
- used reference materials to compare characteristics to taxonomic classification
- identified plant specimen to lowest level of taxonomic level (category)
- compiled identification data and recorded the identification and process according to workplace procedures
- reported outcomes to client according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- principles and practices of plant identification, including:
  - plant health problems indicative of plant species
  - basic physiology and life cycle of pests and diseases
  - botanical terms for plant morphology, physiology
- symptoms of plant pests and diseases that mask characteristics for identification
- methods of data capture
- plant identification techniques
- problem-solving techniques
- soil characteristics particularly in relation to the local region
- plant characteristics including tactile and sensory
• levels (categories) of taxonomic classification.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live plant specimens
  • tools and equipment necessary for plant observations
  • botanical reference materials, plant data bases, plant keys
• specifications:
  • workplace documents including procedures and processes for recording data and preparing reports
  • workplace instructions, specifications or client briefs
• relationships:
  • real clients.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM304 Report on health and condition of trees

Modification History

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</table>

Application

This unit of competency covers the skills and knowledge required to report on general tree health and condition. It applies to the evaluation of trees for the purpose of work proposed in a local government area including parks and gardens, building and construction sites, public and private environments, and schools.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plant culture and management (PCM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare tree inspection requirements</td>
<td>1.1 Determine scope of work</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and prepare tools and equipment for inspection</td>
</tr>
<tr>
<td></td>
<td>1.3 Document and implement traffic management requirements</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 2. Inspect the tree | 2.1 Determine the type, location and condition of tree  
2.2 Inspect tree for obvious signs of structural damage, defects, pests, diseases and fauna  
2.3 Identify and record tree condition on the inspection form |
| 3. Record findings and advise client | 3.1 Record tree location and site details  
3.2 Recommend follow up treatments or further inspection from a consulting arborist  
3.3 Complete report on tree health and condition and advise client-stakeholder |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM304 Report on health and condition of trees

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare materials and implement traffic management requirements for tree inspection
- document and implement traffic management requirements where required
- recognise a range of tree species and cultivars common to the region
- identify and report on the general health and condition of trees
- identify obvious potential structural defects, damage, pests and and/or diseases
- recommend treatments for pest and disease problems
- recognise potential structural or other defects that require inspection by an arborist
- record findings and inform client

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for inspecting trees
  - AS4373-2007 Pruning of amenity trees
  - botany and tree physiology
  - local government tree protection and preservation regulations
  - methods of determining tree dimensions
  - methods of low risk work
  - recognition of a wide range of trees common to the region
  - relevant Code of Practice
  - signs of structural defects, decay, damage and stress in trees
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM401 Recommend plants and cultural practices

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to recommend plants and cultural practices. It applies to both sales staff in plant nurseries and garden centres and others in the amenity horticulture industries.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

<table>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify client preferences and</td>
<td>1.1 Initiate contact with the client when appropriate</td>
</tr>
<tr>
<td></td>
<td>1.2 Clarify the purpose of the planting and cultural and environmental</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>requirements</td>
<td>factors of the intended planting site by gathering all relevant information from the client</td>
</tr>
<tr>
<td></td>
<td>1.3 Use botanical and common names to describe plants</td>
</tr>
<tr>
<td>2.  Select plants to suit specific situations</td>
<td>2.1 Identify plants and their growth and performance characteristics that suit the specific situation using research and experiential awareness</td>
</tr>
<tr>
<td></td>
<td>2.2 Compare, assess and evaluate available plants using sound problem-solving techniques</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine the best choice based on reasoned argument, appropriate evidence, sound principles and customer needs</td>
</tr>
<tr>
<td>3.  Advise on plants for specific situation</td>
<td>3.1 Explain performance characteristics and particular planting, cultural and maintenance requirements to the client</td>
</tr>
<tr>
<td></td>
<td>3.2 Refer to the original supplier of the plant where necessary</td>
</tr>
<tr>
<td></td>
<td>3.3 Respond to client requests for clarification or expansion by the use of attentive listening and questioning techniques</td>
</tr>
<tr>
<td></td>
<td>3.4 Record and report recommendations</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPCM401A Recommend plants and cultural practices.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM401 Recommend plants and cultural practices

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- conduct literature and industry research, collate and analyse findings on plant species and cultivars, their characteristics and requirements
- comply with legislative requirements
- explain to the client work health and safety requirements or basic safety precautions relevant to the establishment and on-going maintenance of plants
- document client preferences and site particulars
- select plants that suit client preferences and suitability for the site
- report recommendations to the client that detail the types of plants chosen and their requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for recommending plants and their cultural practices
  - customer service and communication skills
  - features of plant species and cultivars
  - innovation and recent practices in plant selection, use and performance
  - plant nomenclature (family, genus, species and cultivar) for the range of plants recommended by the enterprise
  - practical understanding of the physiology of the range of plants supplied and recommended by the enterprise and their comparative growth and performance characteristics in response to different cultural and environmental factors
  - principles and practices for the establishment and maintenance of plants
• soil characteristics, particularly in relation to the geographical and climatic region from which clients generally originate

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM402 Develop a soil health and plant nutrition program

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop a soil health and plant nutrition program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plant culture and management (PCM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine relevant regional data and site characteristics | 1.1 Define goals and target site for assessment and development of program  
1.2 Access and review relevant climate data, environmental context |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.3 Determine appropriate soil, plant and water tests, taking into account plant species, climatic conditions and prevailing growth media</td>
</tr>
<tr>
<td></td>
<td>1.4 Develop a soil, plant and water testing program that defines sampling, field testing, off-site analysis activities, task responsibilities, involvement of contractors, scheduling and desired information outcomes</td>
</tr>
<tr>
<td></td>
<td>1.5 Implement and monitor soil, plant and water testing tasks, supervise liaison procedures with outside testing agencies and take remedial action where necessary</td>
</tr>
<tr>
<td></td>
<td>1.6 Compile data and readings and present in a form that can be easily understood</td>
</tr>
<tr>
<td></td>
<td>1.7 Determine seasonal variations and requirements from published data on species, historical records and own experience</td>
</tr>
<tr>
<td></td>
<td>1.8 Determine characteristics, condition and nutritional status of soils and plant species by analysing collected data and comparing to accepted standards</td>
</tr>
<tr>
<td>2. Define the requirements for plant nutrition</td>
<td>2.1 Identify different nutritional requirements of the plant during the growing cycle and growing conditions, using published data on species, historical records and own experience</td>
</tr>
<tr>
<td></td>
<td>2.2 Develop program to achieve appropriate soil conditions and nutrient availability for plant growth</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine soil amendments, management practices and fertiliser requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify and cost resources, tools, equipment and machinery required for program and confirm availability with suppliers, contractors and appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>2.5 Determine cost-effective approach to soil management, soil amendment and provision of plant nutrients</td>
</tr>
<tr>
<td></td>
<td>2.6 Identify work health and safety hazards associated with program, assess risks and develop and document control measures</td>
</tr>
<tr>
<td></td>
<td>2.7 Identify and document environmental implications of program</td>
</tr>
<tr>
<td>3. Document the soil health and plant nutrition program and specifications</td>
<td>3.1 Establish a detailed soil health and plant nutrition plan, objectives, specifications and associated costs based on program requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Develop and document detailed on-site procedures and schedules required for program</td>
</tr>
<tr>
<td>4. Monitor plant growth and evaluate the program</td>
<td>4.1 Monitor program implementation and results by testing soil, plants and produce</td>
</tr>
<tr>
<td></td>
<td>4.2 Review and refine program to ensure it is responsive to changing conditions</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>conditions</td>
</tr>
<tr>
<td>4.3</td>
<td>Identify non-compliance with documented objectives and specifications and implement remedial actions to alleviate or overcome identified shortcomings in program</td>
</tr>
<tr>
<td>4.4</td>
<td>Take remedial action to improve plant nutrition and document</td>
</tr>
<tr>
<td>4.5</td>
<td>Incorporate agreed changes into a detailed plan</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPCM402A Develop a soil health and plant nutrition program.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM402 Develop a soil health and plant nutrition program

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- access and analyse information on regional site factors
- assess the physical, chemical and biological characteristics of soils
- assess the physical, nutritional and health requirements of plants
- develop a soil, plant and water testing program
- develop a program to achieve appropriate soil conditions and nutrient availability for plant growth, incorporating a soil health and plant nutrition plan
- research and analyse findings on plant nutritional requirements, nutrients available from soils and other growth media, and environmental implications of program
- select suitable management practices, soil amendments, additives and fertilisers

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of soil health and plant nutrition
  - characteristics of soil and other growth media types, uses and additives to enhance available nutrition for specific plants
  - main simple and compound fertiliser products available to enterprise, including analysis, solubility, salt index, application rates and costs
  - methods of nutrient uptake by plants and favourable conditions for effective uptake to occur
  - nutrients and water required by plants grown within enterprise and effects of nutrient deficiency and toxicity on individual plant species and varieties
  - visual and other symptoms of nutrient deficiency and toxicity on individual plant species and varieties
• organic matter, pest and disease, and nutrient interactions in soil and nutrient cycling
• environmental issues associated with selecting nutritional materials, implementing a plant nutrition program, legislation compliance requirements and ensuring minimal impact on environment
• the following types of relationships between soil and growth media characteristics and availability of nutrients to plants: macro and micro elements
• the following types of site evaluation techniques: methods of sampling and analysing soils and other growth media
• soil amendments commonly required to treat soil problems experienced by enterprise

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM403 Implement an integrated pest management program

Modification History

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Application

This unit of competency covers the skills and knowledge required to implement an integrated pest management program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plant culture and management (PCM)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Assess weed, pest and disease infestations</td>
<td>1.1 Identify symptoms of weed, pest and disease infestation in response to client needs</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
1.2 Define weed, pest and disease relationships and vectors as key factors in program development  
1.3 Assess size and scope of infestation  
1.4 Assess business implications and urgency of action according to published data and enterprise policy  
1.5 Report conditions likely to impact on business viability

2. Plan appropriate integrated treatments for weeds, pests and diseases
2.1 Develop an integrated pest management (IPM) program, ensuring treatments selected include chemical or non-chemical products in line with enterprise practice  
2.2 Outline integrated application of treatments in planning documentation  
2.3 Choose treatments which provide a suitable response to infestations, having regard to cost of damage, cost of infestation, marketing requirements, withholding periods and sustainable horticultural practices  
2.4 Seek professional assistance as required

3. Implement weed, pest and disease control measures
3.1 Ensure control procedures reflect sound implementation of integrated pest management strategy, marketing objectives and business imperatives  
3.2 Develop and implement monitoring procedures  
3.3 Instruct and supervise others to carry out work according to the IPM plan  
3.4 Monitor prevention program and undertake remedial action where necessary  
3.5 Monitor control procedures and undertake remedial action where necessary

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
No equivalent unit.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM403 Implement an integrated pest management program

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify symptoms of weed, pest and disease infestation
- develop an integrated pest management (IPM) program
- develop and implement monitoring procedures
- instruct and supervise others to carry out work according to the IPM plan
- oversee the implementation of an IPM pest management plan
- monitor costs of pest management plan to meet budget requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for integrated pest management
- application techniques for chemical and non-chemical treatments
- concept and principles of Integrated Pest Management
- cost/benefit analysis relevant to selection of weed, pest and disease control measures
- crop and plant scouting and monitoring
- ecological impacts of different control treatments
- integration of weed, pest and disease control measures
- lifecycles of hosts, predators and pests and diseases
- sustainable horticultural practices
- weeds and pests of specific horticultural enterprises
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM501 Diagnose plant health problems

Modification History

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Application

This unit of competency describes the skills and knowledge required to diagnose plant health problems.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor factors that influence plant health</td>
<td>1.1 Identify the plant species to the lowest taxonomic level and state its region of origin</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine the seasonal growth stages of the plant</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3 Record the day-to-day cultural practices used on each horticultural species</td>
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</tr>
<tr>
<td>1.4 Determine the characteristics of the growing environment that affect the growth of a specific plant species</td>
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<tr>
<td>1.5 Record climatic data and environmental growing conditions</td>
<td></td>
</tr>
<tr>
<td>1.6 Record the presence or numbers of beneficial organisms</td>
<td></td>
</tr>
<tr>
<td>2. Diagnose plant health problems</td>
<td>2.1 Identify environmental and cultural factors that predispose plants to attack by pests and diseases</td>
</tr>
<tr>
<td>2.2 Identify the symptoms and signs of plant health problems using accepted nomenclature</td>
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</tr>
<tr>
<td>2.3 Assess the severity and extent of the problem in a plant species</td>
<td></td>
</tr>
<tr>
<td>2.4 Compare observations with published data, historical records and own experience</td>
<td></td>
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<tr>
<td>2.5 Determine the possible causes of the plant health problem</td>
<td></td>
</tr>
<tr>
<td>2.6 Consult with specialist services in severe, complex or rapid onset cases</td>
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<tr>
<td>2.7 Sample plant or soil specimens and dispatch for specialist diagnosis or laboratory testing where required</td>
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</tr>
<tr>
<td>2.8 Record plant disorders and problems and document in a report</td>
<td></td>
</tr>
<tr>
<td>3. Remedy plant health problems</td>
<td>3.1 Formulate a weed, pest and disease control program, taking into account the Integrated Pest Management (IPM) strategy and production plan</td>
</tr>
<tr>
<td>3.2 Identify a range of modifications to growing conditions for a specific situation or plant species to rectify plant health problems</td>
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</tr>
<tr>
<td>3.3 Identify resources, tools, equipment and machinery required for work activities, analyse the costs and benefits and confirm availability with suppliers, contractors and appropriate personnel</td>
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<tr>
<td>3.4 Identify work health and safety hazards associated with work activities, assess risks and implement controls</td>
<td></td>
</tr>
<tr>
<td>4. Evaluate treatment program</td>
<td>4.1 Monitor plants during treatment</td>
</tr>
<tr>
<td>4.2 Record appropriate data</td>
<td></td>
</tr>
<tr>
<td>4.3 Compare observations to expected results</td>
<td></td>
</tr>
<tr>
<td>4.4 Recommend modifications to the treatment program are to client or management</td>
<td></td>
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<tr>
<td>4.5 Present treatment program report to client or management</td>
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</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPCM501A Diagnose plant health problems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM501 Diagnose plant health problems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research information about plant health problems, their diagnosis and remedial treatments
- differentiate between pest, disease and nutrient-associated symptoms
- identify signs and symptoms of plant health problems
- assess the severity, extent and speed of onset of health problems in a specific situation
- determine possible causes of the problem
- liaise with specialist services, clients and management
- formulate a weed, pest and disease control program
- implement treatment programs to remedy the diagnosed health problems
- evaluate treatment program and recommend modifications

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of plant health
  - chemical use, toxicity and compatibility with target plants, growth media, and environmental characteristics of the horticultural region
  - chemical, cultural and biological control methods included in the integrated pest management (IPM) strategy of the enterprise
  - enterprise and industry record keeping and reporting policies and requirements
  - evaluation procedures, including cost/benefit analysis, for plant and growth media treatments in relation to plant health, enterprise budget and performance targets
  - plant anatomy, morphology, physiology, histology, pathology, taxonomy and nomenclature
Assessment Requirements for AHCPCM501 Diagnose plant health problems

- plant nutrition issues associated with the growth media used and horticultural region for specific plant species
- sustainable horticultural practices relevant to the enterprise or horticultural region
- taxonomic descriptions, horticultural function, cultural and growth requirements, and target growth and performance characteristics of specific horticultural plants for the achievement of enterprise production and business plans
- weeds, pests and disease detection methods, taxonomic identification, life cycle stages and characteristic symptoms for the specific horticultural plants of the enterprise

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM502 Collect and classify plants

**Modification History**

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**Application**

This unit of competency describes the skills and knowledge required to collect and identify plants using taxonomic keys.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

**Pre-requisite Unit**

Nil.

**Unit Sector**

Plants culture and management (PCM)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for plant collecting</td>
<td>1.1 Confirm the purpose and objectives for collecting a range of plants</td>
</tr>
<tr>
<td></td>
<td>1.2 Define the area, location and habitat for collecting</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>1.3 Determine and prepare resources to assist in locating and identifying plants</td>
</tr>
<tr>
<td></td>
<td>1.4 Determine and prepare equipment required for collecting and preserving specimens</td>
</tr>
<tr>
<td></td>
<td>1.5 Obtain licences or permission to collect specimens from landowner or managing agency</td>
</tr>
<tr>
<td></td>
<td>1.6 Assess the range of likely operating conditions, hazards and difficult or sensitive environments for impact on collecting and preserving specimens</td>
</tr>
<tr>
<td></td>
<td>1.7 Identify work health and safety hazards associated with plant collecting, assess risks and implement controls</td>
</tr>
<tr>
<td>2. Collect plant specimens</td>
<td>2.1 Observe collecting ethics when selecting specimens for picking</td>
</tr>
<tr>
<td></td>
<td>2.2 Enter into a field note book relevant information about the specimen, its characteristics and occurrence and note location coordinates</td>
</tr>
<tr>
<td></td>
<td>2.3 Confirm the specimen collected provides adequate material for identification and preserving</td>
</tr>
<tr>
<td></td>
<td>2.4 Tag and store specimens for later identification</td>
</tr>
<tr>
<td></td>
<td>2.5 Follow appropriate work health and safety requirements and work practices</td>
</tr>
<tr>
<td>3. Preserve specimens</td>
<td>3.1 Preserve specimen while still fresh</td>
</tr>
<tr>
<td></td>
<td>3.2 Clean and prepare specimen for preserving</td>
</tr>
<tr>
<td></td>
<td>3.3 Preserve specimen using either pressing or drying techniques</td>
</tr>
<tr>
<td></td>
<td>3.4 Mount dried specimen and label with information from notebook</td>
</tr>
<tr>
<td>4. Identify plant specimen</td>
<td>4.1 Use the relevant plant key to identify plant</td>
</tr>
<tr>
<td></td>
<td>4.2 Identify and document the basic characteristics of a plant</td>
</tr>
<tr>
<td></td>
<td>4.3 Confirm plant identity against botanical description of species</td>
</tr>
<tr>
<td></td>
<td>4.4 Document plant identity on label</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPCM502A Collect and classify plants.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM502 Collect and classify plants

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for plant collecting
- note the location, characteristics and occurrence of specimens at the point of collection
- clean, preserve, mount and label specimens
- use a plant key to identify plants against the botanical description of the species

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of plant classification
  - herbarium collection techniques and ethics
- physical and biological habitat types including vegetation associations and communities where appropriate
  - plant anatomy, physiology, morphology, taxonomy and nomenclature

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM503 Specify plants for landscapes

Modification History

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Application

This unit of competency describes the skills and knowledge required to select and specify landscape plants in a range of industries to provide information and advice to a client or organisation.

It applies to individuals who analyse information and exercise judgment to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop a client brief</td>
<td>1.1 Discuss and clarify the needs and objectives of the client</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify purposes of the landscape and the client’s expectations</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3 Establish the criteria for plant selection</td>
<td></td>
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<tr>
<td>1.4 Consult with client to finalise agreement of the brief</td>
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</tr>
<tr>
<td>2. Determine the suitability of a plant for a purpose</td>
<td>2.1 Inspect the site and determine the planting area</td>
</tr>
<tr>
<td></td>
<td>2.2 Select species and cultivars for the size and aspect and the site</td>
</tr>
<tr>
<td></td>
<td>2.3 Consider and apply environmental conditions to the functional characteristics of the plant</td>
</tr>
<tr>
<td></td>
<td>2.4 Determine the suitability of the soil for the plants selected</td>
</tr>
<tr>
<td></td>
<td>2.5 Evaluate the selection of the plant and document the rationale for plant selection</td>
</tr>
<tr>
<td>3. Select plants</td>
<td>3.1 Select plants as outlined in the client brief and according to their suitability for the intended purpose</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine plant function for the precise location within the plan</td>
</tr>
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<td></td>
<td>3.3 Make recommendations for soil improvements for the selected plant species</td>
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<tr>
<td></td>
<td>3.4 Match species and cultivars appropriately to the determined selection criteria for species’ specific characteristics</td>
</tr>
<tr>
<td></td>
<td>3.5 Identify plant species appropriate for the site</td>
</tr>
<tr>
<td></td>
<td>3.6 Research relevant reference sources</td>
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<tr>
<td></td>
<td>3.7 Recommend plant species or cultivars for replacement or new plantings</td>
</tr>
<tr>
<td></td>
<td>3.8 Document plant selections, selection criteria and notes on quality expectations as specifications</td>
</tr>
<tr>
<td>4. Specify plants</td>
<td>4.1 Evaluate selection criteria for mature plants against capability and availability of transplanted plants</td>
</tr>
<tr>
<td></td>
<td>4.2 Assess final selections against the specified soil, site location and client brief and confirm</td>
</tr>
<tr>
<td></td>
<td>4.3 Assess selected plants for quality and quantities outlined in the specifications</td>
</tr>
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<td>4.4 Check materials, soils and growing media for specified quality</td>
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<tr>
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<td>4.5 Document records of quality checks on delivered plants and product</td>
</tr>
<tr>
<td>5. Correlate and present a report</td>
<td>5.1 Document a report of the process and incorporate the correlated records</td>
</tr>
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<td>5.2 Present the client or organisation with the report</td>
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</tbody>
</table>
**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPCM503A Specify plants for landscapes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM503 Specify plants for landscapes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a client brief on client’s needs, objectives and expectations, the purpose of the landscape and plant selection criteria
- compile a database of plant specimens and characteristics
- conduct site inspections and site assessments
- evaluate and determine plant selections
- identify and select from a range of plants appropriate to the site
- research reference sources
- select and appraise soils and growing media
- use comparative techniques
- assess quality of plants and materials meet specifications

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of specifying plants for landscapes
  - basic physiology and life cycle of pests and diseases
  - botany, plant morphology, physiology, taxonomy and nomenclature
  - methods of data capture
  - plant identification techniques
  - soil characteristics particularly in relation to the local region
  - soils appraisal techniques
  - symptoms of plant pests and diseases
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM504 Design specialised landscape

Modification History

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Application

This unit of competency describes the skills and knowledge required to design a specialised landscape.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Develop a design brief</td>
<td>1.1 Consult with client to establish the purpose and requirements of the design</td>
</tr>
<tr>
<td></td>
<td>1.2 Conduct a site inspection and note the physical elements and</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| 1. Design specialised landscape | 1.3 Conduct a functional analysis of the site  
1.4 Develop a design brief and consult with client to negotiate agreement |
| 2. Design with plants as a main focus of the design project | 2.1 Categorise plant families and genera, species and cultivars suitable for the design  
2.2 Identify a wide range of plants for different design criteria and requirements, which include the use of aesthetic, ornamental, productive and economic plant groups  
2.3 Determine and select plants appropriate to the design criteria  
2.4 Use botanical nomenclature when documenting plants |
| 3. Consider a range of factors that may influence the performance of the plants | 3.1 Determine the implications of climate and environment on plant selection and design  
3.2 Select plants that are adaptive to micro and meso climates in domestic, and small to moderate-scale public spaces  
3.3 Report on the cultural techniques required to establish and maintain plants in specialised environments  
3.4 Identify soil types and condition and make recommendations for appropriate soil management techniques  
3.5 Identify organic and inorganic fertilisers and make appropriate recommendations  
3.6 Identify common plant disorders and make appropriate recommendations |
| 4. Develop specifications for the design | 4.1 Incorporate instructions on the use and production of compost  
4.2 Define the propagation techniques required  
4.3 Outline the planting techniques to be used  
4.4 Specify situations where staking and guying would be required  
4.5 Define the required pruning and shaping techniques to be used  
4.6 Outline the biological, organic and inorganic plant and plant pest management techniques to be used  
4.7 Seek expert advice on irrigation requirements for the design  
4.8 Develop a weed management plan  
4.9 Document the design plan and present to client |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPCM504A Design and maintain a specialised landscape.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM504 Design specialised landscape

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- Develop a design brief in consultation with client to establish design purpose and requirements
- Identify the implications of climate and environment on plant selection and design
- Identify and design with plants appropriate for use in controlled environments
- Identify and recommend soils and plant nutrition requirements
- Identify and design with plants appropriate to the design criterion
- Use botanical nomenclature when selecting plants
- Identify plant species and cultivars using botanical nomenclature
- Identify weeds and recommend appropriate weed management
- Identify biological, organic and inorganic plant and plant pest management techniques to be used
- Provide garden design solutions
- Compile the recommendations and document a design plan or report

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Principles and practices of specialised landscape design
  - Aesthetic, ornamental, productive and economic plant groups
  - Allied horticultural, environmental and conservation industries and movements
  - Botanical geography (plant families, geographic distribution and links)
  - Botany - plant structures and physiology
  - Ethno botany (sustainability and the stories of plants)
• horticultural media, information and knowledge-based resources
• how to determine suitability of plants for different environments such as green buildings (rooftops), conservatories, glass houses and atriums
• irrigation and current progress in new irrigation techniques
• plant families and detailed knowledge of species and cultivars used in garden design, horticulture industry and other ornamental, productive and economic plant industries
• plant taxonomy and nomenclature
• principles and processes of plant culture
• the use and development of plants though history
• turf culture
• types, properties and characteristics of a wide range of soils and growing media

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM505 Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs

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</table>

Application

This unit of competency describes the skills and knowledge required to conduct an environment and food safety risk assessment on established or developing plant nutrition and soil fertility programs develop a nutrient management plan.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Maintain currency of</td>
<td>1.1 Research, identify and document community, government and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td><strong>1.</strong> Identify and document local information relating to nutrient management, particularly in a catchment or regional context, by communicating with local organisations</td>
<td>1.2 Identify and document local information relating to nutrient management, particularly in a catchment or regional context, by communicating with local organisations</td>
</tr>
<tr>
<td><strong>1.</strong> Research, identify and document national and local information and standards relating to food safety associated with fertiliser and soil ameliorant use</td>
<td>1.3 Research, identify and document national and local information and standards relating to food safety associated with fertiliser and soil ameliorant use</td>
</tr>
<tr>
<td><strong>1.</strong> Research, identify and document information and standards relating to transporting, handling, storing and applying fertilisers and soil ameliorants</td>
<td>1.4 Research, identify and document information and standards relating to transporting, handling, storing and applying fertilisers and soil ameliorants</td>
</tr>
<tr>
<td><strong>2.</strong> Evaluate environmental risks and develop a nutrient management plan</td>
<td>2.1 Identify and document environmentally significant features of fertiliser, soil ameliorants, soil, landscape and climate that are likely to influence environmental risks associated with plant nutrition and soil fertility programs</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify and document agronomic and operational activities associated with fertiliser and soil ameliorant programs and associated environmental risk categories</td>
</tr>
<tr>
<td></td>
<td>2.3 Evaluate and prioritise environmental risks and impacts associated with agronomic and operational activities</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify and evaluate management options to appropriately address environmental risks</td>
</tr>
<tr>
<td></td>
<td>2.5 Develop a plant nutrition and soil fertility management plan and present to the land owner or manager</td>
</tr>
<tr>
<td></td>
<td>2.6 Discuss appropriate management options to address any identified environmental risks with client and gain agreement</td>
</tr>
<tr>
<td></td>
<td>2.7 Use nutrient management tools in conjunction with land owner or manager to monitor effectiveness of management decisions over time</td>
</tr>
<tr>
<td></td>
<td>2.8 Identify opportunities to improve efficiency and effectiveness of plant nutrition and soil fertility program, including use of fertilisers and soil ameliorants and modify operational and agronomic recommendations accordingly</td>
</tr>
<tr>
<td><strong>3.</strong> Identify and communicate relevant best practice in transport, handling and storage for environmental stewardship to land owner or manager</td>
<td>3.1 Identify key environmental product stewardship issues in transport, handling and storage of fertilisers and soil ameliorants relevant to the plant nutrition and soil fertility program as contained in codes of practice and legislation</td>
</tr>
<tr>
<td></td>
<td>3.2 Develop a report on the identified key environmental stewardship issues and present to the land owner or manager</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPCM505A Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM505 Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- Research, identify and document community, government and agricultural industry information, concerns and requirements in relation to fertiliser and soil ameliorant use and environmental stewardship
- Research, identify and document information and standards relating to transporting, handling, storing and applying fertilisers and soil ameliorants
- Identify and evaluate probability and severity of identified environmental risks associated with plant nutrition and soil fertility programs
- Calculate areas, ratios, proportions and application rates
- Liaise with managers and landowners, local and national organisations
- Develop a nutrient management plan
- Monitor effectiveness of plant nutrition and soil fertility management decisions over time
- Identify opportunities to improve efficiency and effectiveness of plant nutrition and soil fertility program
- Estimate treatment and product requirements, material sizes and quantities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Principles and practices of food safety risk assessment
- Environmental implications for environment of soil amendment and fertiliser use, that may include nutrient mining, run-off, nutrient loading of soil and water, toxicity, noise and dust
- Food safety issues relating to the use of fertilisers and soil ameliorants
- Law of the minimum and importance of nutrient interactions
- methods and pathways of nutrient uptake by plants and loss from soil
- nutrient cycling and its practical relevance to specific plants and soils encountered in local area, including role of soil biology
- nutrients required by plants grown within enterprise and effects of nutrient deficiency and toxicity on individual plant species and varieties
- relationship between soil characteristics and the availability of nutrients, including macro and micro elements, to plants
- single nutrient and complete fertiliser products encountered in local area, including physical attributes, nutrient analysis, solubility, salt index, application rates and costs, and appropriate application techniques and equipment
- soil amendments commonly used to treat local soil problems
- soil and water sampling techniques to adapt activities and instructions to a range of environmental contexts
- techniques for interpreting laboratory results and making fertiliser and amendment recommendations
- techniques to assess effects of fertiliser and amendment recommendations on soil, plants and water

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM506 Develop an integrated pest management program

Modification History

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</table>

Application

This unit of competency covers the skills and knowledge required to develop an integrated pest management program.

It applies to individuals who analyse information and exercise judgement to complete a range of activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plant culture and management (PCM)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine IPM strategy | 1.1 Identify weed, pest and disease infestations considering enterprise requirements  
1.2 Define weed, pest and disease relationships and any vectors as key factors in developing the integrated pest management (IPM) |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Develop a system to assess the size and extent of any infestation</td>
</tr>
<tr>
<td>1.4</td>
<td>Assess business implications and urgency of action according to published data, enterprise policy and/or economic threshold</td>
</tr>
<tr>
<td>1.5</td>
<td>Report conditions likely to impact on business viability</td>
</tr>
<tr>
<td>1.6</td>
<td>Determine the economic threshold for the crops grown</td>
</tr>
<tr>
<td>2.1</td>
<td>Determine the appropriate method to control any weed, pest or disease issue that ensures limited impact on beneficial organisms and minimises the possibility of weeds, pests or diseases developing resistance</td>
</tr>
<tr>
<td>2.2</td>
<td>Develop strategies to ensure minimal or no risk of resistance developing in the range of weeds, pests or diseases identified</td>
</tr>
<tr>
<td>2.3</td>
<td>Ensure that control measures account for the damage threshold for the enterprise requirement or particular crop and to ensure the product still conforms to market access requirements</td>
</tr>
<tr>
<td>2.4</td>
<td>Develop a weed, pest or disease prevention program where possible to minimise, limit or remove certain risk factors</td>
</tr>
<tr>
<td>3.1</td>
<td>Monitor prevention program and undertake remedial action where necessary</td>
</tr>
<tr>
<td>3.2</td>
<td>Ensure control procedures reflect sound implementation of integrated pest management strategy, marketing objectives and business imperatives</td>
</tr>
<tr>
<td>3.3</td>
<td>Monitor control procedures and undertake remedial action where necessary</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM506 Develop an integrated pest management program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine the economic threshold for a range of weed, pest or diseases
- develop an integrated pest management (IPM) strategy based on analysis of weed, pest or disease presence
- develop and implement monitoring procedures
- monitor costs of pest management plan to meet budget requirements
- oversee the implementation of an IPM pest management plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for developing integrated pest management plans
  - application techniques for chemical and non-chemical treatments
  - cost/benefit analysis relevant to selection of weed, pest and disease control measures
  - crop and plant scouting and monitoring
  - ecological impacts of different control treatments
  - interaction of weed, pest and disease control measures
  - weeds and pests of specific horticultural enterprises
  - lifecycles of hosts, predators and pests and diseases

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCPM506 Develop an integrated pest management program

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPCM601 Develop and implement a plant health management strategy

Modification History

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Application

This unit of competency describes the skills and knowledge required to gather information and advice on plant health and develop and implement a management strategy on plant health.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Plants culture and management (PCM)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop a plant health and management</td>
<td>1.1 Identify plant health issues from published data, historical records and industry consultation</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>program</td>
<td>1.2 Define management issues relative to desired quality, quantity and productivity requirements of marketing and production plans</td>
</tr>
<tr>
<td></td>
<td>1.3 Develop a program which defines enterprise guidelines and specific responsibilities of operational elements to achieve required outcomes</td>
</tr>
<tr>
<td></td>
<td>1.4 Establish systems to monitor business goals</td>
</tr>
<tr>
<td></td>
<td>1.5 Seek professional assistance where appropriate</td>
</tr>
<tr>
<td></td>
<td>1.6 Assess information to determine potential key information for input to planning decisions</td>
</tr>
<tr>
<td></td>
<td>1.7 Consider and document the environmental implications of chemical use, alternative methods and non-chemical preventative methods</td>
</tr>
<tr>
<td></td>
<td>1.8 Assess information to determine potential key information for input to planning decisions</td>
</tr>
<tr>
<td>2. Determine plant health strategies</td>
<td>2.1 Analyse gathered information for suitable approaches to plant health management</td>
</tr>
<tr>
<td></td>
<td>2.2 Consider strategies in the light of their impacts</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine strategies for plant health management to integrate the most suitable methods with the proposed plants and the existing soil types</td>
</tr>
<tr>
<td></td>
<td>2.4 Establish environmental controls and include in the plan</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify workplace health and safety hazards, assess risks and incorporate suitable controls into the plan</td>
</tr>
<tr>
<td>3. Provide input to other planning processes</td>
<td>3.1 Use details regarding plant health management strategies as input to other organisational planning processes</td>
</tr>
<tr>
<td></td>
<td>3.2 Collect and use information regarding other planning processes to inform the plant health management planning process</td>
</tr>
<tr>
<td></td>
<td>3.3 Communicate information about the range of planning processes verbally or in writing according to requirements and circumstances and the people involved</td>
</tr>
<tr>
<td>4. Determine scheduling and key responsibilities</td>
<td>4.1 Determine scheduling for plant health management, taking into consideration the range of seasonal, geographic, and resourcing factors</td>
</tr>
<tr>
<td></td>
<td>4.2 Determine key responsibilities for specific implementation processes</td>
</tr>
<tr>
<td></td>
<td>4.3 Determine record keeping requirements and put procedures in place to ensure compliance with the range of applicable regulations</td>
</tr>
<tr>
<td></td>
<td>4.4 Document the strategic plan, including scheduling and key responsibilities</td>
</tr>
<tr>
<td></td>
<td>4.5 Confirm the plan includes the type, format, frequency and detail</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 5. Monitor and adjust plant health management strategies | 5.1 Evaluate the effectiveness of the plant health management strategies at key points and make adjustments as necessary  
5.2 Identify and monitor environmental impacts and workplace health and safety hazards relating to plant health management and assess and manage risks throughout the implementation process  
5.3 Make modifications to the strategy as and when necessary for environmental, workplace health and safety, resourcing, or effectiveness reasons |
| 6. Evaluate plant health management strategies and record result | 6.1 Analyse data, observations and documentation from the implementation of the plant health management program against the plan, based on organisation guidelines  
6.2 Prepare recommendations for future strategies based on the analysis of the data  
6.3 Prepare a report that documents the implementation of the strategies |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPCM601A Develop and implement a plant health management strategy.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPCM601 Develop and implement a plant health management strategy

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine plant health strategies
- determine scheduling and key responsibilities
- develop plant health management strategies
- evaluate plant health management strategies and record results
- provide input to other planning processes
- monitor and adjust plant health management strategies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of plant health management
  - environmental controls and codes of practice applicable to the business and to plant health management operations
  - environmental controls and codes of practice applicable to the enterprise
  - Integrated Pest Management (IPM)
  - management of weed, pest and disease infestations
  - management practices and processes to minimise plant health management control operations
  - planning water budgets and irrigation strategies
  - plant growth and development and growth regulators
  - plant growth processes such as photosynthesis, respiration, nutrient uptake, solute transport and metabolism, water balance and osmotic pressure
  - strategic aspects of managing plant quality, performance and nutrition
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER101 Observe permaculture principles and work practices

Modification History

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Application

This unit of competency describes the skills and knowledge required to follow workplace directions and instructions while observing permaculture principles and practices.

Permaculture work can be carried out in the community, home, school and permaculture or community gardens and farms.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Prepare to work in a permaculture environment | 1.1 Meet with supervisor, observe conditions and receive work tasks for the day  
1.2 Identify required materials, tools and equipment  
1.3 Check materials, tools and equipment and tell supervisor if there are insufficient or faulty items  
1.4 Use correct manual handling techniques when loading and unloading materials  
1.5 Identify hazards and tell supervisor  
1.6 Use suitable personal protective equipment (PPE) and ensure correct fit |
| 2. Identify permaculture work practices | 2.1 Identify good environmentally sustainable practices, and seek clarification when necessary  
2.2 Adopt work practices which maximise productivity and time efficiency and minimise waste and resource use  
2.3 Follow instructions and directions and ask for clarification when necessary |
| 3. Contribute to improved permaculture practices | 3.1 Gather information about permaculture and support the development of improved permaculture practices  
3.2 Discuss environmental issues, community issues and their relationship to permaculture practices with supervisor and colleagues  
3.3 Contribute to the review of permaculture practices in a permaculture environment |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

New unit - equivalent to QLD841PPP01B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER101 Observe permaculture principles and work practices

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- communicate with supervisors and workplace colleagues
- recognise basic environmental influences
- contribute to improved permaculture work practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture
  - ethics – earth care, people care, fair share
  - principles – at this level, limited to the trainer/supervisor’s interpretation and simplification of those contained in the two seminal permaculture text books (Mollison 1988 and Holmgren 2002)
- good practice approaches to minimising environmental hazards and risks
  - producing no waste
  - thinking globally and acting locally
  - observing nature and learning from her patterns
  - responding to change creatively and with consideration for the needs of all users of and/or elements in the system
  - learning from mistakes and developing successes
- factors to improve environmental performance in regard to water catchments, ecosystems, habitat, efficient use of resources, sustainability and waste minimisation
- factors to improve community issues, especially in regard to caring for people, sharing surpluses and setting limits to growth
• environmental issues and their potential impacts
  • sustainability of land use and agricultural work practices
  • reduction and disposal of waste
  • improvements to water quality
  • improvements to air quality
  • energy efficiency
  • biodiversity and habitat protection
  • conservation of natural resources
  • wild-fire management and mitigation
  • food, water and energy security
  • human rights and right livelihood

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER102 Support resource conservation practices

Modification History

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Application

This unit of competency describes the skills and knowledge required to support resource conservation practices in a permaculture system under supervision, including preparing materials, tools and equipment for resource conservation, undertaking resource conservation activities, storing and stockpiling materials, and cleaning up on completion of work.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare materials, tools and equipment for resource conservation</td>
<td>1.1 Identify and check the required materials, tools and equipment and prepare according to lists provided and/or supervisor’s instructions</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>1.2</td>
<td>Adopt work practices which maximise productivity and time efficiency and minimise waste and resource use</td>
</tr>
<tr>
<td>1.3</td>
<td>Follow instructions and directions provided by supervisor and seek clarification when necessary</td>
</tr>
<tr>
<td>2.1</td>
<td>Gather information on resource conservation in a permaculture system</td>
</tr>
<tr>
<td>2.2</td>
<td>Carry out resource conservation work in a safe and environmentally appropriate manner</td>
</tr>
<tr>
<td>2.3</td>
<td>Observe workplace policy and procedures in relation to workplace practice, handling, re-use and disposal of materials</td>
</tr>
<tr>
<td>2.4</td>
<td>Report problems or difficulties in completing work to required standards or timelines</td>
</tr>
<tr>
<td>3.1</td>
<td>Store all usable and re-usable materials in a designated area</td>
</tr>
<tr>
<td>3.2</td>
<td>Prepare and process all usable and re-usable materials</td>
</tr>
<tr>
<td>4.1</td>
<td>Clean, maintain and store tools and equipment</td>
</tr>
<tr>
<td>4.2</td>
<td>Maintain a clean and safe work site while completing resource conservation activities</td>
</tr>
<tr>
<td>4.3</td>
<td>Complete any reporting requirements at the end of the job</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD841RES02B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPer102 Support resource conservation practices

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- cooperate with team members
- store and stockpile materials
- clean up on completion of work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices
- tools and equipment used
- principles of resource conservation including:
  - reduce, reuse, recycle, repair, repurpose, restore
  - minimal impact living
  - sustainable food production
  - energy efficiency
  - the following types of appropriate energy: solar and wind power
  - the following types of appropriate technology: composting toilets, grey water re-use
  - water catchment, storage and re-use
  - seed collection and seed banking
  - mulching and soil conservation
  - revegetation
- community and social interaction and support, such as:
  - resource banking
• seed banking
• co-operatives
• Local Energy Trading Systems (LETS)
• Skill-Share

• techniques used in resource conservation, such as:
  • stock piling resources
  • the following types of processing requirements for resources which cannot be stock-piled: composting, fermentation, drying
  • water storage and treatment
  • capture and storage of energy (heat capture in mass, basic turbine function)
  • making connections between everyday living and sustainable use of resources

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER103 Support plant care in a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to support plant care in a permaculture system.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify common features of Zone 1 permaculture gardens | 1.1 Identify key characteristics of a Zone 1 permaculture garden  
1.2 Compare and contrast common features of Zone 1 permaculture gardens with traditional home gardens  
1.3 Identify functions and yields of plants in a Zone 1 permaculture garden |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Demonstrate safe and efficient work practices | 2.1 Identify and check the required materials, tools and equipment and prepare according to lists provided and/or supervisor’s instructions  
2.2 Adopt work practices which maximise productivity and time efficiency and minimise waste and resource use  
2.3 Follow plant care instructions and directions provided by supervisor and seek clarification when necessary |
| 3. Undertake bed preparation and planting activities | 3.1 Prepare beds for planting of plants, seeds or seedlings  
3.2 Plant the plants, seeds or seedlings  
3.3 Follow instructions in relation to workplace practices, handling and disposal of materials  
3.4 Report problems or difficulties in completing work to required standards or timelines to supervisor |
| 4. Maintain plants | 4.1 Determine watering regime for different plants in conjunction with supervisor  
4.2 Determine nutrient requirements for plants in conjunction with supervisor  
4.3 Clarify additional requirements of different plants in conjunction with supervisor |
| 5. Harvest plants and plant yields | 5.1 Identify potential yields from different species to be harvested  
5.2 Harvest plants and plant yields  
5.3 Store plants and plant yields  
5.4 Complete any reporting requirements at the end of the job |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD8411PA03B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R103 Support plant care in a permaculture system

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- Identify common features of permaculture Zone 1 gardens
- identify and check the required materials, tools and equipment
- prepare a garden area for planting plants, seeds or seedlings
- determine the appropriate watering regime and nutrient requirements for the plantings
- harvest plant yields
- store the plant yields

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the characteristics of permaculture Zone 1 gardens
  - how permaculture gardens differ from conventional gardens
  - functions and yields of plants in a Zone 1 garden
  - observing nature and learning from it
- principles of planting in permaculture systems, such as:
  - aspect
  - planting patterns
  - companion planting
  - the soil-water-plant relationship
- plant care techniques and plant nutrition, such as:
  - the role of composts, worm castings, green manures, animal manures and support species in permaculture plant care
  - when to leave weeds, chop-and-drop and mulching
• simple pest protection (cages, rings, stakes and nets)
• simple climate protection (sun/frost/wind)
• how to reuse and recycle excess products of plant care

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III qualification (or higher) in Permaculture and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER104 Support animal care in a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to support animal care in a permaculture system.

All work is carried out to comply with permaculture principles and workplace procedures.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools and equipment</td>
<td>1.1 Identify and check the required materials, tools and equipment for animal care according to lists provided or supervisor’s</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
---|---
| Element 1.2 Check all materials, tools and equipment | instructions
| Element 1.3 Adopt work practices which maximise productivity and time efficiency and minimise waste and resource use | Element 1.4 Identify hazards and follow instructions and directions provided by supervisor, seeking clarification when necessary
| 2. Undertake animal care as directed | 2.1 Determine requirements of animals under care
| 2.2 Undertake work with animals in a safe and environmentally appropriate manner | 2.3 Identify yields from animals in the permaculture system
| 2.4 Observe basic indicators of animal health and report any problems to supervisor | 2.5 Report any problems or difficulties in completing work to required standards or timelines to supervisor
| 3. Collect and store yields from animals | 3.1 Collect and store yields from animals and waste material produced during work in a designated area
| 3.2 Handle and transport materials, equipment and machinery | 3.3 Maintain a clean and safe work site while working
| 4. Complete animal care work | 4.1 Return materials to store
| 4.2 Clean, maintain and store tools and equipment | 4.3 Report work outcomes to the supervisor
| 4.4 Complete any reporting requirements at the end of the job |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD8411PA04B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE104 Support animal care in a permaculture system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply problem solving skills to use available resources and prioritise daily tasks
- collect yields from animals including waste materials for composting or worm farms
- clean up on completion of work
- identify basic indicators of animal health

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles of animal care in permaculture systems, such as:
  - grazing systems
  - animal tractor systems
  - organic feed and nutrition systems
  - housing and species combinations for welfare of all species
  - predator protection, vermin control and weather protection
- principles of integrating animals into permaculture systems, such as:
  - zone and sector planning in relation to appropriate animal species
  - needs, functions and yields for animals within integrated systems
- the following components of animal care: feed, water, shelter, perch space, bedding, symptoms of ill health or stress
- animal handling techniques
- tools and equipment
- repair and maintenance of animal housing and containment
Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III qualification (or higher) in Permaculture and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER105 Assist with maintaining structures in a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist with maintaining structures in a permaculture system.

All work is carried out to comply with permaculture principles and workplace procedures.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools</td>
<td>1.1 Identify and check the required materials, tools and equipment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>and equipment for maintenance work</td>
<td>and prepare according to lists provided and/or supervisor’s instructions</td>
</tr>
<tr>
<td></td>
<td>1.2 Adopt work practices which maximise productivity and time efficiency and minimise waste and resource use</td>
</tr>
<tr>
<td></td>
<td>1.3 Follow structure maintenance instructions and directions provided by supervisor and seek clarification when necessary</td>
</tr>
<tr>
<td>2. Undertake repairs and maintenance of structures</td>
<td>2.1 Gather information on the permaculture structure requiring maintenance</td>
</tr>
<tr>
<td></td>
<td>2.2 Work on the structure as instructed and according to permaculture work principles</td>
</tr>
<tr>
<td></td>
<td>2.3 Report any problems or difficulties and seek clarification where necessary</td>
</tr>
<tr>
<td>3. Apply finishes and ensure safety of fixings</td>
<td>3.1 Apply finishes if required</td>
</tr>
<tr>
<td></td>
<td>3.2 Ensure fixings such as gate closure mechanisms are safe for all users</td>
</tr>
<tr>
<td></td>
<td>3.3 Check the maintained structure to ensure the work is satisfactory</td>
</tr>
<tr>
<td>4. Clean up on completion of work</td>
<td>4.1 Return any materials, tools and equipment to the storage area</td>
</tr>
<tr>
<td></td>
<td>4.2 Leave the work area tidy and safe</td>
</tr>
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<td></td>
<td>4.3 Complete any reporting requirements at the end of the job</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER105 Assist with maintaining structures in a permaculture system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for maintenance work
- maintain permaculture structures
- clean up on completion of work
- carry out reporting requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to structures in a permaculture system
- tools and equipment used
- permaculture structures, such as:
  - fences
  - gates
  - animal housing and enclosure
  - animal feeders and waterers
  - plant protection
  - light reflection and exclusion structures
  - seating
  - ponds, wicking systems and rain gardens
  - storage structures for materials
  - compost systems
  - water storage structures
• water harvesting and distribution structures
• propagation systems
• fireplaces and fire pits
• root cellars
• bee hives
• structural and safety issues associated with maintaining structures
• environmentally safe finishes and materials
• principles of repurposing and reuse of materials
• creative solutions to common and simple problems with permaculture structures

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III qualification (or higher) in Permaculture and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER201 Work effectively in permaculture

Modification History

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Application

This unit of competency describes the skills and knowledge required to work effectively on an individual basis and with others in permaculture.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Obtain information about permaculture | 1.1 Identify and access sources of information about permaculture  
 1.2 Collect information to assist effective and safe work performance within a permaculture work site  
 1.3 Identify workplace terms and conditions  
 1.4 Identify work and career options for permaculture practice |
Element | Performance criteria
---|---
2. Observe requirements of a permaculture workplace | 2.1 Ensure work practices comply with enterprise work requirements  
2.2 Recognise faults and abnormalities in workplace practices and take remedial action  
2.3 Observe punctuality in work attendance  
2.4 Complete work routines and specific instructions to meet workplace expectations

3. Work effectively in a permaculture workplace | 3.1 Plan work tasks in consultation with team members and supervisor  
3.2 Follow instructions from supervisor  
3.3 Cooperate with others as part of a team with consideration of special needs of co-workers and others  
3.4 Accept responsibility for quality of own work

4. Contribute to a productive permaculture workplace | 4.1 Fulfil commitments to undertake work or assist co-workers  
4.2 Share knowledge and skills with co-workers through conversations and demonstrations  
4.3 Recognise and seek out contributions from individuals of different gender and social and cultural backgrounds, if appropriate  
4.4 Ensure work is consistent with workplace standards relating to anti-discrimination and workplace harassment  
4.5 Recognise and resolve conflict through personal communication if possible and reference to supervisor for support  
4.6 Undertake responsibilities and duties so as to promote cooperation and good workplace relationships

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842PPP01B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER201 Work effectively in permaculture

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- access and collect information about permaculture
- interpret workplace schedules
- accept responsibility for own work
- promote workplace cooperation
- contribute to a productive workplace environment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture
  - different sectors within a permaculture system
  - relationships between sectors and the whole
  - permaculture services available in the area as listed in available references including:
    - media reports
    - reference books
    - industry journals
    - internet sites
    - libraries
  - observation of nature
  - personal observation and experience
  - relationships between the permaculture enterprise and other industries
  - legislation that affects permaculture enterprises
- unions and industry associations
- career opportunities within permaculture
- work ethic required to work in permaculture enterprises
- ethics of permaculture
  - care for the earth
  - care for all people
  - sharing the surplus
  - setting limits to growth
- permaculture practices and procedures, such as:
  - cooperation over competition
  - respecting and celebrating all ethnicities, religions, ages, genders and abilities
- wwoofing and other labour exchange programs
- lifestyle as a conserver
- workplace expectations and communication channels

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER202 Harvest, treat and store seed

Modification History

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Application

This unit of competency describes the skills and knowledge required to harvest, treat and store seed.

All work is carried out to comply with workplace requirements.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for harvesting of seed</td>
<td>1.1 Discuss work requirements with supervisor and seek clarification where necessary</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td></td>
<td>1.2 Clean seed harvesting and handling equipment and transport to seed collecting site</td>
</tr>
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<td>1.3 Determine seed that is to be collected</td>
</tr>
<tr>
<td></td>
<td>1.4 Prepare locations for treatment and storage of seed</td>
</tr>
<tr>
<td>2. Harvest seed</td>
<td>2.1 Collect seed using selected method complying with any conditions of permit or agreements with land holders, if applicable</td>
</tr>
<tr>
<td></td>
<td>2.2 Protect the health of parent plants during seed collection, if required</td>
</tr>
<tr>
<td></td>
<td>2.3 Place seed in clean containers and label</td>
</tr>
<tr>
<td>3. Treat and store seed</td>
<td>3.1 Separate seeds from other materials using available separation methods</td>
</tr>
<tr>
<td></td>
<td>3.2 Treat seeds, if required, according to harvesting plan</td>
</tr>
<tr>
<td></td>
<td>3.3 Record all appropriate data regarding collected seed on the seed container according to the harvesting plan</td>
</tr>
<tr>
<td></td>
<td>3.4 Pack and store seeds</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842RES02B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPer202 Harvest, treat and store seed

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare to harvest seed
- harvest seed
- treat and store seed

Knowledge Evidence

The candidate must demonstrate knowledge of:

- seed harvesting techniques
- characteristics of mature healthy seed
- diseases and pests likely to affect the seed
- the following types of seed extraction:
  - hand selection
  - winnowing
  - sieving
  - vibration
  - flotation and fermentation
  - drying
  - heat-assisted dehiscing
  - crumbling of husks
- the following permaculture practices relating to seed harvesting and storage:
  - appropriate containers including re-used jars, boxes and packets
  - cool, dry location
• freezer or refrigerator
• pest deterrent mechanisms
• light exclusion mechanisms
• non-chemical protection against pathogens
• the following data included in seed saving:
  • genus, species, family, variety and cultivar information
  • provenance – where the seed came from
  • weight or number
  • date collected
  • place collected
  • collector
  • cultural advice or growing conditions
  • seed pre-treatment advice
  • longevity information
  • growing-out trial information
  • storage location information or record locator

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER203 Record information about the local bioregion

Modification History

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Application

This unit of competency describes the skills and knowledge required to record information about the local bioregion.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to work</td>
<td>1.1 Discuss work requirements with supervisor and seek clarification where necessary</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify materials required for the work and collect and prepare them</td>
</tr>
<tr>
<td>2. Collect information</td>
<td>2.1 Determine the boundaries and extent of bioregion according to</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>community and geophysical and biological guidelines</td>
</tr>
<tr>
<td>2.2</td>
<td>Identify key plant and animal species of the ecosystem by local or common name</td>
</tr>
<tr>
<td>2.3</td>
<td>Identify special features and sites of the bioregion and relate to ecological information</td>
</tr>
<tr>
<td>2.4</td>
<td>Investigate knowledge on plants and animals relationships from a permaculture perspective</td>
</tr>
<tr>
<td>2.5</td>
<td>Investigate information on land uses and land management practices in the bioregion</td>
</tr>
<tr>
<td>2.6</td>
<td>Outline the history of bioregion from community sources and available literature</td>
</tr>
<tr>
<td>2.7</td>
<td>Define simple food chains and energy flows relevant to the local bioregion</td>
</tr>
</tbody>
</table>

3. Review changes

| 3.1                     | Identify environmental changes from land use and the impacts of these changes on current and future land uses |
| 3.2                     | Document environmental trends and their potential impacts on the bioregion |
| 3.3                     | Record land and water management practices that can repair environmental changes |

4. Document information

| 4.1                     | Document information about the local bioregion |
| 4.2                     | Recognise and record ownership of information used in an appropriate manner |
| 4.3                     | Document any conditions and parameters defining use of information |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842BIO03B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER203 Record information about the local bioregion

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- collect information about the local bioregion
- review the information
- document the information

Knowledge Evidence

The candidate must demonstrate knowledge of:
- designated areas and features of a bioregion, such as:
  - a bioregion, as a land and water territory whose limits are defined not by political boundaries, but by the geographical limits of human communities and ecological systems.
  - water catchment, as one of the key identifiers of the bioregion
  - the vegetation on the catchment, as also an essential feature of a bioregion
- local and common names for plants and animals
- ecological concepts, such as:
  - niche
  - habitat
  - community
  - ecosystem
  - energy flows
  - food webs/chains
  - water cycles
  - species and species relationships
Assessment Requirements for AHPER203 Record information about the local bioregion

- plant and animal succession
- Permaculture perspectives, such as:
  - seeing connections between elements in a system
  - supporting ecological and community co-existence
  - valuing renewable resources and energy
- alternative strategies of trade such as barter and local exchange trading systems (LETS)
- community resources including local skills, public transport options, contractors and facilities

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER204 Check and operate permaculture water systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to check and operate permaculture water systems.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<td>1.1 Discuss work requirements with supervisor and seek clarification where necessary</td>
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<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| water systems | 1.2 Assess requirements for water and natural water flows  
1.3 Conduct checks on tools and equipment to be used  
1.4 Prepare materials required for water systems work |
| 2. Set up water systems equipment | 2.1 Handle water systems equipment  
2.2 Position water systems equipment  
2.3 Check pumps, bores and other water delivery mechanisms and report any issues  
2.4 Position and secure water control devices |
| 3. Carry out water systems operations | 3.1 Operate water systems as required  
3.2 Check required head and water levels are achieved and maintained in active systems to ensure sufficient water flow  
3.3 Monitor progress of water flow in passive systems  
3.4 Carry out water system changes and record  
3.5 Shift water system equipment |
| 4. Clean and store water system equipment | 4.1 Clean equipment and prepare for storage  
4.2 Load equipment for transport  
4.3 Store equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842WAT04B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHPER204 Check and operate permaculture water systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare to set up a permaculture water system
- set up water systems
- monitor water flows
- place system components in a way that gives most effect and greatest yield
- inspect earthworks for passive water catchment, storage and movement

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices in relation to water systems
- behaviour of water in the natural environment
- reading natural water flows
- operation of permaculture water systems, such as:
  - irrigation systems
  - water collection and storage containers (tanks, dams)
  - recycling
  - waste-water systems
  - water conservation approaches
  - swales
  - contour banks
  - mulch pit and path systems
  - dams
• chinampas
• free-flowing water (streams, rivers)
• aquaculture systems
• aquaponics systems
• productive water bodies (lakes, the sea)
• earthworks for passive water catchment, storage and yield
• components of a water system and their cleaning and storage requirements
• water conservation and management principles and practices including working with passive systems, swales, terraces, dams and other earthworks
• passive harvesting, movement and nutrient adding systems including appropriate earthworks
• biological filtering of water into and out of a permaculture water system

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER205 Prepare and store permaculture products

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out routine preparation and storage of products on a permaculture property. It covers the grading, labelling, treatment and storage of harvested products.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for working with permaculture</td>
<td>1.1 Select materials, tools, equipment and machinery</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>products</td>
<td>1.2 Conduct check on tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify products to be prepared and stored</td>
</tr>
<tr>
<td>2. Transport harvested products</td>
<td>2.1 Handle products and their containers safely</td>
</tr>
<tr>
<td></td>
<td>2.2 Transport products with care to preparation area</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure containers are maintained in good condition</td>
</tr>
<tr>
<td>3. Grade, label and treat products</td>
<td>3.1 Grade and label harvested products</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify products that do not meet the standards and dispose of them</td>
</tr>
<tr>
<td></td>
<td>3.3 Apply treatments to products within permaculture guidelines</td>
</tr>
<tr>
<td></td>
<td>3.4 Clean and maintain tools, equipment and machinery used in product treatment</td>
</tr>
<tr>
<td>4. Pack products</td>
<td>4.1 Identify and confirm packaging materials, containers, filling techniques and labelling requirements with supervisor</td>
</tr>
<tr>
<td></td>
<td>4.2 Select packaging materials and container for the product</td>
</tr>
<tr>
<td></td>
<td>4.3 Use filling techniques for specific containers and products</td>
</tr>
<tr>
<td>5. Store products</td>
<td>5.1 Transport products and arrange in the storage facility</td>
</tr>
<tr>
<td></td>
<td>5.2 Check the condition of stored products</td>
</tr>
<tr>
<td></td>
<td>5.3 Remove damaged products and containers from the storage facility and repair or re-pack if possible</td>
</tr>
<tr>
<td></td>
<td>5.4 Clean the storage facility and packing containers</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842RES05B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER205 Prepare and store permaculture products

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- handle products and their containers safely
- maintain containers in good condition
- maintain product storage areas and containers
- grade and label products
- pack and store products
- check stored products for damage, repacking or other treatments

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices in relation to product preparation and storage, such as:
  - the range of products produced by permaculture enterprises and their yields
  - parts of products stored
  - preserving the harvest
- correct handling, preparation and treatment techniques for a range of products, such as:
  - observation and identification of harvest readiness
  - storage methods for different products
  - pests and diseases likely to affect storage
  - hygiene issues in the handling and storage of permaculture products
Assessment Requirements for AHCPE205 Prepare and store permaculture products

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER206 Plant and maintain permaculture crops

Modification History

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Application

This unit of competency describes the skills and knowledge required to plant and maintain plants in a permaculture cropping system under routine supervision and involves a range of planting tasks, including site preparation, the handling and planting of a range of planting materials, and the maintenance of crops in the field.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Prepare to plant permaculture crops | 1.1 Confirm instructions about planting with supervisor  
1.2 Select and prepare tools and equipment  
1.3 Identify plant materials to be planted  
1.4 Select, use and maintain personal protective equipment |
| 2. Prepare the site for planting | 2.1 Remove or slash old plants, weeds and other residual materials if required  
2.2 Apply soil treatments or amendments according to supervisor’s instructions  
2.3 Implement plant protection  
2.4 Follow the permaculture planting plan and mark out the planting pattern |
| 3. Carry out planting operations | 3.1 Select appropriate planting material  
3.2 Maintain planting material under conditions that ensure maximum viability  
3.3 Handle and transport planting material to the site  
3.4 Carry out planting according to permaculture planting plan |
| 4. Maintain plants            | 4.1 Apply treatments to plantings according to the permaculture plan  
4.2 Water plantings according to the irrigation schedule  
4.3 Train and protect plants according to the permaculture plan |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842IPA06B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R206 Plant and maintain permaculture crops

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- select plant material, tools and equipment for planting
- prepare site for planting
- plant according to permaculture planting plan or pattern
- support, train, guard or protect plants
- follow plans and schedules
- water plantings
- apply treatments to soil

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices related to planting operations, such as:
  - planting in natural groupings or guilds
  - utilising plant partnerships such as vines on corn crops
  - planting mixed species and interplanting with companion species
  - avoiding soil compaction or disturbance
  - utilising chickens to plough and prepare ground for planting
  - avoiding water, seed or weed leakages from the system
- principles of sustainable horticultural practices
- planting techniques
- basic plant nutrition
- soil improvement and nutrient maintenance, such as:
  - minerals, including rock dusts
• organic matter
• manures, appropriate fertilisers and composts
• foliar feeds or fertigation
• vermicompost and worm castings
• planting of a temporary green manure or cover crop
• legume plantings or interplantings
• sheet mulches
• companion planting
• plant growth and development
• methods of waste disposal causing minimal impact on the environment

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER207 Care for animals in a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to care for the health and welfare of animals in a permaculture system through providing the optimal environment for them, caring for animals common in permaculture systems, animal behaviour and handling and maintaining basic records. This unit is applicable to both farm animals and companion animals.

All work is carried out to comply with workplace procedures, including animal welfare, quarantine and work health and safety policies and procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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### Element

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<td>demonstrate achievement of the element.</td>
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#### 1. Monitor and assess animal health and welfare

- 1.1 Check animals regularly
- 1.2 Recognise and report symptoms of ill health, common diseases or parasite infestations in animals
- 1.3 Remove and dispose of any dead animals

#### 2. Provide an optimal environment for animals

- 2.1 Assess animal’s needs in conjunction with work team and supervisor
- 2.2 Install equipment and housing
- 2.3 Monitor welfare of animals and report any issues

#### 3. Establish and maintain quality of animal housing

- 3.1 Follow health and safety procedures, practices, policies and precautions, including the use of personal protective equipment
- 3.2 Maintain cleanliness and hygiene of animal housing
- 3.3 Follow any quarantine procedures as instructed by supervisor
- 3.4 Maintain personal hygiene in all animal handling activities
- 3.5 Dismantle and clean equipment and correctly replace fittings
- 3.6 Control pest and vermin when necessary
- 3.7 Dispose of all waste and debris, and deal with run off
- 3.8 Conduct routine disease or parasite infestation prevention procedures

#### 4. Implement and record control strategies

- 4.1 Report any disease incidence or animal losses to the supervisor
- 4.2 Implement preventative strategies and quarantine measures as instructed by the supervisor
- 4.3 Maintain and enter records

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

New unit - equivalent to QLD842IPA07B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER207 Care for animals in a permaculture system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess animal health and welfare
- provide an optimal environment for animals
- feed and water animals
- handle animals safely and humanely
- move animals to different housing or pastures when necessary
- implement and record animal health and welfare control strategies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to animal care in a permaculture system
- animals common to permaculture systems in a given region or system
- role or niche of animals in system and interrelationship with other animals, plants or systems
- principles of animal feeding and nutrition
- principles of animal health, welfare and care
- symptoms of ill-health in animals
- legislation and regulations relating to animal health and welfare
- signs of animal fear, aggression and stress
- handling of animals
- safe handling of sick and dead animals
Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER208 Harvest permaculture crops

Modification History

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Application

This unit provides the skills and knowledge required to harvest permaculture crops. It requires knowledge of common crops used in permaculture systems, recognition of the maturity parameters of crops, grading characteristics, maintaining quality of produce, and the effect of adverse weather conditions.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1. Assess plants for harvest</td>
<td>1.1 Identify crops to be harvested according to the harvesting plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine crop maturity</td>
</tr>
<tr>
<td></td>
<td>1.3 Confirm conditions are right for harvesting</td>
</tr>
<tr>
<td>2. Prepare equipment for</td>
<td>2.1 Select tools, equipment and machinery appropriate to the task being undertaken</td>
</tr>
<tr>
<td>harvesting</td>
<td>2.2 Carry out pre-operational and safety checks on tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>according to manufacturer specifications</td>
</tr>
<tr>
<td></td>
<td>2.3 Select, use and maintain suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>3. Harvest the crop</td>
<td>3.1 Harvest the crop carefully and safely</td>
</tr>
<tr>
<td></td>
<td>3.2 Sort and grade the crop as needed</td>
</tr>
<tr>
<td></td>
<td>3.3 Clean and maintain harvesting tools, equipment and machinery</td>
</tr>
<tr>
<td>4. Complete crop harvesting</td>
<td>4.1 Employ safe manual handling techniques when handling containers</td>
</tr>
<tr>
<td>work</td>
<td>4.2 Move and stack containers in such a way as to minimise damage to the crop</td>
</tr>
<tr>
<td></td>
<td>4.3 Maintain temperature of the crop at the levels set by the harvesting plan</td>
</tr>
<tr>
<td></td>
<td>4.4 Transport crop from the field to the processing or storage area</td>
</tr>
<tr>
<td></td>
<td>4.5 Maintain containers in good working order</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842IPA08B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPer208 Harvest permaculture crops

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assess plants for harvest
- prepare for harvest
- carry out harvest operations
- maintain harvesting equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles related to harvesting
- principles of sustainable horticultural practices
- crops common in permaculture systems
- harvesting techniques, such as:
  - selective picking or hand picking ripe from unripe
  - tree shaking
  - picking leaves rather than whole plants
  - cutting plants and allowing to regrow (eg leeks, spring onions)
  - thinning or removing weak or diseased plants from among healthy ones
  - end of season crop extension harvesting (such as hanging tomato plants to ripen indoors)
- equipment and machinery used in harvesting
- sorting and grading, such as:
  - removing out-of-type plants
  - removing physically damaged, unhealthy, rotten or immature fruit and vegetables
• grading of the crop according to variety, size, length, colour, maturity, blemishes, bud count and quality, being subject to seasonal and market forces
• storage, transportation and grading of crops
• methods of waste disposal causing minimal impact on the environment

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER209 Recognise characteristics of integrated plant and animal systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to recognise integrated plant and animal systems and their roles in permaculture design.

All work is carried out to comply with workplace procedures, including animal welfare, quarantine and work health and safety policies and procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Recognise plants and animals | 1.1 Describe plant and animal habits, plant characteristics, animal characteristics and significant features and record appropriately  
1.2 Recognise and name plants and animals used in permaculture systems according to their identifiable characteristics  
1.3 Describe interconnectedness of plants and animals in permaculture systems using permaculture principles and practices |
| 2. Describe functions of integrated systems in permaculture | 2.1 Describe inputs, outputs and intrinsic features of plants and animals in integrated permaculture systems  
2.2 Describe functions of integrated systems using a permaculture plan  
2.3 Maintain records on integrated plant and animal systems |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842IPA09B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER209 Recognise characteristics of integrated plant and animal systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- recognise animals and plants
- name animals and plants by common name
- read a permaculture plan
- identify plants and animals commonly encountered in a permaculture system
- identify plants with useful properties (food, fuel, fibre, medicinal, dyes, shade, habitat etc)
- describe animals with functions in the system
- produce a simple report

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to integrated plant and animal systems, such as:
  - practices which conserve energy and resources
  - protecting water, soil and other resources
  - obtaining a yield
  - preserving heritage or heirloom varieties (biodiversity)
  - re-using or adapting materials for other functions
  - making use of vertical space
  - creating multiple functions for the same thing
  - using nature as the model
  - seed-saving
- animals and plants common to permaculture systems in a given region or bioregion
Assessment Requirements for AHCPER209 Recognize characteristics of integrated plant and animal systems

- the role or niche of animals in system and interrelationship with other animals, plants or systems, such as:
  - native or wild animals and plants
  - pest and feral plants and animals
  - insects, fish, birds and reptiles, both friend and foe
- principles relating to integrated plant and animal systems

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER210 Operate within community projects

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate within community projects including the ability to gather information about communities and social structures, cultural customs and heritage of indigenous or other minority groups, and reading project plans and programs.

All work is carried out to comply with workplace procedures, including animal welfare, quarantine and work health and safety policies and procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Gather information about the community and community projects | 1.1 Research major characteristics of the community  
1.2 Identify features and impact of community projects  
1.3 Define local land ownership, use and management issues  
1.4 Determine community traditions and customs  
1.5 Define main issues and trends impacting on community  
1.6 Determine relationship of community project with a permaculture system or community |
| 2. Assist in project preparation | 2.1 Participate in community consultation  
2.2 Obtain tools, equipment and resources for project and prepare for use  
2.3 Confirm work schedules and programs with supervisor  
2.4 Identify any issues relating to project completion with supervisor and address these while planning |
| 3. Work within a community project | 3.1 Observe community protocols according to community or organisational guidelines and work procedures  
3.2 Respect community traditions and customs and reflect in organisational work procedures  
3.3 Complete project work on schedule and in cooperation with community |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842COM10B.

**Links**

Assessment Requirements for AHCPer210 Operate within community projects

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- gather information about a community and community projects, including major characteristics, features and impacts of community projects
- research the community
- assist in project preparation
- work within a community project

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to community work
- issues important to communities, such as:
  - health
  - housing
  - land rights
  - schooling and education levels
  - economics
  - town planning
  - transport
  - leisure activities
  - employment
  - communities and social structures and characteristics, such as:
    - living arrangements
- patterns of daily life
- roles of men, women and children, class structures
- predominant language used
- main economic activities
- main transport systems used
- main information systems used
- predominant religion or spiritual beliefs
- main system of law and order
- main type of government
- main social upheavals experienced over specified periods of time
- main problems experienced by the society over specified periods of time
- cultural customs and heritage of indigenous or other minority groups
- cultural protocols, such as:
  - recognition of authority
  - taboos
  - religious or other belief sensitivities
  - economic sensitivities
  - issues of trust
- project plans and programs

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER211 Recognise threats and create opportunities in a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to recognise and minimise threats and create opportunities in a permaculture system using observation, permaculture practices and cultural, biological and other appropriate methods.

All work is carried out to comply with workplace procedures, including animal welfare, quarantine and work health and safety policies and procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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AHCPE R211 Recognise threats and create opportunities in a permaculture system

<table>
<thead>
<tr>
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</thead>
</table>
| 1. Assess threats to permaculture system | 1.1 Recognise plant pests, diseases and disorders  
1.2 Identify threats from weather conditions and extreme weather events  
1.3 Determine other environmental situations that may impact on permaculture systems  
1.4 Identify interrelationships between weedy plants, pests, diseases or disorders and weather or environmental conditions  
1.5 Record details of threat occurrences and report to the supervisor  
1.6 Recognise treatment or response methods, or opportunities, in consultation with the supervisor  
1.7 Identify hazards, assess risks and report to the supervisor |
| 2. Apply treatments to reduce impact of threats | 2.1 Select tools and materials for the job  
2.2 Prepare treatments or responses to threats or consider opportunities according to supervisor’s instructions  
2.3 Apply treatments |
| 3. Carry out post-treatment operations | 3.1 Carry out post-treatment operations  
3.2 Treat, recycle or dispose of waste materials  
3.3 Maintain records |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD842IPA11B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER211 Recognise threats and create opportunities in a permaculture system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- recognise plant pests, diseases and disorders
- identify interrelationships between weedy plants, pests, diseases or disorders and weather or environmental conditions
- recognise treatment or response methods, or opportunities
- prepare and apply treatments or responses to threats

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices in regard to plant protection, such as:
  - creative solutions to common problems in a permaculture system
  - design for improved predator-pest balance
  - integrated plant and animal systems
  - guilds of planting for mutual support
  - mineral contribution of weeds to soil (bioaccumulation)
  - using pest-weed cycles to advantage (breaking the insect reproductive cycle for example)
- common weedy plants, plant pests, diseases and disorders
- common environmental impacts on permaculture systems
- fire, flood, storm and tsunami behaviours and precautions relevant to permaculture design
- different types of treatments or system modifications and their principles, such as:
  - non-chemical controls including sprays with organic or natural ingredients
  - cultural control methods
Assessment Requirements for AHCPE211 Recognise threats and create opportunities in a permaculture system

- animal systems to control plants or plant residues (chicken or pig tractors)
- shade used as a control
- biodynamic treatments and control measures
- sheet mulching
- composting of residues
- follow-up strategies including spot mulching, seedling disturbance, animals
- environmental considerations when applying treatments

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER212 Use and maintain garden hand tools and equipment

Modification History

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Application

This unit of competency describes the skills and knowledge required to use and maintain garden hand tools and equipment. It requires knowledge of the correct purpose and function of garden hand tools and equipment and their maintenance needs.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify and describe</td>
<td>1.1 Correctly identify garden hand tools and equipment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>uses of tools</td>
<td>1.2 Describe the correct purpose of each tool and how to use it correctly</td>
</tr>
<tr>
<td></td>
<td>1.3 Describe the maintenance and storage requirements for the tools</td>
</tr>
<tr>
<td>2. Use tools for their designed purpose</td>
<td>2.1 Ensure safe work practices are complied with</td>
</tr>
<tr>
<td></td>
<td>2.2 Undertake tasks using garden hand tools and equipment correctly</td>
</tr>
<tr>
<td></td>
<td>2.3 Return tools used to the storage area and stow correctly</td>
</tr>
<tr>
<td>3. Clean, maintain and store garden hand tools</td>
<td>3.1 Identify tools that need repairs or maintenance</td>
</tr>
<tr>
<td>and equipment</td>
<td>3.2 Undertake regular tool maintenance tasks</td>
</tr>
<tr>
<td></td>
<td>3.3 Store garden hand tools and equipment properly to ensure long service</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER212 Use and maintain garden hand tools and equipment

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- describe uses of tools and equipment
- use a range of garden hand tools and equipment properly
- clean, maintain, and store garden hand tools and equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to garden tool use and maintenance
- principles of sustainable horticultural practices
- ergonomics
- garden hand tools and equipment used in permaculture systems, such as:
  - spades and shovels
  - forks
  - trowels
  - rakes
  - scythes and sickles
  - hand mowers
  - secateurs & loppers
  - picks & mattocks
  - pruning saws and bow saws
  - club hammer and sledge hammer
- maintaining tools and equipment in good condition, such as:
Assessment Requirements for AHCPER212 Use and maintain garden hand tools and equipment

Date this document was generated: 18 March 2019

- replacing dulled blades
- replacing broken handles
- lubricating moving parts
- adjusting mechanisms
- sharpening and honing blades
- storage techniques for hand tools and equipment
- carrying and transporting hand tools and equipment safely

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER213 Assist with basic earth shaping for nutrient capture and storage

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist with basic earth shaping for nutrient capture and storage in a permaculture system. It requires knowledge of permaculture earthworks used for nutrient capture and storage, behaviour of water in the natural environment, reading the landscape, working with slopes and contours and digging techniques, both manual and mechanical.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<tr>
<td>essential outcomes.</td>
<td>demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess and measure slope using simple tools</td>
<td>1.1 Identify issues with slope such as erosion gullies, plant growth, water pooling 1.2 Use a plumb bob and 3-4-5 triangle or similar to calculate fall 1.3 Record slope profile and fall in several places across a wide slope</td>
</tr>
<tr>
<td>2. Peg out contours</td>
<td>2.1 Step an A frame across the slope to find and peg the contour 2.2 Use an A-frame and water level to check contour pegging 2.3 Label or flag contour pegs to avoid confusion</td>
</tr>
<tr>
<td>3. Prepare to shape earth</td>
<td>3.1 Select tools and equipment for earth shaping work 3.2 Hire small machinery if necessary or if the job is a big one 3.3 Hire a contractor if the job demands and follow any legislative requirements 3.4 Check weather forecasts and condition of soil before digging</td>
</tr>
<tr>
<td>4. Shape earth for nutrient capture and storage</td>
<td>4.1 Use manual or mechanical digging system to shape the earth 4.2 Avoid damage to underground structures, services, roots of trees and building foundations 4.3 Follow the design requirements and clarify any anomalies</td>
</tr>
<tr>
<td>5. Test earth shaping work</td>
<td>5.1 Confirm that earth shaping holds water (or drains, as required) 5.2 Confirm that earth shaping of berms, swales or terraces will not erode or pool water 5.3 Rake, sweep or compact to even any discrepancies 5.4 Test earth shaped structure by watering or opening valves and adjust as required</td>
</tr>
<tr>
<td>6. Complete earth shaping work</td>
<td>6.1 Line earth shaped swales or ponds according to design 6.2 Plant contour banks or terraces according to design 6.3 Mulch any exposed soil or surfaces or fill, depending on climate and permaculture design requirements 6.4 Clean up any surplus or waste materials from the earth shaping work in an environmentally safe manner 6.5 Return tools, equipment and storable materials to storage</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER213 Assist with basic earth shaping for nutrient capture and storage

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify issues with slope
- measure slope using simple tools
- peg out contours
- shape earth for nutrient capture and storage
- test earth shaping work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices in relation to nutrient capture and storage in earthworks
- behaviour of water in the natural environment
- natural water flows
- earth shaping components common in permaculture systems, such as:
  - swales
  - berms
  - dams
  - terraces
  - grey water reed bed systems
  - ponds
- manual digging techniques
- operation of small earth-moving equipment
- soil testing for earthworks
Assessment Requirements for AHCPER213 Assist with basic earth shaping for nutrient capture and storage

- working with slopes and contours

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER214 Propagate plants for a permaculture garden system

Modification History

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Application

This unit of competency describes the skills and knowledge required to propagate plants for a permaculture garden system including small scale nurseries, school nurseries and systems where sales and profit are not the main drivers. It requires knowledge of propagation techniques, basic plant nutrition and potting media suitable for the home propagation system.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
| 1. Prepare to propagate plants | 1.1 Collect and wash containers and trays  
|  | 1.2 Prepare containers with suitable potting mix for the propagation process being undertaken  
|  | 1.3 Have tools, water and labelling materials on hand  |
| 2. Propagate plants using garden techniques | 2.1 Take cuttings, sow seed or divide plants as required  
|  | 2.2 Place new plants into prepared containers to required level and give water, cutting treatment or fertiliser as needed  
|  | 2.3 Label the new plant accurately  
|  | 2.4 Place containers in trays or in propagation area to grow on  |
| 3. Maintain health of plants during propagation | 3.1 Monitor new plants and take remedial action as needed  
|  | 3.2 Check for disease or pests and treat according to permaculture principles  
|  | 3.3 Check for root growth and pot into larger container if required  
|  | 3.4 Water, shelter or shade depending on prevailing weather conditions, size of container and needs of species  
|  | 3.5 Harden off in a sheltered area before planting out  |
| 4. Maintain garden propagation system year round | 4.1 Check propagation area between seasonal propagation activities and clean or tidy to avoid disease  
|  | 4.2 Maintain health of mother plants for propagation purposes  
|  | 4.3 Maintain stocks of containers, labels, stakes and ties for future use  
|  | 4.4 Maintain stocks of potting materials and nutrient additives  
|  | 4.5 Keep propagation system clean and weed free at all times  |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER214 Propagate plants for a permaculture garden system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for plant propagation
- propagate plants using garden techniques
- maintain healthy new plants and mother plants

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to propagation, such as:
  - using reclaimed or reused containers (suitably cleaned to avoid cross-contamination)
  - labelling systems using reclaimed materials
  - maintaining rare and unusual varieties
  - using edges and valuing marginal or unusual plants in micro-climates
  - sharing and swapping to increase biodiversity and mutual wellbeing
  - preserving provenance of locally indigenous species
  - testing and trialling for new plants or resistant varieties
  - global food plant preservation including seed saving
- principles of sustainable horticultural practices
- propagation techniques, such as:
  - soft wood cuttings
  - hard wood cuttings
  - tip and root cuttings
  - layering and division
• grafting (whip and tongue, saddle and wedge)
• seed sowing
• basic plant nutrition
• potting mixes suitable for propagation in a garden setting, such as:
  • compost and worm casting mixes
  • sieved and graded sands
  • blends used for different purposes or different times of year
  • sphagnum moss
• basic plant growth and development
• small-scale glass, shade or poly house structures
• methods of waste disposal causing minimal impact on the environment

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER215 Assist with garden soil health and plant nutrition

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist with garden soil health and plant nutrition using simple methods and without costly equipment. It requires knowledge of simple soil testing techniques and how to improve soil health and plant nutrition organically.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
| 1. Undertake simple soil assessment tests | 1.1 Prepare soil samples for testing  
1.2 Use simple techniques to check the texture, pH, organic matter and soil life in the soil samples  
1.3 Use simple techniques to read the probable soil condition using plant growth and insect or animal activity |
| 2. Add organic or allowable nutrients to improve soil | 2.1 Determine needs of soil for improvement  
2.2 Add allowable additives such as compost, rock dust, manure and compost tea to improve soil  
2.3 Use planting techniques such as green manures, companions, guilds and nurse plants to improve soils and plant nutrition  
2.4 Protect the soil with mulch to maintain moisture and discourage unwanted growth |
| 3. Monitor soil health | 3.1 Monitor the health of the soil through the seasons  
3.2 Ensure soils are not over dry or over wet  
3.3 Avoid salting or greywater sodicity if watering with reused water  
3.4 Regularly check for health of soil organisms, nutrient deficiency in leaves, and signs of pathogen fungal, bacterial or viral action on plants  
3.5 Monitor soil improvement and plant nutrition over time |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER215 Assist with garden soil health and plant nutrition

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- undertake simple soil assessment tests
- add organic or allowable nutrients to improve soil
- Protect soil to maintain moisture and overall soil health

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to soil health and plant nutrition, such as:
  - working with natural soils rather than importing soil
  - soil as an ecosystem
  - soil as biomass and carbon capture and storage
- principles of sustainable horticultural practices
- soil testing techniques, such as:
  - jar test for texture
  - ribbon test and ball test
  - pH testing
  - surface evaporation test
  - worm count
- basic plant nutrition
- allowable additives to improve soils, such as:
  - compost and worm castings
  - compost teas
• rock dust
• gypsum
• green manures
• manures/animal bedding materials
• leaf mould
• plantings – green manures, nurse plants
• companion planting
• dynamic accumulators
• chop and drop
• nutrient trapping systems
• greywater use
• organically certified products
• methods of waste disposal causing minimal impact on the environment

**Assessment Conditions**
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture to assess this unit of competency and/or have completed a Permaculture Design Course (PDC) and/or have completed the Permaculture Demonstrator Skill Set.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER301 Research and communicate information on permaculture principles and practices

Modification History

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Application

This unit of competency describes the skills and knowledge required to research permaculture principles and practices, develop research techniques to gather general information on permaculture and non-permaculture systems and appropriately communicate information within culturally diverse groups.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Research general information on</td>
<td>1.1 Identify sources of information about permaculture 1.2 Interpret written sources of information and extract the</td>
</tr>
<tr>
<td>Element</td>
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<tr>
<td>permaculture</td>
<td>required information</td>
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<tr>
<td></td>
<td>1.3 Access and investigate information from sources other than written</td>
</tr>
<tr>
<td></td>
<td>1.4 Interpret information from non-written sources and extract the required information</td>
</tr>
<tr>
<td>2. Document application of permaculture principles to a site</td>
<td>2.1 Identify an appropriate site to study</td>
</tr>
<tr>
<td></td>
<td>2.2 Research site, using primary data sources and secondary data sources</td>
</tr>
<tr>
<td></td>
<td>2.3 Document examples of how permaculture principles have been practically applied on the site</td>
</tr>
<tr>
<td>3. Compare permaculture design approach and practices with those of other food production systems</td>
<td>3.1 Identify a range of food production systems</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify key characteristics of each system in relation to management of soil, energy, water, nutrient flow, crop rotation and harvesting</td>
</tr>
<tr>
<td></td>
<td>3.3 Compare permaculture practices with those of other systems</td>
</tr>
<tr>
<td>4. Communicate general information with others on permaculture</td>
<td>4.1 Discuss and share knowledge with colleagues to increase awareness of permaculture principles and practices</td>
</tr>
<tr>
<td></td>
<td>4.2 Prepare and deliver permaculture information to small groups</td>
</tr>
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<td>4.3 Respond to questions about permaculture within a small group</td>
</tr>
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<td>4.4 Communicate responses in a culturally appropriate manner</td>
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</table>

**Foundation Skills**
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**
New unit - equivalent to QLD843PPP01B.

**Links**
Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER301 Research and communicate information on permaculture principles and practices

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research general information on permaculture
- identify differences between permaculture and other land management or land use practices
- share general information with others on permaculture

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices
- similarities and differences between other land use and management practices and permaculture, such as:
  - conventional broad-acre farming
  - battery chicken farms
  - intensive meat production facilities (e.g. feedlots, piggeries)
  - fish farming
  - biodynamic agriculture
  - organic mixed farms
- culturally appropriate speech and behaviour
- basic research techniques
- using primary data sources:
  - original data gathered by the researcher
  - measurements
Assessment Requirements for AHCPer301 Research and communicate information on permaculture principles and practices

- photographs
- maps or sketches
- soil tests
- observations of light, shade, sun angle
- flora and fauna present at the site
- slope and contour information
- observation of site and adjoining landscape features (e.g. sector analysis)
- weather observations
- using secondary data sources:
  - data provided by government departments and agencies, local groups (such as Landcare) or individuals (such as neighbours)
  - survey documents, maps and plans
  - official weather data
  - photographs, such as Google Earth
- communication techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER302 Develop recommendations for integrated plant and animal systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop recommendations for integrated plant and animal systems and requires the application of sound knowledge of permaculture and a broad range of plant-related and animal-related skills.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
| 1. Identify scope of integrated plant and animal system required | 1.1 Identify client needs and the nature of the job by gathering all relevant information from the client  
1.2 Assist client to understand the concept of an integrated plant and animal system  
1.3 Define client needs using research and observation |
| 2. Develop options for preferred solutions    | 2.1 Identify options or devise strategies using research and experiential awareness, permaculture principles and enterprise work procedures  
2.2 Examine options or evaluate strategies using problem-solving techniques  
2.3 Determine the options based on appropriate evidence, availability of resources, energy, sound cultural principles, permaculture practices, and enterprise work procedures |
| 3. Recommend the preferred solution          | 3.1 Recommend the integrated plant and animal method of establishment and probable outcomes to the client  
3.2 Refer to the origin of the plant and animal species and their cultural requirements in an integrated system where necessary  
3.3 Respond appropriately to client requests for clarification or expansion  
3.4 Prepare drawings and tables to show how the systems integrate to increase yields, reduce work and eliminate waste  
3.5 Record recommendations and report to client appropriately |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD844IPA02B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R302 Develop recommendations for integrated plant and animal systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify client needs and the nature of the job
- determine options for developing an integrated plant and animal system
- communicate with clients, work team members, supervisors, suppliers, contractors and consultants
- identify plants
- provide information on the characteristics, needs and functions of plants and animals in integrated systems
- interpret site designs, maps, ground plans and specifications
- prepare drawings and tables showing how the systems integrate

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles related to integrated plant and animal systems
- permaculture practices, such as:
  - minimising effort for maximum effect
  - multiple uses for each element in the system
  - more than one way of providing important functions
  - re-using and valuing resources and energy
  - encouraging productivity of the system
  - seeing solutions not problems
  - using vertical space and other edges and connections
  - preventing waste and loss of resources from the system
- methods of design, such as planning spatially and allowing for overhead and underground structures, shadow, slope and sun angle
- an understanding of the place of permaculture topics sometimes relevant to integrated plant and animal systems, such as:
  - pattern understanding
  - ecological principles
  - climate and weather
  - water
  - soils
  - earthworks
  - aquaculture
  - species identification and selection information
  - plants in integrated systems
  - animals in integrated systems
- local plant suppliers, animal suppliers, consultants, services, products and contractors and availability of local resources
- patterns in permaculture design, such as:
  - patterns in space, such as planting patterns, naturally occurring patterns in nature (radial and bilateral symmetry, spirals, circles, dendritic and mandala patterns)
  - patterns in time, such as succession planting, breeding cycles, seasonality
  - patterns in human culture, such as gardening systems
  - nature as the model for design, such as stacking or layering as with a natural forest
  - gravity as a force for design, such as using contours in design
  - nutrient, water and energy capture, storage and re-use according to the inputs, outputs and intrinsic features of the system

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER303 Maintain integrated plant and animal systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain integrated plant and animal systems, undertake maintenance, and maintain records of activities. Maintaining integrated plant and animal systems requires a knowledge of permaculture activities appropriate to climate and soil types, plants and animals commonly found on permaculture properties, permaculture principles and practices and typical permaculture solutions for water catchment and storage and soil maintenance and improvement for plant and animal systems.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
Elements and Performance Criteria

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| 1. Plan maintenance of integrated plant and animal systems | 1.1 Assess maintenance requirements for the integrated plant and animal system  
1.2 Consult stakeholders about maintenance activities where required  
1.3 Determine and source the required equipment, machinery and materials for maintenance activities  
1.4 Read and interpret permaculture design specifications for the property and follow any specific directions on maintenance approaches and strategies  
1.5 Plan movement through production areas to minimise disturbance and degradation during maintenance activities |
| 2. Undertake maintenance activities | 2.1 Maintain a clean and safe work area  
2.2 Take appropriate measures to avoid degradation and disturbance to soil, plants, animals, waterways and other parts of the ecosystem  
2.3 Monitor activities of personnel and visitors to reduce risks to the productive systems undergoing maintenance |
| 3. Complete maintenance activities | 3.1 Make site good on completion of maintenance activities  
3.2 Clean and store equipment and machinery appropriately on completion of maintenance activities  
3.3 Remove or store excess materials  
3.4 Maintain records of maintenance activities |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - equivalent to QLD843IPA03B.
Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER303 Maintain integrated plant and animal systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan maintenance activities for integrated plant and animal systems
- undertake maintenance
- record and report on completion of activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Integrated plant and animal systems, such as:
  - gardens, orchards, organic farms, woodlots and forests that include animals in free range or rotational systems
  - balanced ecosystems where the needs of all species are met
  - systems where poultry provide fertility, pest control and other services to plants, such as:
    - chicken-orchard systems
    - duck-rice systems
    - poultry used as tractor
  - frogs, birds and other wild creatures attracted to the garden to maintain ecological balance
  - patterns seen in nature, such as stacking and layering of plants in a forest, used in deliberate design
  - plants and animals commonly found on permaculture properties
  - plant groups and vegetation structures
  - permaculture practices, such as:
- composting of weeds
- chop and drop practices
- feeding weeds to animals
- soil support and enhancement strategies
- animal husbandry strategies
- permaculture design information, such as:
  - permaculture site plan
  - components of integrated plant and animal systems
- the role of animals in improving soil, recycling nutrients, managing ‘weedy’ plants and controlling pests and diseases
- plants as indicators and improvers
- typical permaculture solutions to water catchment and storage for integrated plant and animal systems
- recycling of materials and waste

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is NOT sufficient at this level.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPERP304 Carry out animal care, maintenance and treatment programs in a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out animal care, maintenance and treatment programs in a permaculture system and to accurately evaluate the type and scope of animal needs, administer appropriate treatments and work with the legislative requirements associated with animal care.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
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<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>
| 1. Prepare for care, maintenance and treatment of animals | 1.1 Identify the appropriate system required for the care, maintenance or treatment of animals  
1.2 Determine the type and scope of care  
1.3 Identify, prepare and maintain equipment and materials required for the appropriate care, maintenance and treatment of animals  
1.4 Identify hazards, assess risks, implement controls and take appropriate action |
| 2. Carry out animal care, maintenance and treatment programs | 2.1 Adjust animal care, maintenance and treatment programs appropriately and where needed  
2.2 Identify and treat sick or injured animals, if any are found, according to permaculture practices  
2.3 Safely handle and restrain animals  
2.4 Administer treatment  
2.5 Observe withholding periods and isolate animals if treatment requires it |
| 3. Complete animal care, maintenance and treatment program | 3.1 Monitor animal health and condition post-treatment and report any abnormalities  
3.2 Identify, address and control environmental implications associated with the care, maintenance and treatment of animals  
3.3 Maintain a clean and safe work area  
3.4 Remove or dispose of waste material appropriately  
3.5 Store health treatments according to label instructions  
3.6 Document animal care, maintenance and treatment information |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD843IPA04B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R304 Carry out animal care, maintenance and treatment programs in a permaculture system

Modification History

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- monitor animal housing, enclosures and fencing and act to ensure good care and hygiene
- assess and provide appropriate animal nutrition and watering provision
- manage and reuse manures and other animal ‘wastes’ safely and hygienically
- diagnose parasitic infestations, diseases and injuries
- select and apply appropriate means to treat parasites, diseases and injuries

Knowledge Evidence
The candidate must demonstrate knowledge of:
- permaculture principles
- animal care, maintenance and treatment programs, such as:
  - maintenance of animal housing, enclosures and fencing, covering hygiene and welfare
  - ensuring availability of suitable forage, fodder and supplementary feedstuffs, and adjusting stocking rates, ranging and rotation schedules to suit
  - coordinating integration of animal ranging and maintenance with plant production systems (ranging in orchard to manure trees, reduce weeds, pests, eat windfall fruit, tractoring systems, compost manures and housing litter, maintain firebreaks)
  - researching, assessing, sourcing and preparing supplementary stock feed requirements, feeding quantities and schedules
  - researching and applying organic alternatives for treating stock in compliance with organic certification authorities, which may include herbal and homoeopathic treatments, mineral and vitamin supplements and permitted medications
• developing appropriate handling procedures to reduce stress
• harvesting, sourcing and handling useable products (such as milking and collecting eggs)
• requirements for animal housing, enclosures and fencing
• animal health and nutrition requirements
• information documented in animal care, maintenance and treatment records, such as
  • stocking rates
  • rotation schedules
  • pasture condition
  • feeding details
  • harvest records
  • details of equipment and materials used
  • the performance of equipment, faults and malfunctions
  • number of treated livestock and details of treatment, including spur docking for roosters, hoof trimming and other mechanical, non-chemical treatments
  • any testing carried out and results
  • expiry of withholding periods
  • evaluation of treatment effectiveness
  • observed abnormalities or behaviour in livestock
• methods for harvesting, sourcing and handling useable products (e.g. milking, collecting eggs)
• types of parasite infestation, their symptoms and seasonal incidence
• types of health promotion practices, including allowable organic methods
  • assessing the requirements of the particular animals for shelter, enclosure, rotation, food and medicinal plants
  • dosage and rates of treatments appropriate to the identified type of animal, its body weight and severity of infestation, infection or injury
• relevant Codes of Practice with regard to the safe use and handling of hazardous substances
• withholding periods for treated animals

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER305 Implement crop maintenance and harvesting programs for permaculture systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement crop maintenance and harvesting programs for permaculture systems. Crop maintenance methods may include, thinning, spacing, selective harvesting, training, summer and winter pruning, hedging, skirting, topping and trimming. Crop harvesting methods may include manual and machine-assisted harvesting.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<tr>
<td>essential outcomes.</td>
<td>demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan for maintenance and harvesting of permaculture crops</td>
<td>1.1 Identify requirements of the site and crop maintenance program&lt;br&gt;1.2 Select materials, tools, equipment and machinery&lt;br&gt;1.3 Carry out pre-operational and safety checks on tools, equipment and machinery&lt;br&gt;1.4 Identify work health and safety hazards, assess risks, implement controls and take appropriate action&lt;br&gt;1.5 Select, use and maintain appropriate safety and personal protective equipment</td>
</tr>
<tr>
<td>2. Maintain permaculture crops</td>
<td>2.1 Implement maintenance tasks in sequence to the crop maintenance program&lt;br&gt;2.2 Instruct personnel or work team members to undertake required maintenance operations&lt;br&gt;2.3 Ensure tasks are undertaken according to work health and safety requirements and environmental considerations&lt;br&gt;2.4 Monitor maintenance of crop and take corrective action where required&lt;br&gt;2.5 Maintain a clean and safe work area throughout maintenance operations</td>
</tr>
<tr>
<td>3. Harvest permaculture crops</td>
<td>3.1 Implement harvesting tasks in sequence to the crop maintenance program&lt;br&gt;3.2 Instruct personnel or work team members to undertake harvesting operations&lt;br&gt;3.3 Ensure compliance with work health and safety requirements and observe environmental considerations&lt;br&gt;3.4 Monitor harvesting of crop and take corrective action to ensure standards are met&lt;br&gt;3.5 Maintain a clean and safe work area throughout harvesting operations</td>
</tr>
<tr>
<td>4. Complete maintenance and harvesting activities</td>
<td>4.1 Re-use or dispose of waste material&lt;br&gt;4.2 Clean, maintain and store tools, equipment and machinery appropriately&lt;br&gt;4.3 Record harvesting outcomes</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD843IPA05B.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPEPER305 Implement crop maintenance and harvesting programs for permaculture systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- interpret site plans and crop maintenance and harvesting schedules
- harvest or maintain crops correctly and without damaging produce
- coordinate work group, contractors and own activities

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices related to obtaining a yield
- principles of maintaining crops and the methods used to maximise crop yields
- maintenance techniques for a range of crops, such as:
  - manual thinning
  - selective harvesting
  - training
  - summer and winter pruning
  - hedging
  - skirting
  - topping
  - trimming
  - picking
  - bagging
  - trellising
- maturity or ripeness properties of crops when ready for harvest
Assessment Requirements for AHCPE305 Implement crop maintenance and harvesting programs for permaculture systems

Date this document was generated: 18 March 2019

- effects of maintenance operations on plant growth, habit and production levels of maintenance operations
- maintenance of soil health and impact on production
- enterprise quality procedures and characteristics of a crop relative to varying market requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER306 Use weedy plants in a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to control and make use of weedy plants in a permaculture system. It also includes permaculture practices, such as use of succession in a permaculture system and the use of harvest as a means of control.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess the implications of weedy plants in the</td>
<td>1.1 Assess the scope and size of the weedy plant population</td>
</tr>
</tbody>
</table>
## Element

<table>
<thead>
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<th>Performance criteria</th>
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<tbody>
<tr>
<td>1.2 Investigate the soil properties, water availability and terrain of the affected areas</td>
</tr>
<tr>
<td>1.3 Investigate the history of the previous land use and management strategies of the site</td>
</tr>
<tr>
<td>1.4 Identify weedy plants and associated organisms and record in field notes</td>
</tr>
<tr>
<td>1.5 Identify weedy plant populations tolerated by the client, market or environment according to the permaculture management plan</td>
</tr>
<tr>
<td>1.6 Identify weedy plant population levels above which plant health or growth objectives are compromised</td>
</tr>
<tr>
<td>1.7 Obtain professional advice as required according to permaculture management plan</td>
</tr>
</tbody>
</table>

2. **Plan the implementation of permaculture weedy plant management plan**

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<tbody>
<tr>
<td>2.1 Identify uses for weedy plants, waste materials and debris for fodder, mulching or composting</td>
</tr>
<tr>
<td>2.2 Select tools, equipment, machinery, and other control measures for each part of the weedy plant management work, according to the permaculture management plan</td>
</tr>
<tr>
<td>2.3 Select, use and maintain suitable safety equipment and personal protective equipment (PPE)</td>
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3. **Implement the permaculture weedy plant management plan**

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<th>Performance criteria</th>
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<tr>
<td>3.1 Coordinate the enterprise work team, contractors and/or control animals in a sequential manner according to the permaculture weedy plant management plan</td>
</tr>
<tr>
<td>3.2 Implement the permaculture weedy plant management plan</td>
</tr>
<tr>
<td>3.3 Maintain records appropriately</td>
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4. **Monitor the permaculture weedy plant management plan**

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<th>Performance criteria</th>
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<tbody>
<tr>
<td>4.1 Monitor progress of the permaculture weedy plant management plan to identify side effects to other plants, animals, or the environment</td>
</tr>
<tr>
<td>4.2 Assess effectiveness of the permaculture weedy plant management plan</td>
</tr>
<tr>
<td>4.3 Adjust the permaculture weedy plant management plan where necessary to meet expectations</td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD843IPA06B.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER306 Use weedy plants in a permaculture system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- recognise a range of weedy plants and associated organisms within a particular permaculture enterprise
- identify uses of weedy plants in a permaculture system
- identify control methods used in permaculture weedy plant management plan
- implement a permaculture weedy plant management plan
- assess progress and effectiveness of the permaculture weedy plant management plan

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices in relation to the management of weedy plants
- weedy plant recognition
- strategies used in weedy plant management plans, such as:
  - organic chemical, biological and cultural control methods and treatments available to the enterprise within the parameters of a permaculture weedy plant management plan
  - range and use of tools, equipment and machinery available to the enterprise for implementing a permaculture weedy plant management plan
  - animal systems to use the weedy plant as a food source
  - plants and planting strategies to out-compete weedy plants or to be used as a follow up to successful treatment
  - site monitoring and analysis techniques that may be used to implement a permaculture weedy plant management plan
  - roles that weeds play within an ecological system, such as:
Assessment Requirements for AHCPE306 Use weedy plants in a permaculture system

- soil stabilisers
- fodder for wild and domestic animals
- nutrient traps
- nutrient mining from subsoil
- identification of a range of edible weedy plants
- uses for weedy plants including commercial uses, such as:
  - animal fodder
  - basket making
  - compost teas
  - food and medicinal products, such as nettles as cheese wraps or herbal teas

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Certificate is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER307 Establish a rural permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish a rural permaculture system from a permaculture design, as well as knowledge of a broad range of integrated plant and animal systems, earth shaping skills, soil improvement, water harvesting and work site coordination skills.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
### Element | Performance criteria
--- | ---
1. Prepare to establish a rural permaculture system | 1.1 Read and interpret the design for the permaculture system  
1.2 Identify the site, planting methods and system features  
1.3 Select materials, tools, equipment and machinery
2. Coordinate establishment of the rural permaculture system | 2.1 Coordinate work tasks in a sequential, timely and effective manner  
2.2 Establish the permaculture system according to work health and safety requirements and with due consideration for environmental implications  
2.3 Maintain a clean and safe work area throughout
3. Prepare the area | 3.1 Undertake earthworks if required  
3.2 Select and apply additives to the soil as required  
3.3 Mark out patterns or positions of elements on site according to permaculture design
4. Undertake positioning of elements in the rural permaculture system | 4.1 Inspect elements prior to planting, introduction or installation and remove elements with major defects  
4.2 Trim or treat plants with minor defects to maintain health and vigour  
4.3 Position elements to enable them to develop their full potential according to zone and sector analysis, pattern understanding and the permaculture design  
4.4 Provide elements with post-installation care
5. Monitor establishment of the rural permaculture system | 5.1 Monitor the system and take corrective action as needed  
5.2 Identify situations which will prevent elements from reaching their full potential  
5.3 Complete works for the permaculture design
6. Complete establishment of the rural permaculture system | 6.1 Remove or dispose of waste material from the site  
6.2 Clean, maintain and store tools, equipment and machinery  
6.3 Report work outcomes

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD843DES07B.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER307 Establish a rural permaculture system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- communicate with work team members, supervisors, contractors and consultants
- utilise recording, reporting, analysis and work procedure documents
- read and interpret the permaculture design
- prepare the area for installation of elements of design
- install elements progressively over an appropriate period of time to establish the rural permaculture system

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles of permaculture and practices in a rural context
  - rural permaculture system design for a farm or small holding where permaculture is practiced
- zone and sector analysis, for example:
  - consideration of the frequency of use and intensity of need of elements in the system
  - consideration of the spatial requirements of elements in the system
  - mutual benefit and connections between zones
  - consideration of the specific needs of the location of the system in terms of climate, access, slope, potential for wild fire, flood, tsunami or other catastrophic force
  - Consideration of the neighbouring or local environment, its need, products and intrinsic features
- Establishment of permaculture elements:
  - Elements which together form a system
• species chosen for their functions in the overall system including plants, animals and objects
• elements chosen for mutual benefit
• elements which address important functions such as energy, water, food and fuel
• elements which support the needs of the system within the overall design
• the objectives of the plant system establishment program, including finished plant system forms, site appearance, end use and time constraints
• the interactions between plants and animals and how to maximise the benefits
• cultural requirements, planting procedures and follow-up care for plants
• environment and habitat requirements of animal species
• the identification of pests, diseases, parasites, and deficiencies that are likely to affect plants and animals and the use of appropriate treatments
• soils and appropriate soil amelioration techniques
• the ecology of the native species, and their value in a permaculture system

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER308 Establish an urban permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish an urban permaculture system from a permaculture design, as well as knowledge of a broad range of integrated plant and animal systems, urban retrofitting skills, soil improvement, water harvesting and work site coordination skills.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Prepare to establish an urban permaculture system | 1.1 Read and interpret the design for the permaculture system  
1.2 Identify the site, planting methods and system features  
1.3 Select materials, tools, equipment and machinery |
| 2. Establish the urban permaculture system | 2.1 Coordinate work tasks  
2.2 Establish the permaculture system  
2.3 Maintain a clean and safe work area |
| 3. Prepare the area | 3.1 Undertake site retrofitting as required  
3.2 Select and apply additives to the soil as required  
3.3 Follow the permaculture design and mark out patterns or positions of elements on site |
| 4. Position elements in the urban permaculture system | 4.1 Inspect elements prior to planting, introduction or installation and remove plants with major defects  
4.2 Trim or treat plants with minor defects to maintain health and vigour  
4.3 Position elements to enable them to develop their full potential according to zone and sector analysis, pattern understanding and the permaculture design  
4.4 Provide elements with post-installation care |
| 5. Monitor establishment of the urban permaculture system | 5.1 Monitor the system and take corrective action as needed  
5.2 Identify situations which will prevent elements from reaching their full potential  
5.3 Complete works for the permaculture design |
| 6. Complete establishment of the urban permaculture system | 6.1 Remove or dispose of waste material appropriately from the site  
6.2 Clean, maintain and store tools, equipment and machinery  
6.3 Report work outcomes |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD843DES08B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER308 Establish an urban permaculture system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- Communicate with work team members, supervisors, contractors and consultants
- utilise recording, reporting, analysis and work procedure documents
- interpret the permaculture design
- install elements progressively to establish the urban permaculture system (over an appropriate period of time)

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles of permaculture and practices in an urban context
- Urban permaculture systems, such as:
  - houses and gardens where permaculture is practiced, or a productive section of it
  - community gardens or city farms where permaculture is practised
  - school gardens where permaculture is practised, or productive sections of them
  - Chicken, rabbit, guinea pig or other tractor systems
  - continuous worm farm systems
  - chicken dome pattern systems
  - tyre pond and mandala aquaculture systems appropriate to an urban permaculture system
  - aquaponics systems
  - duck and rice systems and other integrated systems appropriate to an urban permaculture system which utilise an animal, fish or bird species to generate a yield in association with plant species
- Zone and sector analysis
  - Consideration of the frequency of use and intensity of need of elements in the system
  - Consideration of the spatial requirements of elements in the system
  - Mutual benefit and connections between zones
  - Consideration of the specific needs of the location of the system in terms of climate, access, slope, potential for wild fire, flood, tsunami or other catastrophic force
  - Consideration of the neighbouring or local environment, its needs, products and intrinsic features
- Elements in permaculture elements
  - Elements which together form a system
  - species chosen for their functions in the system, including plants, animals and objects (built or existing)
  - elements which are chosen for mutual benefit
  - each important function (energy, water, food, fuel etc.) is supported by many elements
  - elements support the needs of the system within the overall design
  - the interactions between plants and animals and how to maximise the benefits
  - plant and animal species and their cultivars or breeds and what they contribute to the system
  - cultural requirements, planting procedures and follow-up care for plants
  - environment and habitat requirements of animal species
  - the identification of pests, diseases, parasites, and deficiencies that are likely to affect plants and animals and the use of appropriate treatments
  - soils and appropriate soil amelioration techniques
  - the ecology of the native species, and their value in a permaculture system
  - site retrofitting for urban permaculture systems:
    - constructing soil retainers
    - installing irrigation and drainage systems including swales, diversion drains, mulch-pit paths
    - establishing integrated plant and animal systems
    - collection and storage of nutrients or water
    - solar passive modifications to structures

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.
Assessment Requirements for AHPER308 Establish an urban permaculture system

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER309 Install and maintain permaculture water systems

Modification History

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Application

This unit provides the skills and knowledge to install and maintain permaculture water systems, organise resources for installation work, set out and prepare site, install water system components, complete installation work, commission water system systems and communicate with work team members, supervisors, contractors and consultants.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Organise resources for</td>
<td>1.1 Identify the construction site and construction method for the</td>
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<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>installation work</td>
<td>permaculture water system according to the permaculture plan</td>
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<tr>
<td></td>
<td>1.2 Select materials, tools, equipment and machinery, water storage, movement and filtering systems according to the permaculture design requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Check parts and equipment delivered to the site according to system drawings and specifications on the permaculture plan</td>
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<td></td>
<td>1.4 Check water supply to ensure that it is compatible with system specifications</td>
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<tr>
<td></td>
<td>1.5 Carry out pre-operational and safety checks on tools, equipment and machinery according to manufacturer’s specifications</td>
</tr>
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<td></td>
<td>1.6 Select, use and maintain suitable safety and personal protective equipment</td>
</tr>
<tr>
<td>2. Set out and prepare site</td>
<td>2.1 Measure and mark out permaculture water system lines or lay out in accordance with the permaculture plan</td>
</tr>
<tr>
<td></td>
<td>2.2 Dig trenches, where required, at the specified depth without damage to services, facilities, features and established plants</td>
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<td>2.3 Ensure that equipment operation and work practices conform with OHS requirements</td>
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<td>2.4 Observe any regulations and legislative requirements relevant to the situation</td>
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<td>2.5 Consider the needs of other stakeholders while setting out and preparing the site for permaculture water systems</td>
</tr>
<tr>
<td>3. Install permaculture water systems</td>
<td>3.1 Interpret the permaculture plan and, where applicable, supervise and monitor work by contractor</td>
</tr>
<tr>
<td></td>
<td>3.2 Assemble and connect parts of irrigation systems, where used, according to manufacturer’s specifications and the permaculture plan</td>
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<td>3.3 Install and adjust pump fittings and valves, where used according to manufacturer’s specifications and the permaculture plan</td>
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<td>3.4 Maintain a clean and safe work area while installation work is carried out</td>
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<td>3.5 Check that works can be carried out without a licensed plumber and direct work to licensed individuals where required.</td>
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<tr>
<td>4. Complete installation work</td>
<td>4.1 Finish off earthworks to permaculture plan specifications</td>
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<td>4.2 Check the system configuration and capacity matches the installation plan</td>
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<td>4.3 Remove or dispose of waste material from the site, and restore site to original state in an environmentally aware and safe manner</td>
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<td>4.4 Clean, maintain and store tools, equipment and machinery</td>
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| 5. Commission permaculture water systems | 5.1 Prime, start up and flush irrigation and pump systems, where installed, in accordance with the operation manual  
5.2 Identify and correct any operating faults according to operations manual  
5.3 Test, calibrate and monitor equipment, where used, according to manufacturer’s specifications  
5.4 Record or report work outcomes, where appropriate |
| 6. Monitor and maintain permaculture water systems | 6.1 Regularly check permaculture water systems and monitor for optimum performance  
6.2 Carry out routine maintenance procedures on permaculture water systems  
6.3 Carry out repairs on permaculture water systems as required  
6.4 Install erosion and sediment control measures, if required, in accordance with manufacturer’s recommendation and the permaculture plan |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD843WAT09C.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER309 Install and maintain permaculture water systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- organise resources for installation work
- set out and prepare site
- install permaculture water systems materials and components, excluding works requiring a licensed plumber.
- commission a permaculture water system
- monitor and maintain permaculture water systems
- communicate with work team members, supervisors, contractors and consultants

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture practices regarding water including natural flows, rainwater and wastewater, storage, movement and retention of water in the system
- permaculture water systems, such as:
  - swales
  - contour banks
  - terraces
  - mulch-pit paths
  - diversion channels and other passive installations
  - mains pressure systems
  - low pressure or gravity systems
  - below-ground systems
  - above-ground systems
- spray, dripper and capillary irrigation systems
- water tanks
- guttering and first-flush diversion system
- water supply components, such as:
  - mains
  - dam
  - bore
  - windmill
  - tank
  - channel
- understanding of contours
- installation methods and techniques for permaculture water systems
- components of permaculture water systems
- characteristics and operation of joints, valves and sprinkler components
- operation of pumps and water flow rates
- behaviour of water on varying terrain and soil types
- soil water retention testing techniques
- water quality and water filtration techniques
- calculations for installing permaculture water systems
- soil characteristics
- regulations and legislative requirements, such as:
  - permits for pruning or removal of large trees
  - connecting to water systems
  - licences for operating specialised machinery, such as chainsaws, skid steer loaders and forklifts
  - setting up traffic and pedestrian barriers
  - digging near services (phone, gas, power, water, sewerage and drains)
  - installing dams or diverting water in catchments
  - installing tanks
  - planning acts and codes
  - earth movement and digging guidelines and legislation
  - environmental legislation
  - land restoration codes
  - water conservation guidelines and legislation
  - soil movement regulations
  - habitat and wildlife protection legislation
Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER310 Install structures for permaculture systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to install permaculture structures and features. These structures and features may include fences, trellises, animal housing, sheds, pergolas, appropriate technologies and other constructed features.

All work is carried out to comply with workplace procedures. Manufacturer’s specifications are observed and operating instructions are followed when using tools and equipment.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Plan and prepare for</td>
<td>1.1 Interpret plans and clarify specifications with the manager,</td>
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</table>
| structural work | 1. Check the quantity and quality of materials to ensure they conform to permaculture design drawings and specifications  
1.3 Select and check tools and equipment  
1.4 Identify work health and safety hazards, assess risks, implement controls and take appropriate action  
1.5 Identify environmental implications of installing permaculture structures |
| 2. Set out the site for the structure | 2.1 Determine the location of services from site plans and from local knowledge  
2.2 Mark out the position of the structure or feature using permaculture design drawings and specifications  
2.3 Excavate and prepare any footings or post holes appropriate to the type of structure to be installed |
| 3. Prepare and cut materials | 3.1 Lay out materials ready for assembly  
3.2 Mark out the length of materials and the positions of joins according to designated specifications in the permaculture design drawings  
3.3 Select, use and maintain cutting and other tools  
3.4 Cut and join materials in preparation for assembly |
| 4. Assemble and erect structure | 4.1 Assemble materials into position and fix into place  
4.2 Finish structure to ensure all materials are secure and complete  
4.3 Apply any required coatings |
| 5. Check quality of work and clean-up site | 5.1 Inspect quality of finished works and ensure the standard of the finished structure or feature is appropriate to the permaculture design drawings and specifications  
5.2 Clean up debris from structure and site  
5.3 Dispose of waste material  
5.4 Store or recycle unused materials for future re-use  
5.5 Clean and store tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD843BUI10B.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER310 Install structures for permaculture systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- interpret permaculture design drawings and specifications
- measure and mark lengths of materials accurately
- join and cut materials using different techniques and methods
- install and check permaculture structure

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles regarding structures and the built environment
- Permaculture design drawings and specifications, such as:
  - Permaculture design including construction detail drawings
  - measured drawing of structure in accordance with permaculture principles
- measuring principles and techniques
- typical permaculture structures, such as:
  - garden structures and features
  - fences and trellising
  - animal housing and shelters
  - netting structures and protective devices for plants
  - paving and landscaping
  - composting and worm-farming structures
  - retaining walls, observing relevant regulatory conditions
  - sheds or small outbuildings, observing relevant regulatory conditions
• components of houses or other buildings, observing relevant regulatory conditions
• the correct use of hand and power tools and other work health and safety requirements associated with installing structures and features
• comparative environmental implications associated with excavation and construction activity
• safe lifting and transporting techniques
• appropriate use of personal protective clothing and equipment (PPE)
• appropriate use and installation of safety signs and barriers
• site access points
• implication of alteration to water flow during and after construction

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER311 Kill and dress small livestock for domestic consumption

Modification History

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Application

This unit provides the skills and knowledge required to identify and select small livestock for slaughter, preparing killing equipment, conducting safe and humane slaughter of small livestock, dressing and protecting meat, appropriately storing meat and ensuring meat is suited to end-use requirements. Competency also requires the application of skills and knowledge to hygienically clean equipment and slaughter areas and dispose of waste materials.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources and complete routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
## Elements and Performance Criteria

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### 1. Prepare for slaughter operations

1.1 Identify reasons for slaughter
1.2 Prepare equipment and transport to slaughter area
1.3 Select small livestock to be slaughtered and prepare for slaughter
1.4 Determine slaughter method and prepare slaughter area

### 2. Slaughter animal

2.1 Conduct slaughter humanely, with a minimum of stress to the animal or to other animals and people
2.2 Dress, hang and protect carcass
2.3 Follow all relevant WHS, regulatory and animal welfare requirements during slaughter operations

### 3. Complete slaughter operations

3.1 Dispose of waste products in an environmentally responsible manner
3.2 Process usable offal immediately. Separate other useable products and prepare as required
3.3 Identify intended end-use of meat
3.4 Prepare meat for end-use and store or treat as required
3.5 Hygienically clean equipment and store for re-use
3.6 Hygienically clean slaughter area

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

New unit - equivalent to QLD843IPA11B.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPER311 Kill and dress small livestock for domestic consumption

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify and select small animals for slaughter
- humanely and hygienically kill small livestock
- dress and butcher small livestock carcasses
- clean facilities and equipment
- prepare and store meat
- dispose of wastes in an environmentally responsible manner

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture practices with regard to killing small livestock, such as:
  - need to supply meat for domestic human or animal consumption
  - need to cull pest animals such as rabbits
  - need to cull animals in excess
  - need to destroy old or sick small livestock
- health restrictions and laws applying to the slaughter of livestock for sale, including not offering for sale small livestock slaughtered for domestic consumption, except where these laws are well understood and adhered to)
- relevant legislative work health and safety requirements, especially where they relate to livestock and slaughter, and animal handling techniques
- animal welfare legislation, such as:
  - meat industry health and safety guidelines
  - Australian standard for hygienic production of meat for human consumption
Assessment Requirements for AHCPE311 Kill and dress small livestock for domestic consumption

- ANZFA food standards code
- state and territory regulations regarding meat slaughter handling and consumption
- industry and enterprise quality assurance standards
- withholding periods
- animal welfare legislation
- disease control legislation and requirements
- withholding periods
- usable products other than meat, such as:
  - feathers
  - skins
  - chicken feet and combs
- usable offal and offal disposal regulations, such as:
  - select cuts, such as poultry offal or rabbit kidneys, that are fit for human consumption
  - handling offal safely and hygienically
- human health and hygiene
- health issues affecting both humans and small livestock
- end uses for animal carcasses, such as:
  - meat for human consumption
  - disposal of culled old or sick small livestock
  - maximising useful meat cuts and other products of slaughter
- storage or treatment of products from animal slaughter, such as:
  - cool room, refrigerator and freezer
  - smoke-house or curing facilities
  - salting barrel
  - cauldron or large boiler for cooked treatments
  - containers for storage
- poultry and small animal carcass hanging methods, such as:
  - dressing to avoid cuts to carcass or pelt
  - preparing skin for drying, storage or disposal
  - protecting from dust, heat, flies, wild birds or wild animals with appropriate gauze or bags or shelters until process is complete
  - cold room or cool room
  - refrigerator or freezer

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER312 Plan organic garden and orchard systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan organic garden and orchard systems. It requires the application of horticultural and permaculture knowledge including permaculture principles, plant types, conditions and requirements to establish orchards for optimum production.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>
| 1. Assess site for organic garden and orchard system | 1.1 Inspect the site for environmental and physical attributes  
1.2 Research site characteristics, using a range of information sources  
1.3 Test soil and analyse the results  
1.4 Identify site constraints and opportunities  
1.5 Define location of existing structures and services  
1.6 Prepare site plan and zone and sector plan of site, based on information collected |
| 2. Select plants for organic garden and orchard system | 2.1 Select suitable plant varieties and types  
2.2 Determine preferred type of plant materials for planting  
2.3 Determine number and size of plants and plant materials |
| 3. Develop planting plan for organic garden and orchard system | 3.1 Identify zone and sector details from the site plan  
3.2 Identify and place plants to be installed  
3.3 Record required actions, timelines and specific information on the plan  
3.4 Investigate availability of plants, materials and services for the system |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD8431PA12B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER312 Plan organic garden and orchard systems

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess site for planting
- test soil and analyse the results
- select plants
- identify zones and sectors of site to ascertain best planting locations
- identify structures and services and how these may impact on the plan
- develop planting plan to include at least 5 fruit trees or shrubs

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and ethics
- permaculture site planning
  - boundaries of sites drawn at an appropriate scale
  - direction of North (or sunward)
  - location of plants
- other information relevant to a permaculture garden and orchard system drawn in clear and accurate graphic style
- planting schedules and timelines, including Gantt charts
- zone and sector planning, such as:
  - zones for garden and orchard systems (Zones 1 and 2)
  - sector information such as prevailing winds, fire aspect, winter and summer sun angles, best locations for sun-loving and shade-tolerant species
  - microclimate information
Assessment Requirements for AHCPER312 Plan organic garden and orchard systems

- zone and sector plans drawn as overlays to a site plan
- garden and orchard systems, such as:
  - an orchard with 5 to 10 or more assorted fruit trees or shrubs
  - integrated plant and animal systems
  - consideration of and design for plant ecosystem relationships
- soil structure, types and function, including soil tests for agricultural purposes
- soil maintenance and improvement techniques
- aims and purposes of building organic garden and orchard systems
- design principles for organic garden and orchard systems
- features and characteristics of plants used in organic garden and orchard systems
- growing requirements of plants used in organic garden and orchard systems
- biosecurity policies and principles

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER313 Coordinate preparation and storage of permaculture products

Modification History

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Application

This unit provides the skills and knowledge of permaculture product preservation techniques; planning for the preparation of permaculture products; handling and storage requirements of permaculture products and their treatment, storage and presentation requirements.

All work is carried out to comply with workplace procedures. Individuals observe manufacturer’s specifications and follow operating instructions when using tools and equipment.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<tr>
<td>essential outcomes.</td>
<td>demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Plan for preparation of permaculture products | 1.1 Identify permaculture products to be prepared  
1.2 Select materials, tools, equipment and machinery  
1.3 Carry out pre-operational and safety checks on tools, equipment and machinery in accordance with manufacturer’s specifications  
1.4 Select, use and maintain suitable safety and personal protective equipment (PPE) |
| 2. Co-ordinate preparation of permaculture products | 2.1 Prepare permaculture products in sequence according to the product preparation plan  
2.2 Ensure that all assistants are familiar with the plan  
2.3 Maintain clean, safe and hygienic work area throughout and on completion of work |
| 3. Treat permaculture products               | 3.1 Grade and label products in accordance with the product preparation plan  
3.2 Identify and dispose of products that do not meet specifications, according to best environmental practice  
3.3 Select treatments according to product requirements and the product preparation plan  
3.4 Treat permaculture products in an economical, methodical, and efficient manner that minimises damage to products |
| 4. Pack and present permaculture products     | 4.1 Implement packing and presentation requirements as specified in the product preparation plan  
4.2 Label and date products as required  
4.3 Monitor packing and presentation of products and take corrective action to ensure that packing and presentation meet required standards |
| 5. Store permaculture products               | 5.1 Identify available storage area so that product can be moved there quickly and efficiently  
5.2 Adhere to storage requirements specified in the product preparation plan  
5.3 Monitor storage processes and facilities and take corrective action, when required, to maintain product quality |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD843RES13B.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER313 Coordinate preparation and storage of permaculture products

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan for preparation of permaculture products
- process and preserve permaculture products
- pack, present and store permaculture products
- coordinate the work of others in the preparation and storage process

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles related to product preservation and storage
- seasonal availability cycles
- products suitable for storage
- the following plant products:
  - fruits
  - vegetables
  - seeds
  - herbs
  - flowers
  - foliage
  - grains
  - bulbs
  - tubers
  - nuts
- mushrooms
- wild harvest plants
- oils
- firewood
- bamboo
- timber
- legumes and pulses
- mulch
- straw
- hay
- sawdust
- sap
- the following animal products:
  - meat
  - eggs
  - milk and dairy products
  - honey and bee products
  - young animals
  - fish fingerlings
  - feathers
  - wool
  - manure
  - bones
- storage methods appropriate to particular products
- treatment methods appropriate to particular products:
  - removal of dirt and foreign material
  - stripping excess leaves and/or trimming
  - brushing
  - washing/hydration
  - drying
  - applying preservatives
  - dipping
  - observing quarantine requirements
  - storing in a controlled environment
  - comply with organic standards, if appropriate
- the importance of maintaining the quality of products including handling and storage requirements
- correct storage conditions for products:
  - specifications for storage facilities
  - environmental conditions such as temperature, humidity and light
Assessment Requirements for AHCPER313 Coordinate preparation and storage of permaculture products

- length of storage
- position in the storage facility: shed, cellar, root cellar, pantry, barn, refrigerator, freezer, drying room
- cleaning processes to ensure a level of hygiene that protects the quality and health status of the stored products
- hygiene issues in the handling and storage of biological products

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/ Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER314 Read and interpret property maps and plans

Modification History

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Application

This unit of competency describes the skills and knowledge required to read and interpret property maps and plans, take information from maps and use maps in field situations.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Recognise maps and plans | 1.1 Define different types and uses of maps and plans  
1.2 Recognise features and characteristics of different maps and |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>plans</td>
<td>1.3 Identify scale</td>
</tr>
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<td>1.4 Define and locate North</td>
</tr>
<tr>
<td></td>
<td>1.5 Recognise mapping conventions and common symbols</td>
</tr>
<tr>
<td>2. Take off information from maps</td>
<td>2.1 Determine distances and areas from maps and plans</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify topographic features from maps and plans</td>
</tr>
<tr>
<td></td>
<td>2.3 Recognise site boundaries and site structures from maps and plans</td>
</tr>
<tr>
<td>3. Use maps in field situations</td>
<td>3.1 Locate current position in the field using landmarks and key geographical features</td>
</tr>
<tr>
<td></td>
<td>3.2 Recognise hazards and potential hazards in traversing from location to destination and interpret these from maps or plans, field observations and local knowledge</td>
</tr>
<tr>
<td></td>
<td>3.3 Check accuracy of maps or plan content against site features</td>
</tr>
<tr>
<td></td>
<td>3.4 Set out contour lines on site from maps or plans</td>
</tr>
<tr>
<td></td>
<td>3.5 Locate keylines and key points on map and in the field</td>
</tr>
<tr>
<td></td>
<td>3.6 Set out zones or property boundaries using grid system from maps or plans</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD843DES14B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R314 Read and interpret property maps and plans

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- define maps and plans
- determine distances and areas
- identify topographical features
- identify site boundaries and site structures
- use maps to take-off information
- use maps in field situations

Knowledge Evidence

The candidate must demonstrate knowledge of:

- maps and plans
  - paper
  - electronic
  - 3D models of sites, including sand-box models
  - contour models
  - elevations and cross-sections
  - aerial photographs
- the following mapping conventions: symbols, distance and scale, direction, coordinate systems, line and area symbols, true North, grid North and magnetic North
- land survey systems, map projections, colour and symbol systems
- contours, slopes and slope profiles
- keyline and key point locations, as described in *Water for Every Farm* by P.J. Yeomans
- topographic features
Assessment Requirements for AHCPER314 Read and interpret property maps and plans

- curved planes on flat surface distortions
- means of locating current position in the field, such as:
  - GPS
  - other positioning systems such as the sun, moon and stars
  - compass bearings

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER315 Coordinate community projects

Modification History

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Application

This unit of competency describes the skills and knowledge required to coordinate small-scale community projects and small groups of people working on a permaculture-related project.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for community project</td>
<td>1.1 Clarify requirements of the community project after community consultation and design</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td></td>
<td>1.2 Identify personnel, equipment and material resource requirements appropriate to the scope of the project</td>
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<td></td>
<td>1.3 Identify on-site, off-site, purchased, traded or scavenged resources</td>
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<td>1.4 Identify and document the order of activities and allocate time to carry them out</td>
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<td>1.5 Identify the environmental implications of proposed community projects and assess likely outcomes</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify work health and safety hazards, assess risks, implement controls and take appropriate actions</td>
</tr>
<tr>
<td></td>
<td>1.7 Select, use and maintain personal protective equipment appropriately (PPE)</td>
</tr>
<tr>
<td>2. Organise resources</td>
<td>2.1 Acquire materials, equipment and resources</td>
</tr>
<tr>
<td></td>
<td>2.2 Apply for external agency permits in the correct order where required</td>
</tr>
<tr>
<td></td>
<td>2.3 Notify affected parties of works to be undertaken where required</td>
</tr>
<tr>
<td></td>
<td>2.4 Organise delivery of materials, equipment and resources to site</td>
</tr>
<tr>
<td></td>
<td>2.5 Organise personnel to be on site when they are required</td>
</tr>
<tr>
<td>3. Coordinate and report on activities</td>
<td>3.1 Coordinate all resources to suit the scope of the project and the project plan</td>
</tr>
<tr>
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<td>3.2 Direct personnel in activities for each period of work</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor personnel, activities, timelines and resource usage and document</td>
</tr>
<tr>
<td></td>
<td>3.4 Recognise contingency situations and take corrective action as appropriate</td>
</tr>
<tr>
<td></td>
<td>3.5 Select and train teams to take over the running of the project to ensure the long-term survival of the project, if required</td>
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<td>3.6 Write a project report to inform the community and other stakeholders</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD843COM15B.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER315 Coordinate community projects

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- read and interpret documentation associated with community projects
- organise field staff and volunteers
- represent and support community organisations
- calculate material and resource requirements
- coordinate project activities
- document and report results

Knowledge Evidence

The candidate must demonstrate knowledge of:

- community projects, such as:
  - small or short-term projects
  - projects that form part of larger projects
  - arranging social events
  - carrying out fundraising and sponsorship
  - representing a community group or project
- environmental awareness associated with undertaking project works to ensure minimal impact on the environment
- work schedule programming
- hiring and subcontracting of labour
- attracting volunteers
- possible causes of disruption to work activities and contingency situations, such as:
  - delay in delivery and/or breakdowns with equipment and machinery
Assessment Requirements for AHCPE315 Coordinate community projects

- poor weather conditions
- poor quality materials
- unforeseen problems
- provision for providing other work on the site or away from the site while problems are fixed
- delaying a project if possible and necessary
- responsibilities and requirements for obtaining external agency permits as necessary
- the range, use and availability of materials, equipment and resources required for a project
- work health and safety issues, legislative requirements and Codes of Practice
- community consultation
- project coordination principles
- meeting and committee protocols
- project reporting
  - the project name
  - author name and date
  - project description
  - progress of activities
  - promotions and publicity
  - OHS issues
  - expenditure
  - future project-related activities that require planning

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER316 Select plant and animal species for permaculture systems

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Application

This unit of competence describes the skills and knowledge required to select plant and animal species for permaculture systems. It requires knowledge of permaculture needs analysis and bioregional analysis and plant and animal species and their interrelationships.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess the system needs</td>
<td>1.1 Undertake a needs analysis of the permaculture system and its main elements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify possible plant and animal combinations to suit the</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3 Compile a list of possible plants and animals to suit the design</td>
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</tbody>
</table>
| 2. Research plant and animal systems | 2.1 Research the plants and animals and any varieties or breeds that the needs analysis has identified  
2.2 Observe other working systems that may inform the new design  
2.3 Assess local availability of chosen varieties and breeds |
| 3. Select plant and animal species for the permaculture system | 3.1 Determine appropriate combinations of plant and animal species for the permaculture system  
3.2 Ensure ancillary needs such as housing, prepared ground, shelter and fodder are available and in place before establishing the new plant and animal systems  
3.3 Obtain plants and animals elements for the permaculture system  
3.4 Monitor plant and animal systems during the establishment phase |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R316 Select plant and animal species for permaculture systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assess permaculture system needs
- research plants and animals to inform the new permaculture system design
- select plant and animal species for a permaculture system
- monitor plant and animal systems during the establishment phase

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices related to species selection
- permaculture needs analysis
- bioregional analysis
- plant and animal species and their interactions and interrelationships
  - permaculture combinations – guilds, companions, nurse plants and animal companions
  - EVCs (Ecological Vegetation Classes)
  - indigenous animals and plants
  - what grows or thrives locally – plants, animals, birds, insects, fish, frogs, reptiles
  - food, fodder and medicinal plant species suitable for chosen animals
  - integrated plant and animal systems such as chicken tractors, cell grazing, aquaculture systems
- basic research techniques
  - using primary data sources:
    - original data gathered by the researcher
    - local wisdom
Assessment Requirements for AHCPER316 Select plant and animal species for permaculture systems

- weather observations
- flora and fauna observations
- using secondary data sources:
  - data provided by government departments and agencies
  - publications
  - reference books, websites and journals
  - official weather data
- communication techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER317 Build with earth, straw and reclaimed materials

Modification History

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Application

This unit of competency describes the skills and knowledge required to build with earth, straw and reclaimed materials, using techniques that use local earth, straw and rock, and that turn problems into solutions by converting waste, surplus or low embodied energy materials into solid and serviceable structures.

All work is carried out to comply with workplace procedures. Individuals observe manufacturer’s specifications and follow operating instructions when using tools and equipment.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tr>
<td>essential outcomes.</td>
<td>demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Research building methods</td>
<td>1.1 Research appropriate building methods to decide which methods will be appropriate for the project</td>
</tr>
<tr>
<td></td>
<td>1.2 Review the availability of materials locally and their suitability for the chosen method</td>
</tr>
<tr>
<td></td>
<td>1.3 Consult experts and tradespeople to confirm suitability of chosen building method and materials</td>
</tr>
<tr>
<td>2. Prepare for the building project</td>
<td>2.1 Collect materials on site</td>
</tr>
<tr>
<td></td>
<td>2.2 Obtain labour support and engage experts where necessary</td>
</tr>
<tr>
<td></td>
<td>2.3 Clear the site and mark out the area</td>
</tr>
<tr>
<td>3. Build with earth, straw and reclaimed materials</td>
<td>3.1 Using the chosen method, commence building the structure</td>
</tr>
<tr>
<td></td>
<td>3.2 Use reclaimed materials where possible and ensure that they are structurally suitable</td>
</tr>
<tr>
<td></td>
<td>3.3 Use natural finishes and treatments where possible and appropriate</td>
</tr>
<tr>
<td>4. Limit and re-use surplus and waste materials</td>
<td>4.1 Ensure that the surplus or waste materials are stockpiled or stored for future re-use where possible</td>
</tr>
<tr>
<td></td>
<td>4.2 Demonstrate appropriate uses for all available materials and share and swap with other projects where possible</td>
</tr>
<tr>
<td></td>
<td>4.3 Limit the amount of waste material removed from the site and ensure that it goes to a new use rather than to landfill wherever possible</td>
</tr>
<tr>
<td>5. Check quality of work and clean-up site</td>
<td>5.1 Inspect quality of finished works and ensure the standard of the finished built structure is appropriate to the permaculture design drawings and specifications</td>
</tr>
<tr>
<td></td>
<td>5.2 Clean up debris from structure and site</td>
</tr>
<tr>
<td></td>
<td>5.3 Clean and store tools and equipment</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPer317 Build with earth, straw and reclaimed materials

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research building methods
- prepare for the building project
- build with earth, straw and/or reclaimed materials
- limit and re-use surplus and waste materials
- ensure the standard of the finished built structure is appropriate to the permaculture design

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles regarding structures and the built environment
- Building methods, such as
  - mud brick
  - straw bale
  - cobb & light earth
  - rammed earth (Pise)
  - wattle and daub
  - stabilised/compressed earth brick
  - earth ship
  - aerated concrete
  - compressed paper and timber fibres
  - wool brick
  - air dried timber
• structural issues
• planning issues
• properties of materials and suitability of local soils and timbers for building uses
• environmental, logistical and safety factors, such as:
  • issues related to harvesting and milling of local timbers
  • possible contaminants in or on materials
  • weight and size of materials and their transport to the site
• reclaimed materials, such as:
  • commercial timber off-cuts and wastes
  • demolition materials (timbers, windows and doors, plumbing fittings, roofing materials, bricks and other masonry items)
  • railway sleepers, telegraph poles, bridge timbers and other heavy reclaimed timbers
  • metal mesh and grill-work (fridge and oven shelves, wire baskets, fence panels, bed frames and bases, chicken wire, aviary mesh, pig/dog wire and other wire mesh products in small or large quantities)
  • reinforcing mesh and rods, trench mesh
  • pallets and packaging crates
  • shipping containers, ex-transport carriages, old cars, trailers and caravans
  • mirrors
  • bottles (glass and plastic)
  • ceramics and flower pots
  • car & truck tyres, windscreens, panels and seats
  • machinery parts
  • drums and cans
  • palings and weatherboards
  • reclaimed concrete
• typical permaculture structures, such as
  • garden structures and features
  • fences and trellising
  • animal housing and shelters
  • seating and garden walls
  • retaining walls and small dam walls (including observing all regulatory conditions)
  • sheds or small outbuildings (including observing all regulatory conditions)
  • components of houses or other buildings ((including observing all regulatory conditions and work with professionals on larger structures)
• the correct use of hand and power tools and other work health and safety requirements associated with installing structures and features
• techniques for working with reclaimed materials such as de-nailing, stripping old paint, dressing timber
• WHS considerations associated with recycled materials such as identification of lead paint, broken glass, rusty metal, chemically treated materials
Assessment Requirements for AHCPE317 Build with earth, straw and reclaimed materials

- comparative environmental implications associated with excavation and construction activity
- safe lifting and transporting techniques
- appropriate use of personal protective clothing and equipment (PPE)
- appropriate use and installation of safety signs and barriers
- site access points
- implication of alteration to water flow during and after construction

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER318 Plan propagation activities for a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan propagation activities for a permaculture system. It requires the application of permaculture principles, seasonal propagation opportunities, organic principles and plant growth science.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
| 1. Research propagation requirements for the permaculture system       | 1.1 Assess propagation needs according to garden needs or permaculture design  
1.2 Consider opportunities for propagation from local area, such as seed banks, tree or shrub prunings, unusual varieties to be traded or varieties purchased for propagation  
1.3 Determine numbers of new plants to be produced for the needs of the system and/or for swapping, selling or community needs |
| 2. Develop the propagation plan                                        | 2.1 Prepare a propagation plan according to research undertaken  
2.2 Ascertain best methods for species to be propagated and include them in the propagation plan  
2.3 Construct a seasonal or monthly timeline or calendar to keep track of propagation requirements  
2.4 Maintain the propagation plan as an active document through the seasons |
| 3. Implementing the propagation plan                                   | 3.1 Consult the propagation plan when planning monthly activities  
3.2 Clear space in the propagating area for the activity to be undertaken  
3.3 Set up materials and equipment for propagation work  
3.4 Organise propagules and apply pre-treatments if required  
3.5 Create new plants in prepared containers or the garden area according to the propagation plan  
3.6 Water, fertilise, label, mulch, stake and tie new plants as required |
| 4. Maintaining propagated plants to end use                            | 4.1 Maintain new plants by watering, sheltering and checking for pest or disease attack  
4.2 Remove any new plants that have failed to thrive to avoid cross-contamination  
4.3 Apply allowable organic treatments to new plants if required  
4.4 Harden off new plants in a protected place before planting, selling or swapping |
| 5. Maintain a healthy and orderly propagation area                      | 5.1 Maintain tidiness and orderliness of propagating area  
5.2 Store propagating materials, potting media and containers for future use  
5.3 Remove any weed or moss growth regularly to ensure basic maintenance |
### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Unit Mapping Information

<table>
<thead>
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<th>Code and title previous version</th>
<th>Comments</th>
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<td>AHCPER318 Plan propagation activities for a permaculture system Release 1</td>
<td>Minor typographical error corrected</td>
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### Links

Companion Volumes, including Implementation Guides, are available at VETNet:  
Assessment Requirements for AHCPER318 Plan propagation activities for a permaculture system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research propagation requirements for the permaculture system
- develop a propagation plan
- implement a propagation plan
- maintain propagated plants to maturity or end use.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to propagation:
  - using reclaimed or reused containers (suitably cleaned to avoid cross-contamination)
  - labelling systems using reclaimed materials
  - maintaining rare and unusual varieties
  - using edges and valuing the marginal – unusual plants in micro-climates
  - sharing and swapping to increase biodiversity and mutual wellbeing
  - preserving provenance of locally indigenous species
  - testing and trialling for new plants or resistant varieties
  - global food plant preservation, including seed saving
- propagation plan including such considerations as:
  - seasonal activities
  - seed saving
• needs of the system for plants
• mother plant location and frequency of use
• schedules and timelines
• principles of sustainable horticultural practices
• propagation techniques, such as:
  • cuttings – softwood, hardwood, semi-hardwood, root and tip
  • layering – stool, aerial and runner
  • division
  • grafting – whip and tongue, saddle, wedge, approach and bench
  • budding – shield and patch
  • seed sowing
• potting media suitable for propagation in a garden setting, such as:
  • compost and worm casting mixes
  • sieved and graded sands
  • blends used for different purposes or different times of the year
  • sphagnum moss
  • water (hydroponics or aquaponics)
• plant growth, development and nutrition
• botany and physiology
• maintaining moisture levels in simple systems without causing disease
• systems for protecting new plants and seedlings, such as:
  • polyhouse or shade-house systems, including hoop systems on garden beds
  • systems using reclaimed materials, such as bag-and-frame cloches, bottle protectors for seedlings, tyre stacks, birdcages and wire baskets
  • glass houses
  • shade houses
  • naturally occurring or planned microclimates
• minimal environmental impact waste disposal and composting systems which destroy pathogens.

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER319 Test, improve and maintain healthy soil in a permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to test, improve and maintain healthy soil in a permaculture system. It requires knowledge of soils and their components, testing methods, nutrient action and soil improvement systems.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
Element | Performance criteria
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1. Take soil samples from a number of places in the permaculture system | 1.1 Obtain samples from several places over a site 1.2 Prepare the samples for testing 1.3 Label containers accurately with location identifier, date, soil test and tester

2. Test soil for range of plant and structural needs | 2.1 Carry out soil tests for texture, organic matter, structure, pH, water infiltration and compaction 2.2 Have samples tested by a laboratory for nutrient levels and deficiencies if concerned or if particular requirements exist for the crops and livestock in the permaculture system 2.3 Re-test in a different season or soil temperature

3. Analyse soil improvement requirements | 3.1 Determine requirements for soil improvement from tests carried out 3.2 Determine requirements for soil improvement from the laboratory test results, if taken 3.3 Identify soil biota in soil and ascertain how to optimise biodiversity 3.4 Research soil improvement options, including discussing with neighbours and experienced practitioners appropriate options for soil improvement

4. Implementing soil improvement plan | 4.1 Develop a plan for soil improvement over time and vary it depending on the location on the site and the crop or livestock being grown 4.2 Calculate required quantities of allowable additives and supplements to improve soil health 4.3 Use products at recommended rates and according to any existing certification system applying to the land 4.4 Protect soil biota present in soil, including using appropriate mulches for perennial and annual plants

5. Maintain health of soil according to organic guidelines | 5.1 Observe changes over time and record using tables and photographic records 5.2 Avoid practices that can cause deterioration in soil health such as over- or under-watering, over-grazing, over-cultivating and off-contour ploughing 5.3 Follow organic and permaculture guidelines to increase soil carbon
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER319 Test, improve and maintain healthy soil in a permaculture system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- take soil samples
- test soils
- analyse soil improvement requirements
- implement soil improvement plan according to permaculture guidelines
- maintain soil health

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to soil health and plant nutrition
  - working with natural soils rather than importing soil
  - soil as an ecosystem
  - soil as biomass and carbon capture and storage
- principles of sustainable horticultural practices
- how to read a laboratory soil test
- soil testing techniques, such as:
  - jar test for soil structure
  - ribbon test and ball test for soil texture
  - infiltration or permeability test
  - pH testing
  - compaction test
  - non-wetting soil test
Assessment Requirements for AHCPR319 Test, improve and maintain healthy soil in a permaculture system – Date this document was generated: 18 March 2019

- air-filled porosity test
- worm count
- microscopic biota in soils
- plant nutrient uptake and mineral action
- soil chemistry
- science of composting
- fungal and bacterial action and mulches appropriate to different plants
- additives to improve soils, such as
  - compost and worm castings compost teas
  - biochar
  - green manures
  - organic mulch
  - manures/animal bedding materials
  - leaf mould
  - plantings – green manures, nurse plants
  - companion planting
  - chop and drop
  - nutrient trapping systems
  - greywater use
  - organically certified products
  - amendments that may include rock dust, gypsum, dolomite, lime, zircon, sulphur and other minerals
- plant growth and development
- soil life, including microscopic life
- methods of waste disposal causing minimal impact on the environment
- the effects of conventional agricultural chemicals on soils and soil ecosystems

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER320 Manage plant pests, diseases and disorders in a permaculture system

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Application

This unit of competency describes the skills and knowledge required to manage plant pests, diseases and disorders in a permaculture system. It requires knowledge of healthy permaculture systems and the pests, diseases and disorders that might need management. It includes focussing on solutions in an integrated design, rather than reacting to infestations.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
| 1. Identify existing and potential pests, diseases and disorders in the permaculture system | 1.1 Using observation of plants in the permaculture system, identify existing or potential for pest attack, disease or disorders  
1.2 Using climatic data and weather observations, identify existing or potential for pest attack, disease or disorders  
1.3 Monitor balances within the system such as pest and predator balances  
1.4 Maintain a record of observations |
| 2. Research pest, disease and disorder prevention methods | 2.1 Research pests, diseases and disorders using both primary and secondary sources  
2.2 Consult widely and use both electronic and conventional reference material  
2.3 Establish prevention methods for maintaining a healthy balance  
2.4 Research possible negative effects of treatments on other elements of the permaculture system |
| 3. Develop a pest and disease management program | 3.1 Develop a plan based on the research conducted and the observations made  
3.2 Include information about weather conditions, time of year, cycle of pests or disease vectors in the management program |
| 4. Implement the pest and disease management program | 4.1 Provide solutions that address the interactions of many elements in the system rather than spot treating outbreaks  
4.2 Avoid practices that spread disease, such as propagating using diseased plants, or using un-sanitised tools when pruning orchard trees  
4.3 Provide habitat and microclimate conditions for useful insects, plants, birds and animals  
4.4 Carry out permaculture practices that minimise the risk of pest and disease problems  
4.5 Update the management program regularly so that it is active and useful to the permaculture system |
| 5. Monitor and record the management of plant pests, diseases and disorders over time | 5.1 Keep records of pest and disease control operations, noting weather conditions and times of year  
5.2 Use records to enable predictions of or responses to possible disease and pest recurrences in similar weather or times of the year  
5.3 Maintain records over time to build a history of the permaculture system |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER320 Manage plant pests, diseases and disorders in a permaculture system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify existing and potential pests, diseases and disorders in the system
- research methods of managing pests, diseases and disorders in a permaculture system
- develop a pest and disease management plan
- implement a pest and disease management plan
- monitor pest and disease managements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to managing plant pests, diseases and disorders
- principles of maintaining healthy permaculture crops, such as:
  - companion planting
  - increasing diversity
  - providing habitat and food for pests’ natural predators
  - healthy, balanced soil
  - minimal use of soluble fertilisers
- allowable control methods in organic systems, such as
  - deterrent organic sprays
  - pheromone traps and lures
  - predatory and/or parasitic insects, mites and other organisms as part of biological control
  - nutrient additives
Assessment Requirements for AHCPER320 Manage plant pests, diseases and disorders in a permaculture system

- crop rotation
- covers and netting
- BT (*Bacillus thuringiensis*) and other action-specific micro-organisms
- symptoms of disease and disorders in plants
- care needed to avoid transferring infections (such as through grafting and pruning practices)
- stages of development of pest organisms and signs of pest presence on plants and animals
- planting for insectivorous birds, lizards, frogs and microbats
- fungal, bacterial and viral infestations and their symptoms
- disease vectors and plants that harbor them
- companion planting
- succession planting

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER321 Demonstrate permaculture practices to small groups of learners

Modification History

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Application

This unit of competency describes the skills and knowledge required to demonstrate permaculture practices to small groups of learners. Demonstration of techniques related to animals, plants, structures, energy, resources and community development are covered in a non-threatening and experiential setting. It is intended for school teachers and those who demonstrate permaculture skills to small groups of learners in different situations and contexts.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify audience for demonstration | 1.1 Identify characteristics of audience to cater to their needs  
1.2 Confirm numbers and, if possible, names of individuals  
1.3 Identify time allowed for demonstration  
1.4 Identify location and facilities where demonstration will take place |
| 2. Identify topic for demonstration | 2.1 Identify topic/s for demonstration  
2.2 Research topic/s and clarify best demonstration location and facilities  
2.3 Develop order of demonstration, from patterns to details |
| 3. Develop demonstration methods and resources | 3.1 Develop participatory planning activities for the sessions  
3.2 Develop participatory learning activities for each topic  
3.3 Prepare materials and equipment, including enough of everything for the audience size  
3.4 Develop review and revision activities for longer sessions  
3.5 Confirm all materials, tools and equipment is present and in working order, including safety equipment for the demonstration |
| 4. Conduct demonstration | 4.1 Conduct a site and safety briefing  
4.2 Conduct a group introduction session for names and stories of participants  
4.3 Clarify the planning of sessions for the participants  
4.4 Clarify each learning activity and then conduct it  
4.5 Conduct review and revision activities as required  
4.6 Close the session and clean up in a participatory way that includes session participants |
| 5. Take feed-back from audience | 5.1 Conduct a review of the demonstration/s  
5.2 Collect feed-back information and address any issues identified  
5.3 Use feed-back in future demonstration planning |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

New unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER321 Demonstrate permaculture practices to small groups of learners

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify audience for demonstration
- identify topic/s for demonstration
- prepare resources for demonstration
- conduct demonstration
- collect and use feedback to address immediate issues or for future demonstration planning

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and ethics
- Permaculture practices, such as:
  - minimising effort for maximum effect
  - multiple uses for each element in the system
  - using more than one way to provide important functions
  - re-using and valuing resources and energy
  - encouraging productivity of a permaculture system
  - seeing solutions, not problems
  - using vertical space and other edges and connections
  - preventing waste and loss of resources from a permaculture system
- participatory planning and learning activities for topics such as:
  - methods of design
  - pattern understanding and integrated systems
Assessment Requirements for AHCPER321 Demonstrate permaculture practices to small groups of learners

- animal and plant species selection methods
- ecological principles
- climatic and geological influences
- water in the system
- soils
- earthworks for capturing nutrients
- permaculture structures and features
- different appropriate technologies that can be used
- resource use and reuse
- energy

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate III (or higher) in Permaculture. Completion of a Permaculture Design Course (PDC) is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER401 Provide advice on permaculture principles and practices

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Application

This unit of competency describes the skills and knowledge required to provide advice on permaculture principles and practices. It requires knowledge of permaculture principles and practices. It also requires skills in identifying client needs and requirements, providing advice on permaculture practices and in researching and relating detailed permaculture information and advice to clients.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<td>essential outcomes.</td>
<td>demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Identify client requirements for advice           | 1.1 Initiate contact with the client to determine the scope and type of the permaculture advice required  
|                                                      | 1.2 Clarify the needs and requirements of the client                                 |
|                                                      | 1.3 Determine client’s resources                                                      |
|                                                      | 1.4 Determine the needs and potential of the site or project                         |
| 2. Provide information on permaculture               | 2.1 Provide the client with a written brief outlining the requirements for advice     |
|                                                      | 2.2 Supply the client with information on permaculture design principles and practices |
|                                                      | 2.3 Respond to client requests for clarification or expansion of information          |
|                                                      | 2.4 Outline relevant literature on permaculture and other sources of information to client |
|                                                      | 2.5 Record information given to the client                                          |
| 3. Undertake permaculture research                   | 3.1 Research specific applications of permaculture principles and practices related to client needs and requirements |
|                                                      | 3.2 Determine research strategies and sources                                         |
|                                                      | 3.3 Research and investigate latest developments in permaculture principles and practices |
| 4. Provide advice on permaculture principles and practices | 4.1 Prepare advisory documentation or presentation based on the client brief           |
|                                                      | 4.2 Explain contents of advisory documentation to the client                         |
|                                                      | 4.3 Include a statement of limitations of advice                                     |
|                                                      | 4.4 Respond to client requests for clarification or expansion of permaculture principles and practices |
|                                                      | 4.5 Take feedback from client                                                        |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD124PPP01B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER401 Provide advice on permaculture principles and practices

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify client needs and requirements for information and advice
- propose a selection of permaculture practices and strategies that best suit the needs and resources of the client and the potential of the site
- provide information on permaculture principles
- provide advice on permaculture practices and strategies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles of permaculture based on 12 principles in David Holmgren *Principles and Pathways Beyond Sustainability* and the work of Mollison and Slay
- ethics of permaculture: care for the earth, care for all people, fair share of surpluses, setting limits to biophysical growth (population, resource use and waste)
- permaculture practices and strategies, such as
  - personal, household, community and bioregional strategies
  - sustainable agriculture, horticulture, aquaculture and organic gardening
  - economic alternatives that support sustainable living
  - low energy and low embodied energy building and manufacturing
  - appropriate technology
  - restoration ecology and maintenance of biodiversity
  - sustainable community development, bioregional development and relocalisation
  - Reuse and return of products in manufacturing cycle and waste utilisation, waste water, grey water, sewage and resource treatment for re-use and recycling
Assessment Requirements for AHPERE401 Provide advice on permaculture principles and practices
Date this document was generated: 18 March 2019

- Sustainability education
- elements of permaculture systems
- functions of permaculture systems
- permaculture design techniques
- innovation in plant, animal and technology selection, use and performance
- recent practice in bioregional community development and local energy descent planning
- client communication techniques, record keeping and listening techniques
- preparation of reports and presentations for clients
- uses of Statements of Limitation in the giving of advice

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER402 Design a rural permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to design a rural permaculture system. It requires the ability to negotiate with clients to develop a permaculture design brief, undertake a site analysis, develop design concepts and produce final design documentation.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Permaculture (PER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Develop a design brief for a rural permaculture system | 1.1 Initiate or respond to contact with the client  
1.2 Consult with the client to establish purpose, needs and requirements of design  
1.3 Develop a design brief in consultation  
1.4 Negotiate cost structures and timelines |
| 2. Undertake design analysis | 2.1 Obtain existing maps, geospatial data and aerial photographs of property  
2.2 Survey area included in Zones 1, 2 and 3 using suitable survey tools and equipment  
2.3 Prepare a base plan  
2.4 Record site assessment data on the base plan  
2.5 Carry out bioregional analysis of the site  
2.6 Carry out research into potential permaculture design elements  
2.7 Choose permaculture design elements  
2.8 Revise brief with client in relation to completed research and analysis |
| 3. Prepare a design concept | 3.1 Evaluate and determine a permaculture system concept  
3.2 Prepare conceptual design drawings to illustrate conceptual themes and patterns informing the location and layout of proposed design elements  
3.3 Develop and compile a bill of quantities  
3.4 Prepare a list of plant and animal species and varieties suitable for the chosen concept  
3.5 Prepare a preliminary budget for the conceptual design  
3.6 Present the concept plan in a graphic style  
3.7 Consult the client and agree on options and approaches for design development  
3.8 Review and revise concepts, elements and the design brief after taking feedback from the client |
| 4. Produce final design | 4.1 Design the rural permaculture system in accordance with the design brief, research, analysis, chosen elements and concepts  
4.2 Produce detailed rural permaculture design documents  
4.3 Present design plans, drawings and documents to the client  
4.4 Take feedback from the client and revise or modify the design as required |
Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD124DES02B.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER402 Design a rural permaculture system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a design brief for a rural permaculture system
- draw permaculture and landscape plans
- identify rural permaculture design solutions
- develop permaculture system concepts
- develop planting schedules, budget and bills of quantity
- develop a final design
- present design to client

Knowledge Evidence

The candidate must demonstrate knowledge of:

- elements of rural permaculture design
  - representation of up to 5 zones
  - detailed representation of Zones 1 to 3
  - sector analysis
  - bioregional analysis
  - superimposing of design over commercial aerial photograph or other geospatial representation
- principles of permaculture
- strategies in rural permaculture design, such as:
  - land shaping including contour ploughing, swaling, keyline dam systems, berms and terraces
  - integrated plant and animal systems that suit the bioregion and the land
• natural system preservation and incorporation into overall design
• soil and water preservation
• forest ecology and recharge plantings for maximum water and nutrient cycling
• innovative agricultural systems such as cell grazing, inter-cropping, commons and food forests
• preservation of old and rare breeds of animals
• biodiversity and habitat preservation and enhancement strategies
• design brief
  • statement of scope of design
  • statement of client needs and requirements
  • listing of project elements
  • listing of assessable tasks
  • options for dealing with client needs and requirements
• design analysis and research
  • investigation of permaculture books and publications, online material, audio and video material, maps, plans, charts and tables
  • searches in libraries and databases
  • viewing maps
  • searching geospatial data
  • talking to people in the local area or neighbours
• plan interpretation and map reading
• site analysis
  • initial on-site estimations of soil type, pH, texture
  • topography
  • aspect
  • zone and sectors planning
  • existing vegetation
  • climatic factors
  • indicator species or other landscape-reading notes
• site surveying methods and tools
  • surveying instruments for taking vertical measurements on site
  • surveying instruments for measuring angles on site
  • surveying instruments for measuring distance and horizontal measurements on site
• design concept, such as:
  • preliminary conceptual sketches
  • bubble diagrams
  • preliminary plan, section and elevation design drawings
  • use of design drawing and drafting conventions
  • presentable and legible design drawings for client use
• rural permaculture design
• integration of brief requirements, analytical information and conceptual planning
• rational justification for placement of design elements
• integration of elements to produce an efficient and functional rural permaculture system
• conventional design symbols and those to convey permaculture elements
• design drafting and drawing conventions
• plant and animal selection
• final design
  • rendered plan, elevation and section drawings to scale
  • use of design drawing and drafting conventions
  • use of consistent graphic style
  • supporting legends and keys of elements
  • supporting materials lists, tables, bills of quantity, timelines, installation plans and management plans
  • construction detail drawings
• methods of design
  • zone and sector planning
  • slope planning
  • patterns in space and time

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER403 Design an urban permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to design an urban system. It requires the ability to negotiate with clients to develop a permaculture design brief, undertake site analysis, develop design concepts and produce final design documentation.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Develop a design brief for an urban permaculture system</td>
<td>1.1 Initiate or respond to contact with the client when appropriate</td>
</tr>
<tr>
<td></td>
<td>1.2 Consult with the client to establish purpose, needs and requirements of design</td>
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<tr>
<td></td>
<td>1.3 Develop a design brief for an urban permaculture system in consultation with the client</td>
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<td>1.4 Negotiate cost structures and timelines with the client</td>
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<tr>
<td>2. Undertake design analysis</td>
<td>2.1 Obtain existing maps, geospatial data and aerial photographs of property</td>
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<td></td>
<td>2.2 Survey area included in Zones 1 and (if present) 2 to provide information not on existing maps using suitable survey tools and equipment</td>
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<td>2.3 Prepare a site plan</td>
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<td>2.4 Record site assessment on the site plan</td>
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<td>2.5 Undertake bioregional analysis of the site</td>
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<td>2.6 Undertake research of potential permaculture design elements</td>
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<td>2.7 Choose appropriate permaculture design elements</td>
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<tr>
<td></td>
<td>2.8 Revise brief with client using completed research and analysis</td>
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<tr>
<td>3. Prepare a design concept</td>
<td>3.1 Determine an appropriate permaculture system concept</td>
</tr>
<tr>
<td></td>
<td>3.2 Prepare conceptual design drawings to illustrate conceptual themes and patterns informing the location and layout of proposed design elements</td>
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<td>3.3 Compile a bill of quantities</td>
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<td>3.4 Prepare a list of plant and animal species and varieties suitable for the chosen concept</td>
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<td>3.5 Prepare a preliminary budget for conceptual design</td>
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<td>3.6 Present the concept plan in a consistent graphic style</td>
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<td>3.7 Consult the client and agree on options and approaches for design development</td>
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<td></td>
<td>3.8 Review and revise concepts, elements and the design brief after taking feedback from client</td>
</tr>
<tr>
<td>4. Produce final design</td>
<td>4.1 Design an urban permaculture system based on the design brief, research, analysis, chosen elements and concepts</td>
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<tr>
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<td>4.2 Produce detailed urban permaculture design documents</td>
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<td>4.3 Present design plans, drawings and documents to the client</td>
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<td>4.4 Take feedback from the client and revise or modify design as required</td>
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</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - equivalent to QLD124DES03B.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE403 Design an urban permaculture system

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- draw permaculture and landscape plans
- identify urban permaculture design solutions
- analyse zones and sectors of site
- develop design concepts
- develop detail and construction drawings
- develop planting schedules, budget and bill of quantities
- develop a final design
- present a design to a client

Knowledge Evidence

The candidate must demonstrate knowledge of:

- elements of urban permaculture design
  - Zones 1 and 2, as the furthest areas represented on the plan (otherwise it is a rural design)
  - needs supplied by other zones, even if they are supplied off site
  - sector analysis
  - bioregional analysis
  - design which may utilise existing architects’ drawings or local maps and plans
- principles of permaculture
- strategies in urban permaculture design
- edible landscapes and aesthetics in design
- public landscapes and community garden design
• design brief
  • statement of scope of design
  • statement of client needs and requirements
  • list of project elements
  • list of assessable tasks
  • options for dealing with client needs and requirements
• design analysis and research techniques
• plan interpretation and map reading
• site analysis
  • onsite measurement of site boundaries
  • mapping of boundaries to scale to a plan drawing
  • mapping of contour lines to a scale plan drawing
  • measurement and location of existing infrastructure and features on site
  • mapping of existing infrastructure and features to a scale plan drawing
  • measuring and plotting location of services (power, water, sewer, gas)
  • measuring and plotting location of meters or access points
• surveying methods and tools
  • surveying instruments for taking vertical measurements on site
  • surveying instruments for measuring angles on site
  • surveying instruments for measuring distance and horizontal measurements on site
• design concepts
  • preliminary conceptual sketches
  • bubble diagrams
  • preliminary plans, sections and elevation design drawings
  • use of design drawing and drafting conventions
• presentable and legible design drawings for client use, such as:
  • domestic systems for urban and suburban properties
  • rooftop, balcony and courtyard gardens
  • public landscapes such as streets, parks, car parks, commercial premises, industrial estates and community centres
  • school gardens and learnscapes
  • community gardens and city farms
  • Community Supported Agriculture systems, urban market gardens and peri-urban small holdings
  • urban forestry
• conventional design symbols and those to convey permaculture elements
• design drafting and drawing conventions
• plant and animal selection
• final design
  • rendered plan, elevation and section drawings to scale
Assessment Requirements for AHCPER403 Design an urban permaculture system

- use of design drawing and drafting conventions
- use of consistent graphic style
- supporting legends and keys of elements
- supporting materials lists, tables, bills of quantity, timelines, installation plans and management plans
- construction detail drawing
- methods of design
  - zone and sector planning
  - slope planning
  - patterns in space and time

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also hold a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER404 Plan and implement permaculture works

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and implement permaculture works through preliminary planning, scope of works, work health and safety policies and procedures, equipment and materials, works schedules, specifications and environmental impacts. Activities also include organising and directing works implementation.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<td>essential outcomes.</td>
<td>demonstrate achievement of the element.</td>
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</table>
| 1. Prepare for permaculture works | 1.1 Confirm and verify client preferences and contract requirements  
1.2 Verify scope of works  
1.3 Verify specific statutory obligations  
1.4 Conduct a site visit to confirm details of permaculture works plan  
1.5 Identify safety hazards and work health and safety obligations associated with the permaculture works  
1.6 Verify the availability, quantity and costs of plants and other materials listed in the project schedules  
1.7 Verify resources and tools and equipment required for permaculture works  
1.8 Confirm availability with suppliers, contractors and appropriate personnel  
1.9 Verify site access and establishment issues and follow plan for environmental impacts |
| 2. Follow a permaculture works plan | 2.1 Follow safety plan for permaculture works  
2.2 List tools and materials required, including amounts and their sources  
2.3 Follow the staged program of works to provide a sequential allocation of material resources and works tasks with specifications to meet determined project timelines  
2.4 Determine the establishment period and maintenance period of works  
2.5 Incorporate seasonal factors and impacts in the staging strategy to allow for planting supply and care, wet day access, machinery use, fire hazards and establishment period |
| 3. Implement the permaculture works | 3.1 Take delivery of materials and equipment  
3.2 Assemble human resources on site and allocate team leaders  
3.3 Undertake works briefing and safety briefing  
3.4 Supervise permaculture works  
3.5 Complete permaculture works according to the permaculture works plan |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD124BU104B

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R404 Plan and implement permaculture works

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- write reports for supervisors, clients and contractors
- assess a site for opportunities and constraints associated with implementation of permaculture works
- implement a staged permaculture works plan
- determine tools and equipment required
- calculate amounts of materials required

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices
- permaculture works, such as
  - implementing permaculture designs
  - following a permaculture works plan as part of a permaculture project
  - constructing permaculture structures and features
  - implementing permaculture earthworks
- practical understanding of the environmental issues associated with undertaking permaculture works, such as:
  - use of materials that come from sustainable sources
  - duty of care in conserving site’s natural values
  - work practices
  - the use and movement of machinery, storage of materials, removal of weeds and movement of soil and other materials into, across and beyond the site
• principles of ecology, including specific plant and animal relationships and habitat requirements
• statutory compliance and obligations, such as:
  • compliance with legislation, ordinances, regulations or bylaws relating to the works or the work site
  • Site responsibilities include OHS, industrial relations and equal opportunity and employment
• site evaluation techniques including methods of analysing soils, waterways and their condition
• practical understanding of the advantages and disadvantages of a range of permaculture procedures
• selection and use of appropriate combinations of machinery and tools
• work health and safety hazards associated with undertaking permaculture works and the controls necessary to remove or minimise risks associated with them
• contract documentation including specifications, plans of permaculture works, services, supplies and surveyors documents
• scope of works determination
• works’ breakdown into tasks
• scheduling and time line generation
• task specifications and evaluation

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER405 Select appropriate technology for a permaculture system

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Application

This unit of competency describes the skills and knowledge required to select appropriate technologies for permaculture systems. It includes identification, research, evaluation, selection and communication of sustainable technology for permaculture applications.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
| 1. Investigate appropriate technology for permaculture systems | 1.1 Review design needs and requirements for potential applications of appropriate technology  
1.2 Identify relevant sources and locations of information on appropriate technology  
1.3 Determine required scale of appropriate technology  
1.4 Identify permaculture principles and practices relevant to the appropriate technology |
| 2. Research appropriate technology for permaculture systems | 2.1 Research potential appropriate technology options for the project  
2.2 Determine unique characteristics of different appropriate technology options  
2.3 Research applications of alternative technologies  
2.4 Research requirements for integrating new technology with existing permaculture systems  
2.5 Determine capital cost of installation  
2.6 Determine training and maintenance required for operation of the different options |
| 3. Evaluate appropriate technology for permaculture systems | 3.1 Evaluate potential for integrating new appropriate technologies in the permaculture system design  
3.2 Compare potential alternative technologies against cost and efficiency criteria  
3.3 Evaluate risks and obstacles of potential appropriate technology options |
| 4. Select appropriate technology for permaculture systems | 4.1 Select suitable appropriate technology for the design use  
4.2 Determine availability of appropriate technology  
4.3 Confirm cost and mode of delivery |
| 5. Communicate appropriate technology for permaculture systems | 5.1 Report on research, evaluation and selection of appropriate technology  
5.2 Communicate location and detail of selected appropriate technology option on the permaculture design using appropriate drafting and drawing techniques  
5.3 Explain appropriate technology and reason for selection to client |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD124BUI05B.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER405 Select appropriate technology for a permaculture system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- investigate appropriate technologies for permaculture systems
- evaluate permaculture systems capabilities in relation to the use of new technologies
- evaluate suitability of new technology solutions to the permaculture application
- communicate information and options

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and ethics
- appropriate technologies, such as:
  - technologies involving solar, wind, wood, biomass and water driven equipment for generating power, performing pumping duties, heating hot water and biochar production
  - alternative and resource conserving technologies such as rainwater collection, waste water treatment, composting toilets, cooking stoves, cob ovens, space heating and cooling, household appliances, pedal-powered appliances, enterprise plant and equipment
  - building technology such as natural and resource conserving building materials and techniques including passive solar design strategies and features
  - tools and implements employed in gardening and farming operations such as electric fencing, hand vs. power tools, shredders, mulching machines and use of animal power
- lifestyle choices and behavioural adjustments to conserve energy and resources to meet sustainability objectives
• smaller scale and lower cost solutions such as maintaining and riding a bicycle, using a refillable pen, using a razor with replaceable blades and substituting other non-disposable items where disposables are normally used
• low energy devices
• ingenuity applied to complex problems to develop simple solutions such as solar powered street lighting
• criteria for determining appropriateness of energy and resource conservation technologies
• principles of passive solar design, embodied energy and carbon emission reduction
• innovations in energy and resource conservation technologies
• role of appropriate technology in energy descent planning and greenhouse gas emission reduction
• types of appropriate technology systems commonly available and applied to the design of energy and resource conscious houses, farms, offices and community projects
• the benefits from combining a number of different appropriate technologies and the limitations of each different technology
• design of systems integrating appropriate technologies

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER406 Identify and analyse bioregional characteristics and resources

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Application

This unit of competency describes the skills and knowledge required to research, extract and provide information on bioregional characteristics and resources. It requires the ability to process a request for information on bioregional characteristics and resources, identify information sources, organise self and others, ensure information meets request, prepare and finalise reports.

For indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
Elements and Performance Criteria

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| 1. Identify sources of information on bioregional characteristics and resources | 1.1 Identify the need, or respond to a request, for bioregional analysis  
1.2 Research relevant sources and locations of information about the bioregion  
1.3 Access identified sources and information |
| 2. Organise self or others to obtain information on bioregional characteristics and resources | 2.1 Locate information relevant to the particular request  
2.2 Coordinate and monitor team work to obtain required information  
2.3 Discuss resolutions to problems accessing information with designated person and implement where appropriate |
| 3. Ensure information meets request | 3.1 Assess information for its validity and reliability  
3.2 Seek clarification and assistance from client group or individual where information is unclear or difficult to understand  
3.3 Obtain additional information where available information is inadequate  
3.4 Combine different types of information where appropriate, to provide a response to the request |
| 4. Report on bioregional analysis | 4.1 Develop a report format, plan and structure  
4.2 Compile report using clear and concise language, and edit as appropriate  
4.3 Produce report in format required by client |
| 5. Finalise reporting process | 5.1 Arrange to review and sign off on report with designated person where required  
5.2 Present report to community group or client  
5.3 Make a record of report |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD124BIO06C.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER406 Identify and analyse bioregional characteristics and resources

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify sources of information on bioregional characteristics and resources
- organise self or others to extract information on bioregional characteristics and resources
- ensure information meets requests
- employ appropriate media to present a report
- prepare, finalise and present a report

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and ethics
- bioregional characteristics and resources, such as:
  - a bioregion as a land and water territory whose limits are defined not by political boundaries, but by the geographical limits of human communities and ecological systems
  - a town or a segment of a city as typical as the main node of a bioregion, as was the pattern of most settlement and economic development until the 20th century
  - water catchment as one of the key identifiers of the bioregion, with the water catchment, storage, use/treatment of effluent and the water quality of rivers and creeks as essential to permaculture design
  - The Ecological Vegetation Class (EVC) of the area or the population of endemic species, as well as the suitability of any other species to grow or breed in the area
  - history, social make-up, land use and population information that go towards understanding an area
Assessment Requirements for AHCPER406 Identify and analyse bioregional characteristics and resources

- bioregional resources, including the human and social capital or culture of an area, its capacity to produce its own needs and supply surplus to others and its resilience in responding to change or catastrophe
- the natural (biophysical), built, social and cultural elements of the area, including water supply and catchment management systems, transport systems, local exchange trading systems (LETS) and cooperatives, food supply systems, fuel and fibre supply systems
- data held by local councils, community groups, historical societies, individuals and organisations that adds value to a study of the bioregion
- the following bioregional issues: transition initiatives, local food and water security and bioregional self-reliance regarding other components of daily life from local sources as opposed to importing basic needs from long distances at a high cost to the environment
- embodied energy, including how to measure it and compare it with energy output over the life of the item, and consideration of the waste disposal of an item as part of its energy ‘cost’
- types of information sources
- methods and means of accessing data
- methods of presenting and formatting information
- means of validating information

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER407 Design harvesting and storage systems for permaculture products

Modification History

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Application

This unit of competency describes the skills and knowledge required to design harvesting and storage systems for products to meet year round supply of fresh and stored produce. It requires the ability to determine harvesting and storage system requirements, identify requirements for maintaining optimum condition of permaculture products and preparing a harvesting and storage plan.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<tr>
<td>1. Determine harvesting and storage system requirements</td>
<td>1.1 Define the range and type of permaculture products to be harvested and stored and negotiate needs and budgets with client</td>
</tr>
<tr>
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<td>1.2 Determine seasonal requirements for products</td>
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<td>1.3 Define optimum harvesting, processing and storage techniques for the products</td>
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<td>1.4 Determine opportunities and constraints in respect to site location, cost and layout of storage facilities</td>
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<tr>
<td>2. Identify requirements for maintaining optimum condition of permaculture products</td>
<td>2.1 Carry out research to determine maintenance requirements of products</td>
</tr>
<tr>
<td></td>
<td>2.2 Describe treatment requirements for products</td>
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<td></td>
<td>2.3 Determine appropriate preservation techniques and processes for products</td>
</tr>
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<td></td>
<td>2.4 Describe preparation requirements for storage of products</td>
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<tr>
<td>3. Prepare harvesting and storage plan</td>
<td>3.1 Describe growing and harvesting schedule and quantities in the harvest and storage plan</td>
</tr>
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<td>3.2 Set out layout of storage area in the harvest and storage plan</td>
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<td>3.3 Record the requirements for treatment, preparation and preservation of products in the harvest and storage plan</td>
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<tr>
<td>4. Complete plan for harvesting and storage system</td>
<td>4.1 Evaluate training needs for the harvesting and storage system</td>
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<td>4.2 Present the harvesting and storage system plan to client or team</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD124RES07B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER407 Design harvesting and storage systems for permaculture products

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine harvesting, post-harvest and storage system requirements
- identify requirements for maintaining optimum condition of products from a permaculture system
- prepare a harvesting and storage plan
- communicate harvesting and storage plan to clients and others

Knowledge Evidence

The candidate must demonstrate knowledge of:

- products from a permaculture system commonly harvested and stored, such as:
  - vegetables where the whole plant is harvested
  - vegetables where part of the plant is harvested
  - perennial plants where fruit/nuts are harvested
  - forests where timber, fuel and fibre crops are selectively removed
  - forests where a range of other medicinal and craft crops are harvested
  - harvest from wild systems (e.g. fruit, nuts, fungi and seeds), where a clear abundance of product has been identified
  - animal products such as eggs, feathers, hides, bone, milk and meat
  - Products may also include those derived from insects (such as honey)
  - fish (such as roe), and other organisms, such as fungi, algae and moss
- design systems for meeting year-round supplies of fresh and stored produce, such as:
  - growing requirements and crop regulation strategies calendar or seasonal chart with planting times of crops
• selection of early, mid- and late season varieties to extend harvest
• number of plants and area to be planted
• crop regulation and maintenance program involving tipping, mounding, thinning, staking
• sequential planting and/or harvesting schedules
• climatic conditions for harvesting crop such as appropriate time of day
• harvest and post-harvest factors influencing plant metabolism and quality
• post-harvest treatment and preparation techniques, such as:
  • flow chart of harvest, treatment, preservation and storage process
  • harvest and post-harvest treatment timelines and schedules
  • design or plans of processing and storage area
  • design of processing technology or equipment such as solar food dryer
  • lists of materials, tools, equipment and ingredients
  • manuals and operating instructions for equipment
  • recipes and instructions
  • anticipated shelf-life of product
  • labelling and recording systems
  • work health and safety, food safety, hygiene and other relevant enterprise and work practices
• preservation methods and processes for products from a permaculture system, such as:
  • drying and dehydrating
  • bottling
  • cheese-making
  • extraction (honey, cold-pressed and distilled oils)
  • culturing or fermenting
  • preserving with vinegar, oil, brine, sugar, salt and other natural agents
  • air exclusion (sealing with fats, wax, vacuum seal)
  • cellaring and root-cellaring
  • other processes that use minimal fossil fuel energy while maintaining the integrity of the harvested crop
• technologies used in crop processing, treatment, preservation and storage systems
• design of storage areas, such as:
  • buildings such as sheds
  • cupboards
  • shelving and racks
  • work benches
  • store rooms
  • pantry
  • cool store
  • cellar
• root cellar
• bins and containers
• developing planting and harvesting schedules for products from a permaculture system
• identifying training needs for harvest and storage workers, such as:
  • work health and safety, and other relevant enterprise and work practices
  • food safety and hygiene standards
  • appropriate clothing and personal protective equipment (PPE)
  • harvest and post-harvest handling, processing and storage practices
  • food preserving techniques
  • operation and maintenance of tools and equipment
  • reporting, recording and labelling procedures
• preparing plans and reports
• food safety, health and hygiene requirements for preservation and storage of products for human consumption

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER408 Implement and monitor animal health and welfare programs for a permaculture system

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Application

This unit provides the skills and knowledge to implement and monitor animal health and welfare programs for a permaculture system. It requires the ability to provide information to clients and animal owners about animal welfare, facilitate the participation of others in complying with animal health and welfare guidelines, implement and monitor enterprise programs for animal care, deal with animal emergencies and maintain animal health records.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
## Elements and Performance Criteria

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| 1. Provide information about animal care in a permaculture system | 1.1 Accurately and clearly explain to the client relevant permaculture practices towards animal health and welfare  
1.2 Provide readily accessible information on animal care and maintenance and accurately and clearly explain this to clients and animal owners  
1.3 Regularly provide information about identified animal health and welfare requirements and accurately and clearly explain this to clients and animal owners |
| 2. Facilitate the participation of workers in animal care and maintenance in a permaculture system | 2.1 Follow the permaculture plan for animal care and maintenance  
2.2 Monitor animal health and welfare compliance with workers and others  
2.3 Ensure adequate resource allocation and monitor to ensure effective animal health and welfare programs continue |
| 3. Implement and monitor animal health and welfare procedures in a permaculture system | 3.1 Identify and report existing and potential hazards to animal health and welfare so that effective remedial measures are implemented  
3.2 Carry out animal health and welfare induction and training for workers and others  
3.3 Establish strategies to maintain routines for animal health and welfare in the permaculture system  
3.4 Monitor the procedures for animal health and welfare implemented by workers and others, to ensure consistency and adherence to the permaculture plan |
| 4. Implement workplace procedures for dealing with animal health and welfare emergencies | 4.1 Implement workplace procedures for dealing with animal health and welfare emergencies where necessary to ensure that prompt and effective control action is taken  
4.2 Report animal health and welfare emergencies in accordance with established procedures  
4.3 Implement measures to prevent recurrence and minimise risk of animal health and welfare emergencies |
| 5. Implement and monitor enterprise procedures for maintaining animal health and welfare records | 5.1 Complete animal health and welfare records accurately and legibly in accordance with permaculture procedures and legislative requirements  
5.2 Identify potential hazards to animal health and welfare by using aggregate information from animal health and welfare records  
5.3 Provide regular training to workers and others so that records are understood and used for the health and welfare of animals |
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD124IPA08B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER408 Implement and monitor animal health and welfare programs for a permaculture system

Modification History

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<td>AHCv1.0</td>
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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- provide information to clients, workers or animal owners about animal health and welfare
- implement animal health and welfare procedures
- monitor animal health and welfare procedures performed by others
- maintain animal health and welfare records
- provide training in understanding and using records for the health and welfare of animals in a permaculture system

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles, ethics and practices relating to integrated animal systems, such as:
  - minimising effort for maximum effect
  - multiple uses for each element in the system
  - using more than one way to provide important functions
  - re-using and valuing resources and energy
  - animal welfare and freedom from cruelty as part of care for the earth
  - encouraging productivity of the system
  - seeing solutions not problems
  - preventing waste and loss of resources from the system
- animal health and welfare requirements, practices and procedures, such as:
  - maintenance of animal housing, enclosures and fencing, covering hygiene and welfare
• ensuring availability of suitable forage, fodder and supplementary feedstuffs, and adjusting stocking rates, ranging and rotation schedules to suit
• Coordinating the following integration of animal ranging and maintenance with plant production systems: ranging in orchard to manure trees, reducing weeds, controlling pests, eating windfall fruit, tracting systems, composting manures and housing litter and maintaining firebreaks
• researching, assessing, implementing and monitoring supplementary stock feed requirements, feeding quantities and schedules
• researching and applying organic alternatives for treating stock in compliance with organic certification authorities, which may include herbal and homoeopathic treatments, mineral and vitamin supplements and permitted medications
• developing appropriate handling procedures to reduce stress
• harvesting, sourcing and handling the following useable products: milking, collecting eggs
• providing range areas for shade and shelter from climatic extremes through appropriate planting, including forage and fodder plants.
• equipment, including feeders and waterers, and back-up systems and alarms in case of equipment failure.
• lighting
• ventilation including fresh air, dust filters, humidity, and noxious gases.
• temperature, including cooling and heating, extreme weather conditions
• protection from predators, vermin, fires and floods.
• food with diet containing adequate nutrients
• water, including sufficient drinkable water to meet livestock requirements and monitoring water quality.
• health and distress, with signs of ill-health or distress in animals (as evidenced by behavioural changes) including reduced food and water intake, reduced production, changes in the nature and level of their activity, abnormal condition or changed physical features.
• prevention of infectious disease and internal and external parasitism.
• transport of growing and adult livestock
• animal physiology
• animal emergencies, such as:
  • injury
  • disease
  • failure of feeding or watering systems
  • poisoning
  • tick fever
  • birthing difficulties
  • escapement from housing or enclosures
  • predator attack
  • natural disasters such as bushfire, flooding, severe storm, other extreme weather event
• relevant animal welfare legislation and codes of practice
• animal health and welfare records, such as:
  • farm livestock records
  • daily harvest/yield records (eggs, milk)
  • feeding schedules and rosters
  • rotation schedules and successional grazing regimes
  • accident and emergency reports
  • entries into data base or other management software
  • worker records and reports
  • emergency reports
  • animal morbidity
  • work procedures and practices
  • seasonal factors and weather records
  • questioning client and/or workers
  • observations from inspecting animal systems
  • operational practices such as bedding change rotation, cell grazing, alternating flocks
• industry animal health requirements
• legislative requirements, such as:
  • compliance with council ordinances
  • planning approval
  • licence from government agency
  • animal welfare legislation
  • workplace legislation and awards

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER409 Manage a permaculture seed bank

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage a permaculture seed bank. It requires the ability to plan seed collection, implement seed collection and maintain a seed collection in storage. Managing a permaculture seed bank requires knowledge of plant biology, handling and extraction of seed, treatment and documentation, collecting ethics, protocols and legislative parameters and storage techniques.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<tr>
<td>essential outcomes</td>
<td>demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Plan seed collection for a permaculture seed bank | 1.1 Analyse requirements for seed collecting, and interpret them for required seed characteristics and implementation issues  
1.2 Identify opportunities for seed collection from field observation and liaison with other specialists in this field  
1.3 Identify and mark on a plan suitable areas and plants for seed collection  
1.4 Select method of seed collection appropriate to the geography of the local area, size and type of plants and available resources  
1.5 Determine and document quantity of seed to be collected from each provenance  
1.6 Liaise with relevant authorities or owners and seek approvals where required |
| 2. Implement seed collection program | 2.1 Coordinate and schedule people, materials and equipment required by the seed collection program  
2.2 Identify and obtain any permits and approvals required for the seed collection  
2.3 Identify the seed and complete the required documentation |
| 3. Maintain a seed collection | 3.1 Check the quantity, quality and provenances of the collected seed  
3.2 Check and monitor the health of seed collected and take remedial action where required  
3.3 Control pests and conditions detrimental to seed health  
3.4 Dispose appropriately of seeds that are non-viable owing to age or pest attack  
3.5 Supply true to type and appropriately labelled seed to others  
3.6 Record up to date details of seeds held in storage |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD124RES09B. 
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER409 Manage a permaculture seed bank

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan seed collection
- implement a seed collection program
- maintain a seed collection

Knowledge Evidence

The candidate must demonstrate knowledge of:

- flowering biology of the target species
- biological signs which indicate that the seed crop is ready to be collected
- seed banks, such as:
  - community seed banks and networks
  - private seed collections
  - organic food production enterprises such as market gardens
  - community supported agriculture seed sources
  - community garden and city farm seed banks
  - supply of vegetative propagation for perennial plants
  - heritage and non-hybrid seed distributors
  - heritage and non-hybrid seed producers
  - permaculture plant and seed nurseries
  - community seed swaps
- methods of seed collection, such as:
  - hand-picking seeds or seed capsules
harvesting whole plant
- collecting and ripening fruit
- collecting after felling
- using ladders
- climbing
- shaking
- high-powered rifles (licensed operators only)
- elevated platforms
- extraction of the seed from the collected material
- handling of the seed crop after picking
- storage of seed, such as:
  - bags or envelopes
  - appropriate containers
  - cool, dry location
  - dehumidifying agents (silica gel, wood ash)
  - oxygen exclusion techniques
  - freezer or refrigerator
  - pest deterrent mechanisms
  - light exclusion mechanisms
- documentation of the extracted seed, such as:
  - information on provenance
  - botanical name: family, genus, species, variety and/or cultivar
  - common names
  - brief plant description
  - identity of collector
  - date collected or use by date
  - quantity (by weight or number of seeds)
  - viability test results
  - organic certification of grower
  - growing instructions such as recommended season and spacing
- provenances of seed, such as:
  - location and growing conditions of parent plant
  - sub-catchment identification of seed from endemic native plant populations
  - species and/or varieties adapted to local conditions
- collecting ethics, protocols and legislative parameters, such as:
  - limits on quantity allowed for collection
  - limits on time period for collection
  - particular use or destination for seed
  - indigenous plant regulatory conditions
Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER410 Recommend approaches for sustainable community and bioregional development

Modification History

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Application

This unit of competency describes the skills and knowledge required to recommend approaches for sustainable community and bioregional development. It requires the ability to identify the potential for sustainable community and bioregional development, develop processes to consult and to communicate with stakeholders.

For indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
### Elements and Performance Criteria

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</tbody>
</table>
| 1. Identify potential for sustainable community and bioregional development | 1.1 Broadly scope opportunities and constraints for sustainable community and bioregional development  
1.2 Identify potential involvement of individual and group stakeholders  
1.3 Source information on the community and bioregion |
| 2. Develop processes to consult stakeholders | 2.1 Identify cultural protocols to ensure contacts with individuals and communities are successful  
2.2 Identify key people who may influence relationships  
2.3 Formulate steps to develop and maintain contacts with community groups  
2.4 Develop processes that are inclusive of an equitable involvement of various sections of the community and their perspectives  
2.5 Adjust processes and communication modes for culturally diverse groups |
| 3. Communicate potential and support for sustainable community and bioregional development | 3.1 Consult with community groups and individuals in development of options  
3.2 Discuss and evaluate options in consultation with community using agreed parameters  
3.3 Develop preferred option and communicate its implications to community stakeholders  
3.4 Facilitate links between individuals and community groups to ensure good community relationships and development of the program |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

New unit - equivalent to QLD124COM10B.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPR410 Recommend approaches for sustainable community and bioregional development

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify and modify procedures and processes
- write materials appropriate to audience
- identify cultural protocols
- consult with community groups

Knowledge Evidence

The candidate must demonstrate knowledge of:
- sustainable community and bioregional development, such as:
  - local food security initiatives
  - community gardens and city farms
  - climate action and energy descent initiatives
  - transition towns programs
  - community education and outreach
  - local economy and trade including complementary currencies
  - sustainable enterprise and business development
  - social wellbeing and welfare services
  - renewable energy production
  - landcare and environment programs
  - sustainable agriculture and land use
  - sustainable forestry and reforestation
• catchment and water resources management
• sustainable development and housing
• waste reduction and recycling
• principles governing sustainable community and bioregional development
• sources of relevant materials and verbal information
• cultural protocols and perspectives, such as:
  • beliefs, religion & taboos
  • world views (mythological, political, social, biological)
  • acceptable modes of communication/language
  • body language
  • concepts of family and community
  • community leadership
  • relationships between community members, ages and sexes
  • acceptable modes of dress
• relevant legislation and guidelines
• principles of equal opportunity and affirmative action
• community governance, financial systems, legal and health systems
• current relationships between culturally diverse groups in the area
• understanding of the role of various sections of the community in historical and relationship terms

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER411 Operate within a sustainable community and bioregional development program

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to operate within a sustainable community and bioregional development program. It requires knowledge of community energy descent planning, group dynamics, community and bioregional issues. It requires the ability to communicate with a diverse group of people and to think sympathetically and laterally to support change in the community.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Research the community and the bioregion | 1.1 Obtain information about the community by reading and discussion  
1.2 Obtain information about the bioregion and make connections between this and the community  
1.3 Listen sympathetically and think laterally to understand the issues that could affect the program |
| 2. Work within the community or bioregional development program | 2.1 Become familiar with issues being tackled by the program  
2.2 Become familiar with policies, procedures and strategies already adopted by the program  
2.3 Work collaboratively within the program guidelines to support or effect change as needed  
2.4 Communicate with all members of the community |
| 3. Participate in the growth of the community or bioregional development program | 3.1 Use permaculture design skills and lateral thinking processes to support ongoing development of the program  
3.2 Forge links with like-minded organisations and groups within the bioregion according to the energy descent action plan, or the policies of the program  
3.3 Maintain contacts and communications and solve conflicts in a spirit of cooperation and not competition  
3.4 Maintain records according to program guidelines |

**Foundation Skills**

_This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria._

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

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<th>Code and title previous version</th>
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<td>AHCPER411 Operate within a sustainable</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R411 Operate within a sustainable community and bioregional development program

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research a community and a bioregion
- work within an existing sustainable community or bioregional development program
- participate in ongoing development of the sustainable community or bioregional development program.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to sustainable community and bioregional development
- sustainable community and bioregional development programs, including:
  - Transition Towns group activities or programs
  - climate change programs
  - peak oil or peak resource programs
  - alternative economic systems, such as local exchange trading systems
  - environmental, water catchment and natural resource conservation projects
  - social and cultural programs
  - housing and community development programs
  - community supported agriculture, organic and sustainable primary production and consumer networks and programs
  - energy descent action planning
• local food and water security projects
• renewable energy and appropriate technology projects
• greenhouse emission reduction and sequestration projects
• community profile development
• community consultation and facilitation methodologies, including:
  • team and community building activities
  • community forums and discussion
  • open space events
  • cultural mapping processes
  • creative problem solving processes
  • visualisation and experiential processes
  • information gathering processes
• group dynamics and conflict resolution strategies.

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER412 Operate within a permaculture aid and development program

Modification History

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Application

This unit of competency describes the skills and knowledge required to operate within a permaculture aid and development program. It requires knowledge of aid organisations and issues, working with other cultures and communities, group dynamics and communications.

For indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Research the permaculture aid and development program</td>
<td>1.1 Obtain information about the program</td>
</tr>
<tr>
<td></td>
<td>1.2 Research the program, its community and bioregion</td>
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<tr>
<td></td>
<td>1.3 Research the living conditions, expectations and issues before becoming involved</td>
</tr>
<tr>
<td>2. Work within the permaculture aid and development program</td>
<td>2.1 Become familiar with the permaculture aid and development program</td>
</tr>
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<td>2.2 Ask questions and accept feedback from those already involved in the program</td>
</tr>
<tr>
<td></td>
<td>2.3 Contribute in a positive way and within the guidelines of the project</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure your own safety and the safety of others and do not take undue risks</td>
</tr>
<tr>
<td>3. Support the ongoing work of the permaculture aid and development program</td>
<td>3.1 Communicate effectively with others involved in the program</td>
</tr>
<tr>
<td></td>
<td>3.2 Support the aims and objectives of the program and help communicate these to others</td>
</tr>
<tr>
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<td>3.3 Work to undo misunderstandings about communities requiring aid and the project work involved</td>
</tr>
<tr>
<td></td>
<td>3.4 When leaving the program ensure that own involvement has been constructive</td>
</tr>
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</table>

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R412 Operate within a permaculture aid and development program

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research the permaculture aid and development program
- work within a permaculture aid and development program
- support ongoing development of the permaculture aid and development program

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices related to permaculture aid and development
- permaculture aid and development programs, such as:
  - within other NGOs and government projects or organisations
  - overseas aid for disaster relief and recovery
  - Aboriginal and Torres Strait Islander programs
  - migrant and refugee programs
  - food and resource security programs
  - health and wellness programs
  - educational programs
  - organisational policies and procedures
  - personal health and safety risk assessment procedures
  - community consultation and facilitation methodologies
  - group dynamics and conflict resolution strategies
Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER413 Evaluate suitability of species as solutions for permaculture applications

Modification History

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Application

This unit of competency describes the skills and knowledge required to evaluate suitability of species as solutions for permaculture applications.

It requires knowledge of botany, zoology, ecology and climate science and the ability to research species in detail and make recommendations for a particular scenario. All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<td>essential outcomes.</td>
<td>demonstrate achievement of the element.</td>
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1. Research species in detail and assess for usefulness
   1.1 Carry out research into species for use in the permaculture project
   1.2 Assess the usefulness of species for the roles or functions required in the system
   1.3 Document research and include photographs or illustrations for correct identification

2. Assess the needs of the permaculture system
   2.1 Undertake a complex needs analysis of the permaculture system
   2.2 Confirm that the species selected will provide the solutions needed
   2.3 Undertake further research if needed

3. Recommend species as solutions for permaculture applications
   3.1 Prepare a report recommending species as solutions to permaculture applications
   3.2 Support the recommendations with evidence from the research
   3.3 Explain species interactions and inter-relationships

4. Evaluate suitability of species in a permaculture design
   4.1 Review the permaculture design once species are in place
   4.2 Evaluate suitability of the species in the design
   4.3 Re-assess any species that are not performing the function as expected
   4.4 Research alternatives or additional species to support the function

Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
New unit.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER413 Evaluate suitability of species as solutions for permaculture applications

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research species for use in a permaculture project
- assess the usefulness of species in a permaculture project
- assess the needs of a permaculture system
- recommend species as solutions for permaculture applications
- evaluate the suitability of species in a permaculture design

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of permaculture related to needs of species and systems
- botany and zoology fundamentals
- research methodology
- complex needs analysis
- permaculture design strategies for species selection and inter-relationships
- Comparative analysis techniques
- Critical evaluation techniques for both written and graphic representations of permaculture design

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Certificate IV or Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER501 Carry out permaculture field research

Modification History

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Application

This unit of competency describes the skills and knowledge required to undertake field research relevant to permaculture systems and projects. It requires the ability to design technical and social field research, prepare for field research, conduct field research, assess research outcomes and report on research relevant to permaculture systems and projects.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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</table>
| 1. Scope permaculture field research        | 1.1 Identify challenges and opportunities in permaculture projects or systems that elicit research questions  
                                          | 1.2 Identify and justify the purpose of field research                                  
                                          | 1.3 Define and justify field research topic, question or hypothesis                     
                                          | 1.4 Assess suitability of field research subject in relation to permaculture principles, practices and ethics |
| 2. Design permaculture field research       | 2.1 Design field research plan                                                         
                                          | 2.2 Identify relevant information sources and review relevant and credible literature related to the research topic |
                                          | 2.3 Determine appropriate research methods for data collection                         
                                          | 2.4 Identify reference groups for field research, if applicable                         
                                          | 2.5 Locate field research sites according to design requirements                       
                                          | 2.6 Identify site factors where appropriate and incorporate into research               
                                          | 2.7 Create a budget for field research plan                                             
<pre><code>                                      | 2.8 Identify and obtain approvals and permits required                                |
</code></pre>
<p>| 3. Prepare to conduct field research        | 3.1 Identify work health and safety hazards associated with the implementation of field research |
| 3.2 Identify and document social and environmental implications associated with field research |
| 3.3 Identify materials, tools, equipment and machinery required for field research, confirm cost and availability with suppliers, contractors and appropriate personnel |
| 3.4 Establish and prepare field work sites for implementation of field research using the specifications of the field work design |
| 3.5 Organise access to field research subjects at times and places suitable for data collection |
| 4. Conduct field research                  | 4.1 Undertake data collection throughout the course of field research according to the specifications of research design plan and chosen methodologies |
| 4.2 Monitor field research for accuracy and compliance to research design               |
| 4.3 Record all research data accurately using the specifications of the research design |
| 5. Assess practical application of research outcomes | 5.1 Analyse research data for categories, themes, trends, patterns and significant information |
| 5.2 Create quantitative and qualitative records of research data analysis              |
| 5.3 Synthesise research findings and draw conclusions based on evidence and reasoned arguments |</p>
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<td>5.4 Assess the meaning of research outcomes for practical application, based on conclusions drawn from the field research</td>
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</tbody>
</table>
| 6.  Report field research findings | 6.1 Determine desired actions from field research  
6.2 Determine target audience for field research reporting  
6.3 Draft research report and obtain feedback  
6.4 Publish and circulate field research report |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD125RCH01B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER501 Carry out permaculture field research

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- formulate and justify research questions
- design a field research plan
- conduct research and evaluate information
- enter, analyse and organise data quantitatively and qualitatively in charts, tables and graphs
- produce written reports on research outcomes and provide conclusions based on appropriate evidence and reasoned arguments

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles, practices and ethics, such as:
  - topics for field research
  - people or groups of people participating in or related to permaculture projects
  - people or groups of people participating in or related to other topics which themselves relate to permaculture
  - systems and/or technical elements of permaculture systems
  - animals-related studies (including insects, reptiles, birds and fish)
  - plant-related studies
  - studies of integrated plant and animal systems
  - appropriate technologies or technological solutions
  - appropriate energy generation, storage and capture
  - water treatment, catchment and storage systems
• natural systems
• environmental issues
• product comparisons
• field research methods, such as:
  • group and individual interviews
  • dialogue and storytelling
  • use of communications technology
  • records and testimonials
  • electronic recordings
  • questionnaires
  • statistical sampling
  • observation
  • surveys
• research methodologies, such as:
  • action research
  • needs studies
  • case studies
  • statistical sampling
• field research plan design – a staged sequence of steps and accompanying methodologies for obtaining answers to research questions
• permaculture systems implementation and management techniques and practices
• growth habits, physiological properties and taxonomic specification of animals and plants involved in permaculture
• participants and stakeholders of permaculture systems and projects, such as:
  • those who will use the research to influence decision making and policy
  • those who will benefit from the research
  • the researchers
  • ethics committees
  • anyone who is researched
• scientific and mathematical research approaches, data collection, processing and analytical techniques and procedures
• auditing and reporting procedures
• research planning and budgeting

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER502 Design an integrated permaculture system

Modification History

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Application

This unit of competency describes the skills and knowledge required to design integrated permaculture systems in a range of contexts including developing a design brief, undertaking a site analysis, developing conceptual designs and producing a final design. It includes knowledge of landscape, building and settlement design and working with specialists and professionals. It includes drawing plans and projections by hand as well as using computer aided drafting and design.

The preparation of an integrated permaculture system design requires detailed knowledge of permaculture design principles, the ability to transfer concepts to novel permaculture situations, strong evaluation and planning skills, landscape design skills and research capacities.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
## Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Develop a design brief | 1.1 Initiate contact with the client when appropriate  
1.2 Establish purpose, needs and requirements of design by consulting with client  
1.3 Evaluate integrated permaculture design context and consider impacts of design stages, elements, functions and relationships  
1.4 Develop a design brief in consultation with the client  
1.5 Negotiate cost structures and timelines with the client  
1.6 Evaluate and document cost structures and plan for budgeting limits and possibilities |
| 2. Undertake design analysis and base plan | 2.1 Obtain existing maps, geospatial data and aerial photographs of site  
2.2 Survey and obtain social research data relevant to integrated permaculture design  
2.3 Undertake field research supporting integrated permaculture design contexts and specific fields of inquiry, where required  
2.4 Include Zones 1, 2, 3, 4 and 5 in the survey area using survey tools and equipment  
2.5 Prepare a base plan  
2.6 Record site assessment factors on the base plan  
2.7 Carry out analysis of the site and bioregional analysis of the local area |
| 3. Interpret site in permaculture terms | 3.1 Carry out research of potential permaculture design elements to assess their suitability for the site  
3.2 Identify functional interconnections between elements to increase yield and minimise resource use  
3.3 Choose permaculture design elements on the basis of research  
3.4 Work with architects, builders and planners or other contractors who may be involved in the project  
3.5 Revise brief with client in relation to research and analysis |
| 4. Prepare design concepts | 4.1 Determine appropriate concepts  
4.2 Prepare concept design drawings to illustrate conceptual themes and patterns informing the location and layout of proposed design elements  
4.3 Present chosen concepts in a consistent graphic style  
4.4 Compile lists of materials and quantities  
4.5 Prepare a list of plant and animal species and varieties suitable |
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<td>for chosen concepts</td>
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<td>4.6 Prepare a preliminary budget for conceptual design</td>
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<tr>
<td>5. Review the design concepts</td>
<td>5.1 Review the concepts against permaculture principles and ethics</td>
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<td></td>
<td>5.2 Prepare presentations of draft design concept options for the client</td>
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<td>5.3 Undertake consultation with the client to agree on options and approaches for design development</td>
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<td>5.4 Review and revise concepts, elements, budget and the design brief after taking feedback from the client</td>
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<tr>
<td>6. Produce final design and integrated permaculture report</td>
<td>6.1 Design integrated permaculture system appropriate to the design brief, available budget, research, analysis, chosen elements and concepts</td>
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<td></td>
<td>6.2 Produce detailed permaculture design documents</td>
</tr>
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<td>6.3 Present design plans, drawings and permaculture design report documents to the client</td>
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<td>6.4 Obtain feedback from the client and revise design as required</td>
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### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

New unit - equivalent to QLD125DES02C.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE502 Design an integrated permaculture system

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- demonstrate drafting and drawing techniques
- negotiate with clients
- undertake a site analysis and site survey
- provide urban and rural permaculture design solutions
- analyse zones and sectors of a site
- develop concepts
- develop planting schedules and bills of quantity
- develop a design budget
- develop final design drawings including elevations and projections
- design presentations

Knowledge Evidence

The candidate must demonstrate knowledge of:

- elements of integrated permaculture design
- principles of integrated permaculture design
- strategies for urban and rural permaculture design
- strategies for building design and working with builders and architects
- strategies for settlement design and working with planning authorities
- design brief elements
  - statement of scope of design
  - statement of client needs and requirements
  - food production
- system efficiency
- system production
- fibre, energy and building material production
- water harvesting
- waste treatment
- energy planning and design
- biodiversity habitat
- soil carbon building
- soil fertility
- establishment of financial budget
- establishment of time budget
- maintenance of financial budget
- maintenance of time budget
- design of establishment documents
- maintenance planning
- sustainable commercial enterprises
- social amenities
- cultural considerations
- list of project elements
- list of assessable tasks
- design analysis and research techniques
- plan interpretation and map reading
- site surveying methods and tools
  - onsite measurement of site boundaries
  - mapping of boundaries to scale to a plan drawing
  - onsite layout of 1m contour
  - mapping of contour lines to a scale plan drawing
  - measurement and location of existing infrastructure and natural features on site
  - mapping of existing infrastructure and natural features to a scale plan drawing
  - dumpy level or equivalent surveying instrument for taking vertical measurements on site
  - dumpy level or equivalent surveying instrument for measuring angles on site
  - GPS, satnav
  - measuring tapes for measuring distance on site.
- design concepts and detailed design drawings
  - property boundaries, scale and north point
  - authors of plans, contact details
  - address of site
  - date plan drawn
  - existing infrastructure and natural features
- drawing to scale
- relevant overlays and drawing numbers
- large format planning (at least A1 or A2)
- overlays such as fire, flora and fauna, soil and geology, local planning ordinances, buffer and riparian zones, use zones
- contour lines or other appropriate indication of slope direction and gradients
- drainage features
- Lot, DP, landowner address and contact details
- permaculture design methods
- conventional design symbols
- design drafting and drawing conventions
- computer-aided drafting and design
- plant and animal selection

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is NOT sufficient at this level.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER503 Develop a strategic plan for a permaculture project or enterprise

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Application

This unit of competency describes the skills and knowledge required to develop a strategic plan for a permaculture project or enterprise. It requires the ability to prepare a strategic plan brief, research and analyse planning information, develop strategic plan stages, document a strategic plan, and review a strategic plan against desired outcomes. Developing a strategic plan for a permaculture project requires knowledge of permaculture principles and practices, climate change and peak oil impacts, sustainable community development practices, research methods and strategic planning methodologies.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
# Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</table>
| **1. Develop a strategic plan brief for a permaculture project or enterprise** | 1.1 Evaluate the current context of the permaculture project or enterprise  
1.2 Determine core values of the project or enterprise  
1.3 Define project vision statement, aims and objectives  
1.4 Establish project or enterprise goals in consultation with stakeholders  
1.5 Evaluate strategic plan values, goals and vision statement with respect to permaculture principles and ethics  
1.6 Document strategic planning brief  
1.7 Develop protocols on cultural respect and sensitivity  
1.8 Review and revise strategic plan brief at appropriate project development intervals |
| **2. Research and analyse strategic planning information** | 2.1 Determine information needed for strategic plan with reference to plan brief  
2.2 Identify key elements and themes  
2.3 Determine research subjects  
2.4 Compose research plan and methodologies  
2.5 Review local, state and national government legal and planning acts and codes relevant to project or enterprise  
2.6 Review and revise strategic plan brief in relation to research findings |
| **3. Identify strategic planning stages** | 3.1 Identify strategies required to achieve planning goals in consultation with relevant parties  
3.2 Determine action plans required to execute strategies  
3.3 Order strategies and action plans into a series of strategic planning stages  
3.4 Determine planning benchmarks for future stage completion review  
3.5 Review and revise plan brief with reference to strategic planning stages |
| **4. Document and distribute strategic plan** | 4.1 Produce a clear, concise and consistently formatted written strategic planning document  
4.2 Distribute strategic plan to all relevant parties to ensure effective communication of project or enterprise planning  
4.3 Take feedback on plan documentation and review and revise documentation as required |
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<tr>
<td>5. Review strategic plan</td>
<td>5.1 Determine mechanism for evaluation of strategic plan</td>
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<td>5.2 Determine timeframes for evaluation</td>
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<td></td>
<td>5.3 Evaluate with reference to permaculture principles and practices</td>
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<td>5.4 Evaluate feedback from all relevant parties on implementation issues and outcomes</td>
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<td>5.5 Identify problems and revise as required</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD125PLA03C.

**Links**

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPER503 Develop a strategic plan for a permaculture project or enterprise

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a strategic plan brief
- acquire project resources
- undertake stakeholder consultation
- document a strategic plan
- evaluate the vision statement
- interpret feedback on the strategic plan
- demonstrate group leadership

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles, ethics and practices
  - The two main summaries of permaculture principles are found in Bill Mollison and Reny Mia Slay *Introduction to Permaculture* (1991) and David Holmgren *Permaculture: Principles & Pathways Beyond Sustainability* (2002)
- sustainable agriculture
- garden agriculture
- sustainable horticulture
- sustainable aquaculture
- soil restoration
- bush regeneration
- biodiversity regeneration
- sustainable community development
Assessment Requirements for AHCPer503 Develop a strategic plan for a permaculture project or enterprise

- sustainable project and enterprise development
- bioregional development
- relocalisation
- sustainable design
- sustainability education
- earth care
- people care
- return of surpluses and setting limits to growth
- permaculture values
  - environmental restoration
  - sustainable food production
  - sustainability education
  - environmentally sustainable human habitation
  - sustainable community development
  - sustainable community transition
  - right livelihood
  - social justice
  - ecological economics
  - universal human rights
  - cultural recognition
- permaculture projects or enterprises
  - community gardens
  - permaculture workshops, training and education
  - sustainable agricultural systems
  - urban permaculture systems
  - community sustainable transition initiatives
  - climate change initiatives
  - conservation organisations
  - sustainability not-for-profits, NGOs, businesses, companies, trusts and incorporated community associations
  - permaculture design consultancies
  - permaculture system implementation services
  - alternative community finance and economic systems
  - permaculture information and communication services
- strategic planning
  - vision statement
    - statements of where project or enterprise would like to be in future
    - imagined futures
    - statements of possible futures for world outside of project
  - project or enterprise goals
Assessment Requirements for AHCPE503 Develop a strategic plan for a permaculture project or enterprise

- environmental targets
- community development targets
- food production
- design criteria
- happiness indicators
- sustainability indicators
- strategies
  - human resource management
  - financial planning
  - purchases and acquisitions
  - cost cutting
  - income generation
  - promotion and marketing
  - organisational restructuring
  - project or enterprise start up
  - mentoring and education
  - new project or enterprise initiatives
  - political lobbying
  - grant applications
  - community consultation
  - research and development
- action plans - sequences of smaller steps necessary to achieve strategies
- timelines
- benchmarks, such as
  - verifiable stage completion criteria
  - numerical indicators
  - qualitative indicators
  - observable outcomes
- community development
- project management
- feasibility study methodology
- contract law
- budgetary frameworks

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.
Assessment Requirements for AHCPer503 Develop a strategic plan for a permaculture project or enterprise

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER504 Manage a permaculture project or enterprise

Modification History

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<tr>
<td>1</td>
<td>AHCv1.0</td>
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Application

This unit of competency describes the skills and knowledge required to manage a permaculture project or enterprise. It requires the ability to initiate, plan, manage, monitor and complete a permaculture project or enterprise. Managing a permaculture project or enterprise requires knowledge of permaculture principles and practices, permaculture design, bioregional and community development, community sustainable transition strategies, ecological agriculture, costing and pricing, and project management.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Initiate permaculture project or enterprise | 1.1 Undertake strategic planning assessment of permaculture project or permaculture enterprise  
1.2 Initiate community and bioregional assessment of project or enterprise  
1.3 Determine the scope of the project or enterprise  
1.4 Determine feasibility of project or enterprise  
1.5 Determine stakeholders in project or enterprise |
| 2. Cost and quote for permaculture project or enterprise start up | 2.1 Prepare costings and quotations using realistic price structure  
2.2 Include a contingency amount in case of need  
2.3 Include allowances for work in kind and volunteers, ensuring that the right livelihood of all is considered  
2.4 Prepare a detailed budget with stages of implementation  
2.5 Submit quotation and cost outline to client and be prepared to justify costs |
| 3. Manage permaculture project or enterprise | 3.1 Secure human and material resources required to achieve strategies  
3.2 Execute action plans to achieve strategic ends  
3.3 Follow budget and project stages  
3.4 Direct process outlined in action plans and timelines  
3.5 Integrate project human and material resources to achieve planned project outcomes  
3.6 Establish communication process including responsibilities for conflict resolution  
3.7 Take feedback on management practices and processes |
| 4. Monitor permaculture project or enterprise | 4.1 Observe execution of project or enterprise action plan processes  
4.2 Review and correct problematic planning processes  
4.3 Measure project or enterprise activities  
4.4 Measure costs against budget and communicate with client regarding any over-runs  
4.5 Monitor project or enterprise variables |
| 5. Undertake permaculture project or enterprise | 5.1 Confirm completion of action plan processes  
5.2 Determine success of project or enterprise strategies in relation to stage benchmarks, budget and timelines  
5.3 Document permaculture project or enterprise management initiation, planning, execution, monitoring and completion or |
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<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td></td>
<td>ongoing progress</td>
</tr>
<tr>
<td>5.4</td>
<td>Conclude permaculture project or continue to manage and monitor permaculture enterprise</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD125MAN04B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE504 Manage a permaculture project or enterprise

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out strategic planning assessment of a permaculture project or enterprise
- acquire project resources
- develop project pricing and costing
- consult with stakeholders
- manage project activities
- evaluate and report on project
- manage human resources
- demonstrate group leadership

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles, ethics and practices
- permaculture projects
  - initiatives with a defined sustainability purpose and time horizon
  - sustainable community development projects
  - bioregional initiatives
  - not-for-profit projects
  - projects on public land
  - community gardens
  - community supported agriculture systems
  - land restoration and conservation works
  - alternative technology programs
• sustainability education
• social and economic development activities
• community carbon reduction and sequestration strategies
• energy descent or transition projects
• disaster preparedness, response and recovery
• permaculture enterprises
  • ethical for-profit businesses where surpluses are returned to earth care and people care
  • initiatives with a focus on right livelihood with plans for ongoing operation and/or growth
• sustainable farming
• community food distribution businesses
• permaculture design and consultancies
• energy descent planning services
• climate change planning services
• permaculture works implementation businesses
• community and bioregional sustainability planning services
• community economic and enterprise systems
• integrated social, housing and community development programs
• community supported agriculture
• organic and sustainable primary production
• local food and water security enterprises
• greenhouse emission reduction and sequestration enterprises
• sustainable regional transport networks and systems
• strategic planning
• project management
  • human resource management
  • financial planning
  • purchases and acquisitions
  • costing and pricing
  • income generation including issues of right livelihood
• promotion and marketing
• organisational restructuring
• project or enterprise start up
• mentoring and education
• new project or enterprise initiatives
• political lobbying
• grant applications
• community consultation
• research and development
• community development
• feasibility study methods
  • economic and financial assessment
  • legal and planning issues
  • market opportunities and challenges
  • community and cultural acceptance
  • bioregional suitability
  • operational considerations
  • resource availability
  • sustainability criteria
  • energy descent/transition strategies
  • climate change strategies
  • environmental, water catchment and natural resource conservation issues

• contract law
• budgetary frameworks
• benchmarking

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER505 Plan and supervise the implementation of permaculture project works

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and supervise the implementation of permaculture project works through preliminary planning, scope of works, work health and safety procedures, equipment and materials, works schedules, specifications and environmental impacts, organising and supervising project works implementation.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They take accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

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<tr>
<td>essential outcomes</td>
<td>achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Carry out preliminary activities for permaculture project works | 1.1 Confirm and verify client preferences and contract requirements for permaculture project  
1.2 Determine scope of works  
1.3 Identify specific statutory obligations  
1.4 Conduct initial site visit to verify the biophysical and other factors of the project area, including environmental considerations and historical modifications  
1.5 Analyse technical challenges and forecast required research and planning  
1.6 Review scope of works and contract requirements with respect to permaculture principles and ethics  
1.7 Identify work health and safety hazards and obligations |
| 2. Investigate resource issues associated with the works | 2.1 Verify the availability, quantity and costs of plants and other materials listed in the project schedules  
2.2 Identify and cost material resources and tools and equipment required for permaculture works  
2.3 Confirm availability with suppliers, contractors and appropriate personnel  
2.4 Investigate site access and establishment issues and plan for environmental impacts |
| 3. Prepare a permaculture project works plan | 3.1 Document a statement of scope of works  
3.2 Prepare a safety plan for permaculture project works  
3.3 List tools and materials required for permaculture project works their amounts and their sources  
3.4 Prepare a staged program of works to provide a sequential allocation of material resources and works tasks with specifications to meet determined project timelines  
3.5 Evaluate program of works with respect to accepted permaculture practices  
3.6 Determine the establishment period and maintenance period of works  
3.7 Incorporate seasonal factors and impacts in the staging strategy  
3.8 Include, where required, special project works related to habitat resource development and enhancement in the staged implementation plan  
3.9 Develop and prepare a consistently formatted permaculture works plan document |
| 4. Implement permaculture project | 4.1 Supervise permaculture project works  
4.2 Take delivery of materials and equipment |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>works plan</td>
<td>4.3 Assemble human resources on site</td>
</tr>
<tr>
<td></td>
<td>4.4 Undertake works briefing and safety briefing</td>
</tr>
<tr>
<td></td>
<td>4.5 Undertake and manage permaculture project works</td>
</tr>
<tr>
<td></td>
<td>4.6 Inspect works tasks for adherence to specifications, correcting and modifying as necessary</td>
</tr>
<tr>
<td></td>
<td>4.7 Monitor environmental impacts of project works and modify where required</td>
</tr>
<tr>
<td></td>
<td>4.8 Complete permaculture project works and confirm satisfactory outcome with client</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD125PLA05B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER505 Plan and supervise the implementation of permaculture project works

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- determine and review project scope of work
- assess a site for opportunities and constraints associated with implementation of permaculture works
- prepare schedules for implementation of permaculture works
- prepare a staged permaculture works plan
- complete a work health and safety briefing
- prepare a Statement of Environmental Effects
- supervise permaculture project works

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices
- Permaculture project works, such as:
  - food gardens
  - community gardens
  - urban permaculture systems
  - rural permaculture systems
  - aquaculture systems
  - horticultural systems
  - forest systems
  - grazing and pasture systems
  - animal systems and tractors
• integrated food, fibre and energy systems
• permaculture structures
• soil treatments
• preparation of soil surfaces
• installation of irrigation and/or drainage systems including earthworks
• planting methods such as hand sowing, direct seeding, tube planting, hand or machine assisted planting of seedlings, planting of divisions and transplanting
• natural area regeneration
• fencing of stock and pest animals
• the cultural or biological control of weeds and feral animals
• protection of plants by staking, tying and guarding
• permaculture design techniques including zone and sector planning
• biophysical factors of a site, such as:
  • location of the site
  • site boundaries
  • environmental considerations
  • access issues
  • potential hazards
  • utility service
  • availability and locations
  • adjacent landholder considerations
  • security issues
  • aspect of the site
  • rainfall
  • humidity
  • wind and sunlight intensity
  • soil types
  • nutrients and deficiencies
  • slope
  • natural and artificial watercourses
  • outcrops of rock
  • presence of indigenous or other significant vegetation, indigenous or otherwise
  • plants that may become a weed problem
  • animals that may become a management issue, feral species or otherwise
• practical understanding of the environmental issues associated with undertaking permaculture works, such as:
  • use of materials that come from sustainable sources
  • duty of care in conserving sites natural values
  • work practices
• the use and movement of machinery, storage of materials, removal of weeds and movement of soil and other materials into, across and beyond the site
• principles of ecology including specific plant and animal relationships and habitat requirements
• statutory compliance and obligations, such as
  • compliance with legislation, ordinances, regulations or by laws relating to the works or the work site
  • site responsibilities, including OHS, industrial relations and equal opportunity and employment
• site evaluation techniques including methods of analysing soils, waterways and their condition
• control techniques against unwanted plant and animal species
• soil conservation, erosion control and enhancement techniques and their advantages and disadvantages in reference to specific sites and habitats
• selection and use of appropriate combinations of machinery and tools
• work health and safety hazards and the controls necessary to remove or minimise risks associated with them
• contract documentation including specifications, plans of permaculture works, services, supplies and surveyors documents
• scope of works determination
• works breakdown into tasks
• scheduling and time line generation
• task specifications and evaluation

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER506 Develop a relocalisation or transition project

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop a relocalisation or transition project. It includes knowledge of community planning issues, resource depletion issues, climate change issues and Energy Descent Action Planning.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)

Elements and Performance Criteria

<table>
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<tr>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify key issues in</td>
<td>1.1 Research the community and the bioregion to identify most</td>
</tr>
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<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| the transition community | pressing transition issues  
1.2 Research history of dealing with these issues  
1.3 Research ways in which other communities or bioregions have dealt with these issues  
1.4 Research existing solutions to the problems identified |
| 2. Work with transition community to devise an energy descent action plan | 2.1 Involve local community in the issues identified through community consultation  
2.2 Reach out to as many people as possible in the community to ensure all views are canvassed  
2.3 Support the development of a core group to distil the community work  
2.4 Support development of new groups to explore preferences at the individual and family level  
2.5 Coordinate the participation of diverse interest groups and individuals in the ongoing development of the project  
2.6 Maintain communications and resolve conflicts as required |
| 3. Develop a strategy or an Energy Descent Action Plan | 3.1 Collate feedback from groups and organisations  
3.2 Prepare a strategic plan to address the issues identified  
3.3 Prepare an Energy Descent Action Plan (EDAP), if required, containing all the issues, strategies and actions to be undertaken  
3.4 Include a timeline and benchmarks for energy descent action so that the community can follow progress |
| 4. Circulate the strategy or EDAP for comment | 4.1 Carry out a process of community consultation and feedback on the EDAP  
4.2 Take comments and evaluate responses  
4.3 Update and re-circulate the EDAP as required |
| 5. Publish the strategy or EDAP | 5.1 Launch the strategy or EDAP in a culturally appropriate manner that involves as many members of the community as possible  
5.2 Make the strategy or EDAP available in different forms for different audiences including summaries and graphic representations  
5.3 Support the role out of the action strategies and continue to encourage participation |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

New unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R506 Develop a relocalisation or transition project

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify key issues in the transition community
- work with community to develop energy descent action strategies
- develop an energy descent action strategy or an Energy Descent Action Plan (EDAP)
- consult with the community on the strategy or EDAP
- support actions from the strategy or plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles, ethics and practices
- relocalisation of essential services and community functions
- Climate Change strategies
- transition Towns
- Energy Descent Action Planning
- positive action strategies for:
  - food production and supply
  - infrastructure – urban and rural
  - water and waste water
  - energy production and supply
  - housing and settlement design
  - communications
  - education and upskilling
  - employment
- economics and alternative economics
- health and wellbeing
- community governance and decision making systems
- land ownership and stewardship
- emergency preparedness and critical supply strategies
- strategic planning
- community development
- feasibility study methods

Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER507 Research and interpret requirements for a permaculture project

Modification History

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Application

This unit of competency describes the skills and knowledge required to gather and validate information in order to advise on planned permaculture projects. Researching and interpreting requirements for a permaculture project requires knowledge of permaculture principles and practices, research methodologies, consultation models, feasibility studies, information systems, report presentation, cultural analysis of information, cultural implications of research methods and legislative requirements.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate broad knowledge in an area of work with depth in areas of specialisation. They undertake functions with initiative and judgement and take personal responsibility and exercise autonomy in undertaking complex work. They have accountability for the work of others (teams) within broad parameters, analyse and synthesise information as well as analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
### Elements and Performance Criteria

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</tbody>
</table>
| 1. Select appropriate research strategies | 1.1 Select and justify appropriate research methods for the requirements of the permaculture project and the available resources  
1.2 Develop and justify a research question or hypothesis  
1.3 Select a combination of research methods to promote the validity of the outcomes  
1.4 Negotiate the selection of research strategies with key people |
| 2. Gather information | 2.1 Identify relevant information sources and review relevant and credible literature related to the research topic  
2.2 Assess and analyse legislative requirements impacting on the project  
2.3 Identify government departments and agencies with a potential interest in the permaculture project  
2.4 Collect and catalogue information from a wide range of sources |
| 3. Consult with key people | 3.1 Identify and consult a representative range of people and groups with an interest in the issues relating to the permaculture project  
3.2 Review information, check for accuracy and identify the need for further information and follow-up  
3.3 Liaise with key people, where required  
3.4 Undertake community consultations following agreed practices and protocols |
| 4. Organise and analyse information | 4.1 Organise data generated by the research  
4.2 Check the results against other available research  
4.3 Look for patterns, observations and explanations and interpret them against the context  
4.4 Clearly explain the concepts being analysed to key people and continue with community consultations |
| 5. Report the findings of the research | 5.1 Report complete and accurate details of the research methodology, information and analysis  
5.2 Provide opportunities for the validation of the research findings using a range of different processes  
5.3 Report the research findings in an accessible and useable style and format  
5.4 Make the research available to all key people and those who have an interest in the project |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - equivalent to QLD125RCH07B.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R507 Research and interpret requirements for a permaculture project

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select and justify appropriate research strategies
- gather information
- assess practical from impractical solutions
- consult with key people with an interest in the issues relating to the permaculture project
- organise and analyse information
- report the findings of the research

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles and practices and their role in sustainable development and design
- climate change science and mitigation strategies
- research methods, such as:
  - group and individual interviews
  - dialogue and storytelling
  - libraries – digital and conventional
  - electronic recordings
  - questionnaires
  - statistical sampling
  - observation
  - surveys
- research methodologies, such as:
Assessment Requirements for AHCPER507 Research and interpret requirements for a permaculture project

- action research
- needs studies
- literature searches and correct referencing
- case studies
- consultation models
- feasibility study methodologies
- information systems (conventional and electronic)
- report presentation
- cultural analysis of information
- cultural implications of research methods

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER508 Manage a permaculture aid and development project

Modification History

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<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to manage a permaculture aid and development project in a remote community. It requires good management, communication and financial management skills. It requires knowledge of the aid and development industry, organisational structures, government and non-government functions, legal issues covering charities and working with vulnerable communities, disaster planning, relief and response issues.

For indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Permaculture (PER)
# Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>

## 1. Obtain information on the aid project
1.1 Contact the peak aid organisation or government department to obtain information about aid projects
1.2 Research similar projects and their outcomes
1.3 Research the remote community or location to start fully informed about cultural protocols and issues

## 2. Develop a plan for the project in consultation with others
2.1 Ascertain the nature of the project, the issues and the key personnel at the remote location
2.2 Work with other organisations involved in the aid project and clarify chain of command
2.3 Establish clear communication channels as early as possible
2.4 Confirm budget allocations and allowances attached to the project
2.5 Document the permaculture aid and development project as a strategic plan
2.6 Distribute the strategic plan as required

## 3. Obtain resources and confirm logistics for transportation to remote location
3.1 Negotiate material resources, equipment and other needs with the remote community
3.2 Communicate in a culturally sensitive manner at all times and maintain correct communication sequence
3.3 Arrange transportation to remote location with full documentation, procedures and cultural protocols in place
3.4 Monitor transportation phase closely

## 4. Organise human resources and confirm transit and living arrangements, food and supplies for staff
4.1 Interview and engage personnel
4.2 Confirm living arrangements with contact at remote community
4.3 Confirm food and supply lines for personnel separately from aid arrangements
4.4 Document and communicate these arrangements
4.5 Brief personnel on arrangements and project ahead of departure

## 5. Document the emergency plan
5.1 Write up the emergency plan with the aims and objectives of the project
5.2 List strategies for achieving the aims
<table>
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<tr>
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</tr>
<tr>
<td>5.3 Allocate personnel and resources to the strategic actions</td>
<td></td>
</tr>
<tr>
<td>5.4 Include benchmarks and timeline for operations</td>
<td></td>
</tr>
<tr>
<td>5.5 Include processes, procedures and communication lines for adoption by personnel on the ground</td>
<td></td>
</tr>
<tr>
<td>6. Manage the permaculture aid and development project</td>
<td></td>
</tr>
<tr>
<td>6.1 Maintain regular communication with the team on the ground</td>
<td></td>
</tr>
<tr>
<td>6.2 Troubleshoot any issues that arise</td>
<td></td>
</tr>
<tr>
<td>6.3 Document the roll out of the plan and address any gaps or misunderstandings immediately</td>
<td></td>
</tr>
<tr>
<td>6.4 Reduce paperwork and stress for operatives on the ground by simplifying reporting procedures and actioning requests quickly</td>
<td></td>
</tr>
<tr>
<td>6.5 De-brief personnel on return, and maintain detailed records of the project</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>AHCPER508 Manage a permaculture aid and development project Release 2</td>
<td>AHCPER508 Manage a permaculture aid and development project Release 1</td>
<td>Minor typographical error corrected</td>
<td>Equivalent unit</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for AHPER508 Manage a permaculture aid and development project

Modification History

<table>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- obtain information about the permaculture aid and development project
- develop a plan for project consultation
- obtain resources for the permaculture project
- obtain human resources for the permaculture project
- document the emergency plan.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture principles, ethics and practices related to aid and development in remote communities and overseas
- permaculture aid and development projects, such as:
  - disaster response and recovery
  - disaster planning
  - community projects in remote communities
  - social and economic development projects
  - educational projects in remote communities
  - health and wellbeing projects in remote communities
  - resource management project for remote communities
  - sustainable farming projects
  - regional autonomy projects
• strategic planning
• project management, such as:
  • human resource management
  • financial planning
  • purchases and acquisitions
  • organisational structure
  • mentoring
  • training
  • new project or enterprise initiatives
  • grant applications
  • community consultation
• research and development
• community development
• cultural protocols and taboos
• religious practices and sensitivities
• engineering issues associated with remote area power supply, water supply, sewerage and waste treatment, erosion and sediment control, structural support and emergency housing
• feasibility study methods, such as:
  • economic and financial assessment
  • legal and planning issues
  • market opportunities and challenges
  • community and cultural acceptance
  • bioregional suitability
  • operational considerations
  • resource availability
  • sustainability criteria
  • energy descent/transition strategies
  • climate change strategies
  • environmental, water catchment and natural resource conservation issues
• contract law
• budgetary frameworks
• benchmarking.

Assessment Conditions
Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.
Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCPER509 Design permaculture structures and features

Modification History

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Application

This unit of competency describes the skills and knowledge required to design permaculture structures and features. It requires the ability to develop a design brief, undertake a site analysis, develop a concept design, produce a final plan and prepare bill of quantities and estimates. Designing permaculture structures and features requires knowledge of permaculture design process, construction and engineering principles, drafting techniques, cost estimating, and calculations of materials, labour, machinery and equipment.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate broad knowledge in an area of work with depth in areas of specialisation. They undertake functions with initiative and judgement and take personal responsibility and exercise autonomy in undertaking complex work. They have accountability for the work of others (teams) within broad parameters, analyse and synthesise information as well as analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
## Elements and Performance Criteria

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</tr>
<tr>
<td>1. Develop a design brief</td>
<td>1.1 Consult client to establish the purpose and requirements of design 1.2 Develop design brief in agreement with the client 1.3 Negotiate cost structures and timelines with the client 1.4 Clarify and negotiate use of consultants and sub-contractors with client</td>
</tr>
<tr>
<td>2. Undertake a site analysis</td>
<td>2.1 Inspect site where the permaculture structure or feature is to be located 2.2 Record the physical elements and features of the site 2.3 Analyse and record assessment of soil, topography, aspect, existing vegetation and climatic factors 2.4 Assess and record other relevant information 2.5 Assess legal requirements and constraints on development</td>
</tr>
<tr>
<td>3. Develop a concept design</td>
<td>3.1 Prepare concept plan to illustrate location and layout of proposed structure or feature according to the design brief 3.2 Undertake consultation with the client to establish agreement on options and approaches for development 3.3 Present the concept plan in a consistent graphic style</td>
</tr>
<tr>
<td>4. Produce a final plan</td>
<td>4.1 Produce a detailed final plan according to the design brief 4.2 Prepare design to scale 4.3 Provide information on the plan that is relevant and precise and clearly communicates development works to be undertaken 4.4 Include notes and specifications on the plan to assist in plan interpretation 4.5 Apply appropriate construction and engineering principles to permaculture plan</td>
</tr>
<tr>
<td>5. Prepare documentation</td>
<td>5.1 Prepare bill of quantities listing scope and extent of works 5.2 Prepare cost estimate for the client covering items in bill of quantities, labour and machinery and equipment costs</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to QLD125DES09B

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER509 Design permaculture structures and features

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a design brief
- undertake a site analysis
- develop a concept design
- produce a final plan
- prepare a bill of quantities and estimates

Knowledge Evidence

The candidate must demonstrate knowledge of:

- permaculture design process including:
  - site survey
  - needs analysis
  - bioregional analysis
  - zone and sector analysis
- construction and engineering principles
- drafting techniques
- cost estimating
- environmental, resource and energy implications of building materials, such as:
  - thermal mass
  - insulation
  - embodied energy
  - embedded energy
• cradle to grave planning
• passive heating and cooling systems
• the following alternative and natural building materials and techniques: earth, straw bale, pole construction and passive solar principles

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER510 Prepare a sustainable community and bioregional development strategy

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare a sustainable community and bioregional development strategy, including the ability to prepare a brief, analyse available information, consult with individuals, groups and the community, identify required strategies, design organisational structures, and document a community and bioregional development strategy.

It requires knowledge of permaculture and community development principles and practices, transition town processes, community profiles, structure, processes and characteristics of community organisations, funding sources and their policies and strategies for encouraging community input and participation, relevant local, state and federal strategies and legislation and specific knowledge of particular groups or issues.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate broad knowledge in an area of work with depth in areas of specialisation. They undertake functions with initiative and judgement and take personal responsibility and exercise autonomy in undertaking complex work. They have accountability for the work of others (teams) within broad parameters, analyse and synthesise information as well as analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.
## Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1. Prepare a brief | 1.1 Define aims and objectives of the sustainable community and bioregional development strategy in the brief and the strategic plan  
1.2 Define core values, principles and guidelines in the brief and the strategic plan  
1.3 Develop protocols for the design, implementation and ongoing management in consultation with stakeholders |
| 2. Analyse available information | 2.1 Collate information on the community and bioregion  
2.2 Identify key elements and themes  
2.3 Map interconnections and relationships between key elements and themes  
2.4 Determine legal and planning instruments and guidelines relating to the community and bioregion  
2.5 Identify key people, specialist advisers and consultants to assist in the development of the strategy |
| 3. Consult with individuals, groups and the community | 3.1 Respond to individual concerns in a manner which engages support and cooperation  
3.2 Identify opportunities and approaches to ensure community access and involvement in consultation and participatory processes  
3.3 Identify and develop processes for feedback and ongoing community or group involvement in the planning process and action outcomes  
3.4 Provide guidance to the group and respond with appropriate options and solutions to address their concerns and issues  
3.5 Select and apply appropriate community consultation methods and document results |
| 4. Identify required strategies | 4.1 Develop steps required to implement strategies that are logical and capable of implementation  
4.2 Clearly formulate strategies and make available to relevant parties for comment, where appropriate  
4.3 Develop strategies in consultation with all relevant parties  
4.4 Recognise and document opportunities and constraints to |
<table>
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<tr>
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<tbody>
<tr>
<td>4.5</td>
<td>Document approaches and methods and any adjustments for future reference</td>
</tr>
</tbody>
</table>
| 5. Design organisational structures | 5.1 Provide assistance to groups in designing appropriate mechanisms and actions to address the range of issues  
5.2 Contribute to the development of policies and processes to facilitate resolution of group concerns in the public arena  
5.3 Employ effective interpersonal skills to motivate the group to work cooperatively  
5.4 Develop operational arrangements to facilitate group processes  
5.5 Assist the group to identify additional assistance and resources as required  
5.6 Contribute to organisational or management strategies for coordination of multiple activities and initiatives |
| 6. Document community and bioregional development strategy | 6.1 Support proposed strategies for sustainable community and bioregional development and transition with available evidence  
6.2 Confirm that sound operational plans can be implemented based on the proposed strategies  
6.3 Develop documentation  
6.4 Distribute the strategy plan to all relevant parties and ensure effective communication of information |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD125COM10B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPE R510 Prepare a sustainable community and bioregional development strategy

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare a brief
- analyse available information
- consult with individuals, groups and the community
- identify required strategies
- design organisational structures
- document a community and bioregional development strategy

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices related to bioregional development
- bioregional analysis and development
- climate change, Peak Oil and resource depletion responses
  - Transition Towns
  - community or bioregional development strategies, such as:
    - Transition Towns group activities or programs
    - ways of reducing the ecological ‘footprint’ of individuals, organisations or the community at large
    - ways of influencing government policy
    - ways of influencing business practices
    - support for ideas and solutions which enable transition to a low-carbon/low-energy future
    - environmental, water catchment and natural resource conservation projects
• community economics and enterprise
• social and cultural programs
• housing and community development programs
• strategic planning frameworks
• community supported agriculture, organic and sustainable primary production and consumer networks and programs
• energy descent plans
• local food and water security
• renewable energy and appropriate technologies
• greenhouse emission reduction and sequestration
• disaster preparedness, response and recovery
• strategic planning framework including:
  • core values
  • vision
  • goals
  • strategies
  • action plans
  • benchmarks
  • timelines
• community profile development
• community consultation and facilitation methodologies, such as:
  • team and community building activities
  • community forums and discussion
  • open space events
  • cultural mapping processes
  • creative problem solving processes
  • visualisation and experiential processes
  • information gathering processes
• structure, processes and characteristics of community organisations, such as:
  • non-government organisations
  • government organisations
  • cooperatives
  • incorporated and non-incorporated groups
  • companies both limited and unlimited
  • public companies both listed and unlisted
  • trusts
• funding sources and their policies and strategies for encouraging community input and participation, such as grands, gifts and crowd-sourced funding
• relevant local, state and federal strategies and legislation
• specific knowledge of particular groups or issues
Assessment Conditions

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER511 Facilitate participatory planning and learning activities

Modification History

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Application

This unit of competency describes the skills and knowledge required to facilitate participatory planning and learning activities. It requires the ability to devise strategies for facilitating participatory planning and learning and to carry out, report on and review participatory planning and learning. Facilitating participatory planning and learning activities requires knowledge of permaculture principles and practices, a range of participatory planning and learning activities, codes of conduct and ethical behaviour and group presentation methodology.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate broad knowledge in an area of work with depth in areas of specialisation. They undertake functions with initiative and judgement and take personal responsibility and exercise autonomy in undertaking complex work. They have accountability for the work of others (teams) within broad parameters, analyse and synthesise information as well as analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Permaculture (PER)
## Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Devise strategies for facilitation of participatory planning and learning | 1.1 Identify and assess a range of participatory planning and learning facilitation strategies  
1.2 Identify and profile client group  
1.3 Clarify planning and learning objectives and outcomes  
1.4 Assess resources required to conduct participatory planning and learning  
1.5 Identify appropriate venue or learning environment for client group and activities  
1.6 Select participatory planning and learning strategies which enable and encourage relevant groups or people to be involved  
1.7 Prepare and circulate program and logistical details to interested parties  
1.8 Review legislative and organisation requirements to ensure strategies meet all criteria |
| 2. Carry out participatory planning and learning activities             | 2.1 Prepare learning activities information which is clear and appropriate to the needs of participants and other parties involved  
2.2 Brief all participants and people involved in facilitating participatory planning and learning activities on the processes of delivery  
2.3 Provide information to participants and other people involved at an appropriate time and place  
2.4 Implement access and equity requirements in the participatory planning and learning activities  
2.5 Carry out community participatory planning and learning activities to ensure compliance with designated timeframe  
2.6 Carry out participatory planning and learning activities in a manner that ensures participation in decision-making, considers needs of participants and canvasses all points of view |
| 3. Report on and review participatory planning and learning             | 3.1 Collect and collate feedback from participants to facilitate analysis  
3.2 Incorporate appropriate suggestions for improvements to the activities into future participatory planning and learning activities plans  
3.3 Provide summaries of responses and adopted amendments to interested parties  
3.4 Direct other issues raised during participatory planning and learning |
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<td>learning to relevant people for response and follow up</td>
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<td>3.5 Prepare an accurate report on participatory planning and learning activities</td>
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<tr>
<td></td>
<td>3.6 Review and evaluate the overall effectiveness of participatory planning and learning activities</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to QLD125COM11B.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHPER511 Facilitate participatory planning and learning activities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- devise strategies for facilitating participatory planning and learning
- facilitate group processes in an engaging and inclusive way
- conduct participatory planning and learning activities
- communicate with people of a wide diversity of ages and socio-economic or cultural groups
- review and report on participatory planning and learning
- coordinate and brief team members
- problem-solve and build group dynamics

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices
- learning styles and methodologies, including accelerated and experiential learning
- strategies for facilitation of participatory planning and learning
- participatory planning and learning activities and processes, such as:
  - team building – ice breakers, trust games, creative and social activities, goal-setting, celebration and cultural activities
  - creative expression – wild design, mime, performing and visual arts, story telling
  - problem solving – brainstorming, mind mapping, random-input processes, PMI, SWOT, Six Thinking Hats, theming and chunking, affinity matrix, modelling
  - experiential – visualisation, affirmation, role play, cultural mapping, 6 senses, modelling, simulations, educational and experiential games
- information gathering – group and individual research and observation activities, sharing information, questioning, resource and skills mapping, surveys, field trips
- Negotiation – open forum, active listening, prioritisation, consensus building, win-win.
- *Dynamic Groups, Dynamic Learning*™ facilitation skills and methodology (Robin Clayfield)
- conflict resolution and strategies to deal with strong personalities
- codes of conduct and ethical behaviour
- group presentation methodology

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPER512 Plan community governance and decision-making processes

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan community governance and decision-making processes. It requires the ability to assess future needs and, for existing groups, current community governance and decision-making processes. It requires the ability to develop options for community governance and decision-making frameworks and processes and report on preferred options for implementation. Planning community governance and decision-making processes requires knowledge of strategic planning, legal frameworks, advanced negotiation techniques, organisational change and development, group and individual goal setting techniques, risk management processes and techniques, action planning methods and information technology.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate broad knowledge in an area of work with depth in areas of specialisation. They undertake functions with initiative and judgement and take personal responsibility and exercise autonomy in undertaking complex work. They have accountability for the work of others (teams) within broad parameters, analyse and synthesise information as well as analyse, design and communicate solutions to a range of complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Permaculture (PER)
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Assess current community governance and decision-making processes | 1.1 Identify responsibilities and duties of individuals and community groups  
1.2 Investigate and define proposed or existing community governance and decision-making processes  
1.3 Collate information on proposed or existing governance issues and arrangements |
| 2. Develop options for community governance and decision-making processes | 2.1 Identify opportunities and constraints for development of community governance and decision-making process options  
2.2 Consult with community on options for community governance and decision-making processes  
2.3 Evaluate options in consultation with community through detailing advantages and disadvantages for each |
| 3. Report on preferred options for implementation | 3.1 Select preferred options for implementation based on comparative advantages  
3.2 Base options for community governance and decision-making processes on sufficient, valid and reliable information and analysis  
3.3 Ensure options for community governance and decision-making processes are consistent with legal frameworks and community and group values, policies, needs, guidelines and procedures  
3.4 Implement options for community governance and decision-making processes, and provide for decisions to be made in and actioned in the appropriate timeframe |

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPER512 Plan community governance and decision-making processes Release 2</td>
<td>AHCPER512 Plan community governance and decision-making processes Release 1</td>
<td>Minor typographical error corrected</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPER512 Plan community governance and decision-making processes

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assess current community governance and decision-making processes
- assess community needs and plan around these needs
- demonstrate high level communication skills
- develop options for community governance and decision-making processes
- report on preferred options for implementation

Knowledge Evidence

The candidate must demonstrate knowledge of:
- permaculture principles and practices
- community governance and decision-making processes, such as:
  - governance of community resources, enterprises and activities
  - meeting facilitation, negotiation and mediation
  - conflict resolution procedures
  - decision-making methodologies
  - consensus processes
  - qualified decision-making processes
  - protocols
  - codes of conduct
  - recording and sorting decisions, such as Many Baskets process (Robin Clayfield)
• strategic planning
• community needs analysis techniques, such as:
  • SWOT analysis
  • 6 thinking hats (de Bono)
  • PMI (de Bono)
  • T.O.A.S.T. processes (Robin Clayfield)
  • L.O.V.E. processes (Robin Clayfield)
• opportunities and constraints for community development, such as:
  • seeing solutions rather than problems
  • viewing the negative in a positive light
  • modifications or extensions of existing systems to solve inherent problems
  • applying old or simple technology to new or complex problems
  • behaviour change, including organisational change and transformation
  • willingness or unwillingness to participate
  • legal framework requirements
  • vested interests and hidden agendas
• advanced negotiation techniques
• organisational change and development
• group and individual goal setting techniques
• risk management processes and techniques
• action planning methods
• information technology
• legal frameworks obligations and responsibilities.

**Assessment Conditions**

Assessors must satisfy current standards for RTOs. Assessors must also have a nationally accredited Diploma of Permaculture. Completion of a Permaculture Design Course (PDC) or non-accredited Permaculture Diploma is not sufficient at this level.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD101 Support gardening work

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to provide support for gardening work.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare materials, tools and equipment for gardening work | 1.1 Identify required materials, tools and equipment according to lists provided and supervisor’s instructions  
1.2 Conduct checks on all materials, tools and equipment and tell supervisor if there are insufficient or faulty items  
1.3 Use correct manual handling techniques when loading and |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>unloading materials and minimise damage to the load and the vehicle</td>
</tr>
<tr>
<td></td>
<td>1.4 Use suitable personal protective equipment (PPE) selected as directed by supervisor and ensure correct fit</td>
</tr>
<tr>
<td></td>
<td>1.5 Tell supervisor if any risks are identified</td>
</tr>
<tr>
<td>2. Undertake gardening work as directed</td>
<td>2.1 Follow instructions and directions provided by supervisor and ask for clarification when necessary</td>
</tr>
<tr>
<td></td>
<td>2.2 Communicate with other staff and clients in a professional manner</td>
</tr>
<tr>
<td></td>
<td>2.3 Handle and dispose of materials</td>
</tr>
<tr>
<td></td>
<td>2.4 Tell supervisor of there are problems or difficulties in completing work to required standards or timelines</td>
</tr>
<tr>
<td></td>
<td>2.5 Undertake gardening work in a safe and environmentally appropriate manner</td>
</tr>
<tr>
<td>3. Handle materials and equipment</td>
<td>3.1 Store waste material and debris produced during gardening work in a designated area</td>
</tr>
<tr>
<td></td>
<td>3.2 Handle and transport materials, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>3.3 Maintain a clean and safe work site while undertaking landscaping activities</td>
</tr>
<tr>
<td>4. Clean up on completion of gardening work</td>
<td>4.1 Return materials to store or disposed of as required</td>
</tr>
<tr>
<td></td>
<td>4.2 Clean, maintain and store tools and equipment</td>
</tr>
<tr>
<td></td>
<td>4.3 Restore site</td>
</tr>
<tr>
<td></td>
<td>4.4 Tell supervisor of work outcomes</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD101A Support gardening work.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD101 Support gardening work

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- prepare materials, tools and equipment
- handle materials and equipment
- follow safe work practices and safety directions
- undertake gardening work as directed
- clean up on completion of gardening work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of gardening work
  - garden tools and equipment
  - maintenance practices for planted areas
  - planting techniques
  - repair and maintenance of garden features
  - safe work practices

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD201 Plant trees and shrubs

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manually plant trees and shrubs and other containerised and bare-rooted plants.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

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<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for planting operations | 1.1 Identify work health and safety hazards and tell the supervisor  
1.2 Select and use personal protective equipment (PPE) and ensure correct fit  
1.3 Use and maintain tools and equipment for planting  
1.4 Mark site out as directed |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Control competing plants</td>
<td>1.6 Modify soil as directed</td>
</tr>
</tbody>
</table>
| 2. Prepare trees and shrubs for planting | 2.1 Excavate planting holes  
2.2 Water trees and shrubs prior to planting  
2.3 Confirm root ball is damp  
2.4 Remove trees and shrubs from containers |
| 3. Inspect plants and report problems | 3.1 Inspect plant and root ball  
3.2 Report dry, water repellent and loose root balls  
3.3 Report the presence of symptoms of pests or disease  
3.4 Apply root treatments as directed |
| 4. Install trees, shrubs and/or other plants | 4.1 Place plants in prepared hole  
4.2 Back-fill planting hole and consolidate soil  
4.3 Water plants to eliminate air pockets  
4.4 Apply mulch as directed |
| 5. Complete work | 5.1 Dispose of or recycle soil and waste material from the site to minimise damage to the environment  
5.2 Clean and store all tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD201A Plant trees and shrubs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD201 Plant trees and shrubs

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:
- prepare for planting operations
- apply root treatments
- excavate planting holes
- inspect root ball condition
- install plants
- use tools and equipment for planting

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for planting trees and shrubs
  - basic plant structure and the physical and nutritional requirements of plants
  - botany and plant physiology as it applies to planting trees and shrubs
  - factors affecting the timing and method of tree or shrub planting
  - initial establishment needs of young plants
  - mulches and fertilisers
  - planting techniques relating to specific species
  - soil amelioration techniques
  - the effect of adverse outdoor climatic conditions
  - the impact of planting activities on the surrounding environment

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD202 Prepare and maintain plant displays

Modification History

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<tbody>
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</table>

Application

This unit of competency describes the skills and knowledge required to prepare and maintain a plant display.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
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<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare the display site | 1.1 Prepare the display site as instructed  
1.2 Select and use materials, tools, equipment and machinery  
1.3 Identify hazards and report to supervisor  
1.4 Select and use suitable personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2. Install plants</td>
<td>2.1 Place plants in the pattern specified by the plan</td>
</tr>
<tr>
<td></td>
<td>2.2 Choose accessories and materials specified in the plan</td>
</tr>
<tr>
<td>3. Maintain plants</td>
<td>3.1 Monitor the health of the plants to ensure they retain optimum appearance</td>
</tr>
<tr>
<td></td>
<td>3.2 Fertilise and water plants to maintain optimum health and appearance</td>
</tr>
<tr>
<td></td>
<td>3.3 Replace plants when no longer at optimum health and appearance</td>
</tr>
<tr>
<td></td>
<td>3.4 Remove rubbish, litter and decaying material from plants, pots</td>
</tr>
<tr>
<td></td>
<td>and surrounds to maintain optimum appearance of display</td>
</tr>
</tbody>
</table>

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPGD202A Prepare and maintain plant displays.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD202 Prepare and maintain plant displays

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:
- use hand tools and machinery for preparation of plant displays
- interpret planting plans
- calculate quantities of plants and materials
- complete plant display in a timely manner
- use fertilisers and chemicals for maintenance

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of plant display maintenance
  - common problems occurring with display plants
  - maintenance techniques for annuals and/or indoor displays
  - planting techniques for annual bed displays
  - remedial action required for display plants displaying health problems

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD203 Prune shrubs and small trees

Modification History

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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to prune shrubs and small trees that are less than three meters in height while standing on the ground.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Identify pruning requirements | 1.1 Identify work health and safety hazards and report to the supervisor  
| | 1.2 Select and use personal protective equipment (PPE) and ensure correct fit  
<p>| | 1.3 Select appropriate pruning tools and equipment for the location, |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>access and size of material to be pruned</td>
<td>1.4 Identify plants that require pruning and confirm with supervisor</td>
</tr>
<tr>
<td>1.5 Confirm with the supervisor pruning method to be used</td>
<td></td>
</tr>
<tr>
<td>2. Undertake pruning of shrubs and small trees</td>
<td>2.1 Carry out pre-operational and safety checks on pruning tools and equipment</td>
</tr>
<tr>
<td></td>
<td>2.2 Operate machinery, equipment and tools as required</td>
</tr>
<tr>
<td></td>
<td>2.3 Carry out pruning as directed</td>
</tr>
<tr>
<td></td>
<td>2.4 Use correct manual handling techniques when lifting or moving heavy loads</td>
</tr>
<tr>
<td></td>
<td>2.5 Record and report work outcomes to the supervisor</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD203A Prune shrubs and small trees.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD203 Prune shrubs and small trees

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- identify pruning requirements
- identify and report site and tree hazards
- recognise plants, shrubs and trees
- prune shrubs and small trees
- use appropriate tools, equipment and safety equipment
- minimise environmental disturbance

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of pruning
- basic botany and physiology as they apply to pruning
- correct and safe use and care of tools and equipment
- effects of pruning on plant growth and habit
- plant health principles
- plant names and growth habits
- use of hygienic practices
- AS4373-2007 Pruning of amenity trees

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD204 Transplant small trees

Modification History

<table>
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<tbody>
<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application
This unit of competency describes the skills and knowledge required to transplant small trees and shrubs without the use of lifting machinery or equipment.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Parks and gardens (PGD)

Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Prepare for tree or shrub removal | 1.1 Confirm transplanting instructions confirmed with the supervisor  
1.2 Identify work health and safety hazards and report to the supervisor  
1.3 Locate all underground services as outlined by supply authorities  
1.4 Prepare and use tools and equipment appropriate to the task being |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>1.5 Select and use suitable personal protective equipment (PPE)</td>
<td></td>
</tr>
<tr>
<td>2. Prepare tree or shrub and undertake earthworks for removal</td>
<td>2.1 Prepare crown as required by the species and time of removal</td>
</tr>
<tr>
<td></td>
<td>2.2 Clear and water site prior to transplanting</td>
</tr>
<tr>
<td></td>
<td>2.3 Confirm root ball width and depth with the supervisor to ensure the root system can colonise new ground, depending on the needs of the species and size of the specimen</td>
</tr>
<tr>
<td>3. Remove tree or shrub from original site</td>
<td>3.1 Excavate the soil around the root zone</td>
</tr>
<tr>
<td></td>
<td>3.2 Prune tree roots where required to meet the appropriate Australian Standard</td>
</tr>
<tr>
<td></td>
<td>3.3 Stabilise tree as the root system is undercut and apply anti-transpirants as a root soak or foliar spray to ensure viability of the plant is maintained</td>
</tr>
<tr>
<td></td>
<td>3.4 Bind root ball with appropriate material to ensure adequate soil is retained and kept moist prior to transportation and installation</td>
</tr>
<tr>
<td></td>
<td>3.5 Lift tree and secure for potential storage or transportation using safe lifting techniques</td>
</tr>
<tr>
<td></td>
<td>3.6 Prepare and handle tree or shrub to minimise damage during handling and transportation</td>
</tr>
<tr>
<td>4. Replant tree or shrub in new environment</td>
<td>4.1 Provide appropriate drainage to ensure root system survival is maintained according to the needs of the species and conditions of the planting site</td>
</tr>
<tr>
<td></td>
<td>4.2 Modify soil according to the cultural requirements of the species</td>
</tr>
<tr>
<td></td>
<td>4.3 Plant tree or shrub in prepared hole</td>
</tr>
<tr>
<td></td>
<td>4.4 Install plant support devices as instructed</td>
</tr>
<tr>
<td>5. Complete transplant operation</td>
<td>5.1 Maintain transplanted plant with regular aftercare activities appropriate to the requirements of the species</td>
</tr>
<tr>
<td></td>
<td>5.2 Clean, maintain and store tools and equipment</td>
</tr>
<tr>
<td></td>
<td>5.3 Collect waste and dispose of or recycle to minimise damage to the external environment</td>
</tr>
<tr>
<td></td>
<td>5.4 Maintain records of transplant</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPGD204A Transplant small trees.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD204 Transplant small trees

Modification History

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</table>

Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:
- identify and report site and tree hazards
- prepare for tree or shrub removal
- prepare crown, root ball and earthworks
- prune roots where appropriate
- use tools and equipment in a safe and effective manner
- remove tree or shrub from original site
- transplant tree or shrub in selected site
- maintain transplanted specimen
- install support devices

Knowledge Evidence
The candidate must demonstrate knowledge of:
- principles and practices of transplanting trees
  - causes of damage or drying-out of trees and shrubs, and prevention methods
  - factors affecting the timing and method of lifting trees and shrubs
  - techniques of securing and anchoring transplanted trees and shrubs
  - the effect of adverse outdoor climatic conditions, such as rain, hail, or very high ultraviolet radiation, which may prevent or impede transplanting operations
  - transference of soil or root-borne diseases
  - transplanting practices associated with different soil types and relationships to plant care
  - trees and shrubs that are most suited to transplanting
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCPGD205 Prepare a grave site

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to prepare a gravesite.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare site for excavation | 1.1 Identify work health and safety hazards, assess risks and report to the supervisor  
1.2 Select and use personal protective clothing (PPE) and equipment  
1.3 Select, prepare and use tools, equipment and machinery  
1.4 Inspect surrounding monuments, masonry or headstones that threaten the stability of the new gravesite and remove if |
<table>
<thead>
<tr>
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</thead>
</table>
|         | necessary, after consultation with supervisor  
|         | 1.5 Use sludge pump to remove excess water if required  
|         | 1.6 Mark gravesite out to suit coffin dimensions  
| 2. Assist with the excavation | 2.1 Assist with excavation of grave  
|         | 2.2 Shore sides of grave where depth of grave exceeds 1.5 metres or as instructed  
|         | 2.3 Cover surface area for 400 mm from the edge of the excavation with an approved material to ensure the integrity and stability of the soil  
|         | 2.4 Secure gravesite with protective restraints to limit access to the site while being established and when left unattended  
| 3. Backfill and enhance the gravesite following burial | 3.1 Back-fill grave with soil free from large lumps, plant debris or waste material  
|         | 3.2 Use backfilling techniques to consolidate the soil, to minimise cavities and to restore the ground to its original level  
|         | 3.3 Replace surrounding monuments, masonry or headstones as necessary  
|         | 3.4 Dispose of waste material and plant debris removed from the gravesite in an environmentally safe manner  
|         | 3.5 Enhance gravesite as instructed  

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD205A Prepare a grave site.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD205 Prepare a grave site

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</table>

Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:
- prepare site for excavation
- assist with the site excavation
- shore up sides of grave as required
- backfill and enhance the gravesite following burial

Knowledge Evidence
The candidate must demonstrate knowledge of:
- principles and practices of grave site preparation
  - safe work practices working in and around confined spaces
  - the environmental implications of pumping sludge water from an excavation site and the effects it may have on surrounding gravesites
- work health and safety responsibilities of employees

Assessment Conditions
Assessors must satisfy current standards for RTO’s.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD206 Conduct visual inspection of park facilities

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to carry out routine visual inspections of park and recreational facilities to identify visible hazards and existing and potential risks.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for visual inspection | 1.1 Interpret site plans and inspection checklists and clarify requirements with the supervisor  
1.2 Clarify the specific terminology used in checklists  
1.3 Identify park site to be inspected and locate on the site plan |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Identify park facilities, equipment and services on site from checklist descriptions and site plan</td>
</tr>
<tr>
<td>2.1</td>
<td>Inspect park facilities, equipment and services and compare to enterprise presentation standards and workplace health and safety requirements</td>
</tr>
<tr>
<td>2.2</td>
<td>Identify work health and safety hazards and adverse environmental impacts and record on the appropriate form</td>
</tr>
<tr>
<td>2.3</td>
<td>Report situations requiring urgent action to supervisor</td>
</tr>
<tr>
<td>3.1</td>
<td>Confirm that inspection activity reports and checklists are concise and accurate and comply with enterprise standards</td>
</tr>
<tr>
<td>3.2</td>
<td>Forward checklist and report promptly to supervisor</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD206A Conduct visual inspection of park facilities.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD206 Conduct visual inspection of park facilities

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:
- prepare for visual inspection of park facility
- carry out a visual inspection of park facility
- determine the extent of problems
- evaluate serious issues that may be present
- identify environmental risks and impacts from site facilities
- rate the condition of facilities
- rate the hazards and associated environmental implications of malfunctioning facilities, equipment and services
- report urgent situations
- complete and submit inspection activity checklist and report

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of park facility visual inspection
  - cleaning, servicing and hygiene requirements of public conveniences
  - hazards investigation and risk assessment
  - effective maintenance and repair work particularly in relation to end use of the facilities and equipment, and the safety of users
  - recognition of the range of park facilities, equipment and services relevant to the enterprise
  - reporting requirements, procedures and materials for use in park inspection
  - terminology used to describe different components of the range of facilities, equipment and services relevant to the enterprise
the effect of adverse outdoor climatic conditions, such as rain, hail, wind, or very high ultraviolet radiation, on park facilities inspection activities

- hazards that are likely to be encountered by visitors using the park facilities and equipment

- the practical application of site plans, checklist descriptions and presentation standards to locate and effectively assess facilities and equipment against the required parameters

- the relevant Australian Standards

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD301 Implement a plant establishment program

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to establish planting areas in new projects and in programs of extensive replacement and renovation works across a range of situations and environments.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to establish a planting area | 1.1 Identify the planting site, planting methods and plant species and cultivars from the site plan  
1.2 Select appropriate materials, tools, equipment and machinery  
1.3 Carry out pre-operational and safety checks on tools, equipment |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Element and machinery</td>
<td>1.4 Identify work health and safety hazards, assess risks and implement controls</td>
</tr>
<tr>
<td></td>
<td>1.5 Select and use suitable safety and personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>1.6 Maintain a clean and safe work area throughout work</td>
</tr>
<tr>
<td>2. Prepare the planting area</td>
<td>2.1 Determine the layout of services, check depths against the site plan and report</td>
</tr>
<tr>
<td></td>
<td>discrepancies to the supervisor and the relevant authority</td>
</tr>
<tr>
<td></td>
<td>2.2 Carry out earthworks as directed</td>
</tr>
<tr>
<td></td>
<td>2.3 Select and apply additives as required by site conditions</td>
</tr>
<tr>
<td></td>
<td>2.4 Water the planting site where required</td>
</tr>
<tr>
<td></td>
<td>2.5 Mark out the positions of plants on site</td>
</tr>
<tr>
<td></td>
<td>2.6 Remove debris and pollutants from the site and dispose of in an environmentally</td>
</tr>
<tr>
<td></td>
<td>safe manner</td>
</tr>
<tr>
<td>3. Undertake planting operation</td>
<td>3.1 Inspect all plants for health, vigour and well-established root systems prior to</td>
</tr>
<tr>
<td></td>
<td>being planted</td>
</tr>
<tr>
<td></td>
<td>3.2 Return plants with major defects to the supplier or set aside to be returned</td>
</tr>
<tr>
<td></td>
<td>3.3 Trim or treat plants with minor defects to maintain health and vigour</td>
</tr>
<tr>
<td></td>
<td>3.4 Space plants appropriately</td>
</tr>
<tr>
<td></td>
<td>3.5 Use planting methods that comply with the growing requirements of individual</td>
</tr>
<tr>
<td></td>
<td>plant species and cultivars</td>
</tr>
<tr>
<td></td>
<td>3.6 Provide newly placed plants with post-planting care</td>
</tr>
<tr>
<td></td>
<td>3.7 Prune, where necessary, according to the needs of the species and cultivar to</td>
</tr>
<tr>
<td></td>
<td>ensure plants develop a sound framework for their growth and habit</td>
</tr>
<tr>
<td>4. Review the plant establishment works</td>
<td>4.1 Review the plant establishment program as required</td>
</tr>
<tr>
<td></td>
<td>4.2 Identify, record and report plants incorrectly planted, or situations that will</td>
</tr>
<tr>
<td></td>
<td>prevent plants from reaching their full potential</td>
</tr>
<tr>
<td></td>
<td>4.3 Take remedial action to ensure all requirements of the plant establishment program</td>
</tr>
<tr>
<td></td>
<td>are implemented</td>
</tr>
<tr>
<td>5. Complete establishment works</td>
<td>5.1 Complete earthworks and surface finishes</td>
</tr>
<tr>
<td></td>
<td>5.2 Remove waste material from the planting site and dispose of in an environmentally</td>
</tr>
<tr>
<td></td>
<td>safe manner</td>
</tr>
<tr>
<td></td>
<td>5.3 Clean, maintain and store equipment, tools and machinery</td>
</tr>
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<td></td>
<td>5.4 Record work outcomes and report to the supervisor</td>
</tr>
</tbody>
</table>
**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD301A Implement a plant establishment program.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD301 Implement a plant establishment program

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:
- prepare to establish a planting area
- interpret site plans and plant establishment specifications
- measure quantities, calculate material requirements, area, volume, ratios and application rates
- carry out planting operations
- ensure planting methods comply with plant species and cultivar growing requirements
- prune plants to ensure they develop a sound framework for their growth and habit
- inspect and determine plant quality and health
- record and report work outcomes

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of plant establishment
  - soils and soil amelioration techniques
  - the identification of pests and diseases, plant symptoms of infections, treatment threshold levels, recommended treatments, methods of application and environmental implications
  - the objectives of the plant establishment program, including finished plant forms, site appearance, end use and time constraints
  - the physiology of required plant species and cultivars, culture and planting procedures, including growth rates, main nutrient and water requirements, deficiency symptoms, recommended treatments and associated environmental implications
Assessment Requirements for AHCPGD301 Implement a plant establishment program

Date this document was generated: 18 March 2019

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCPGD302 Plan and maintain plant displays

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and establish plant displays either indoors or as seasonal displays of annual and perennial plants in garden beds.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare plans for plant displays | 1.1 Inspect the display site for aesthetic, environmental and physical attributes  
1.2 Identify occupational Health and Safety (OHS) hazards, assess risks assess and implement controls |
<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Select, use and maintain personal protective equipment (PPE) according to procedures.</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify on the display plan the location and projected life of the display.</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify on the display plan the plant types suitable for aesthetic effects, environmental and physical attributes.</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify on the display plan actions, timelines and work organisation, in consultation with the supervisor or manager.</td>
</tr>
<tr>
<td>1.7</td>
<td>Confirm the availability of plants, materials and services for preparing the display.</td>
</tr>
<tr>
<td>1.8</td>
<td>Select materials, tools, equipment and machinery according to the display plan and enterprise work procedures.</td>
</tr>
<tr>
<td>2.1</td>
<td>Select plants that are healthy and vigorous and comply with enterprise specifications for quality.</td>
</tr>
<tr>
<td>2.2</td>
<td>Select number and size of plants according to the display plan.</td>
</tr>
<tr>
<td>2.3</td>
<td>Select plants that display the ability to survive in the display position for the length of the display.</td>
</tr>
<tr>
<td>3.1</td>
<td>Plants are placed in a pattern specified by the plan.</td>
</tr>
<tr>
<td>3.2</td>
<td>Accessories and materials are chosen as specified in the plan.</td>
</tr>
<tr>
<td>3.3</td>
<td>Work is undertaken according to OHS requirements.</td>
</tr>
<tr>
<td>4.1</td>
<td>Monitor the health of the plants to ensure they retain optimum appearance.</td>
</tr>
<tr>
<td>4.2</td>
<td>Fertilise and water plants to maintain optimum health and appearance.</td>
</tr>
<tr>
<td>4.3</td>
<td>Replace plants when they are no longer at optimum health and appearance.</td>
</tr>
<tr>
<td>4.4</td>
<td>Remove rubbish, litter and decaying material plants, pots and surrounds to maintain optimum appearance of display.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD302A Plan and maintain plant displays.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPGD302 Plan and maintain plant displays

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- prepare design plans and specifications
- determine spatial measurements of display site
- calculate number of plants and materials
- select plants according to the display that comply with quality specifications and the ability to survive for the length of the display.
- place the plants according to the display plan and pattern
- complete plant display in a timely manner
- maintain the plant display

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of plant display maintenance
  - aim and purpose of building plant displays
  - common problems occurring with display plants
  - design principles for plant displays
  - features and characteristics of a range of plants used for display purposes
  - growing requirements of a range of common plants used in plant displays
  - remedial action required for display plants displaying health problems

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD303 Perform specialist amenity pruning

Modification History

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Application

This unit of competency describes the skills and knowledge required to perform specialist amenity pruning using specialist pruning techniques.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

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<tbody>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for specialist amenity pruning              | 1.1 Inspect plants and determine pruning strategy according to the plants’ characteristics or desired outcome  
1.2 Identify common diseases, pests and nutrition deficiencies in trees  
1.3 Identify work health and safety hazards, assess risks and implement suitable controls |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Select and prepare pruning tools and equipment required by the pruning program</td>
</tr>
<tr>
<td>1.5</td>
<td>Consult references where required to determine best pruning strategies for special plants</td>
</tr>
<tr>
<td>2.1</td>
<td>Undertake pruning using established and specialist pruning techniques</td>
</tr>
<tr>
<td>2.2</td>
<td>Adhere to site environmental procedures</td>
</tr>
<tr>
<td>2.3</td>
<td>Assess pruned plants to determine if pruning requirements have been met</td>
</tr>
<tr>
<td>2.4</td>
<td>Carry out remedial work where required</td>
</tr>
<tr>
<td>3.1</td>
<td>Dispose of or recycle waste material from the site to minimise damage to the environment</td>
</tr>
<tr>
<td>3.2</td>
<td>Clean, maintain and store tools, equipment and machinery</td>
</tr>
<tr>
<td>3.3</td>
<td>Clean and clear site</td>
</tr>
<tr>
<td>3.4</td>
<td>Record completed pruning and report to supervisor or the client</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD303A Perform specialist amenity pruning.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD303 Perform specialist amenity pruning

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- prepare for pruning
- sharpen and maintain tools required for pruning
- meet pruning program requirements
- carry out pruning using specialist pruning techniques
- store and carry tools safely
- assess pruning quality
- clean and clear pruning site
- record and report completed pruning to supervisor or client

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of specialist pruning
  - anatomy and physiology of plants, shrubs and trees
  - AS4373-2007 Pruning of amenity trees
  - compartmentalisation of decay in trees (CODIT)
  - effect on plant growth and habit after pruning
  - identification of plant species and their pruning requirements
  - local government tree protection and preservation regulations
  - principles and methods of specialist pruning to achieve given objectives
  - specialist tools and equipment
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCPGD304 Implement a landscape maintenance program

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement a landscape maintenance program of newly constructed or established landscapes.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Interpret a landscape</td>
<td>1.1 Determine the scope of the maintenance works from the</td>
</tr>
</tbody>
</table>
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>landscape maintenance program</td>
<td>1.2 Determine the frequency of maintenance works and implement</td>
</tr>
<tr>
<td></td>
<td>1.3 Establish landscape maintenance standards</td>
</tr>
<tr>
<td></td>
<td>1.4 Plan and prepare maintenance tasks</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify health and safety hazards, assess risks and implement controls</td>
</tr>
<tr>
<td>2. Monitor and maintain landscape areas</td>
<td>2.1 Prepare or use a site inspection checklist</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify remedial action, repairs, renovations, treatments and replacements required to restore site to full effectiveness</td>
</tr>
<tr>
<td></td>
<td>2.3 Implement maintenance tasks</td>
</tr>
<tr>
<td></td>
<td>2.4 Report items which are beyond the scope of the maintenance program to the nominated person</td>
</tr>
<tr>
<td></td>
<td>2.5 Record items requiring further action</td>
</tr>
<tr>
<td></td>
<td>2.6 Evaluate and record results of maintenance works</td>
</tr>
</tbody>
</table>

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<td>AHCPGD304 Implement a landscape maintenance program Release 1</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for AHCPGD304 Implement a landscape maintenance program

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- determine maintenance requirements
- implement maintenance operations
- treat diseased plants
- repair and renovate landscape structures and features
- identify any items requiring further action
- evaluate and record results of maintenance works

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of landscape maintenance
  - actions permitted in the event of variations to maintenance programs or contracts
  - horticultural practices for heritage and cultural areas
  - characteristics of a range of plants
  - common problems occurring in a range of plants
  - landscape maintenance programs or contracts
  - optimal growing conditions for a range of plants
  - principles and applications of an integrated pest management (IPM) program

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCPGD305 Conduct operational inspection of park facilities

Modification History

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Application

This unit of competency describes the skills and knowledge required to inspect park or recreational facilities to identify hazards, existing and potential risks and non-conformities with Australian Standards and workplace health and safety requirements.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for operational inspection | 1.1 Determine, from the operational request, the specific facilities and equipment to be inspected and purpose of the inspection  
1.2 Select required tools and equipment for testing and inspection  
1.3 Carry out pre-operational and safety checks on tools and |
**Element** | **Performance criteria**
--- | ---

1. Prepare appropriate checklists and reporting formats to suit the application
2. Identify the different types of facilities from checklist descriptions
3. Clarify specific terminology used in checklists with the supervisor
4. Identify workplace health and safety hazards, assess risks and implement controls
5. Select and use appropriate personal protective equipment (PPE)

2. **Undertake operational inspection**

1. Identify and record modes of non-conformity with Australian Standards, work health and safety guidelines and enterprise standards
2. Identify and record hazards and indications and signs of hidden faults
3. Ensure checklist entries are concise and accurate

3. **Finalise the park inspection**

1. Report to supervisors situations requiring urgent action or closure of facilities
2. Note recommendations to rectify non-conformities, as required
3. Complete an inspection report and submit to the client or supervisor

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD305A Conduct operational inspection of park facilities.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD305 Conduct operational inspection of park facilities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- determine the purpose of the inspection and the facilities and equipment to be inspected and tested
- carry out pre-operational and safety checks on tools and equipment
- clarify specific terminology used in checklists with the supervisor
- identify workplace health and safety hazard, assess risks and implement controls
- interpret design symbols and terminology
- compare actual measurements of inspected components with legal, workplace health and safety and/or enterprise standards and specifications
- determine the degree of urgency to report serious situations
- evaluate the condition of facilities
- use proforma reporting and work procedure documents

Knowledge Evidence

The candidate must demonstrate knowledge of:

- different modes of non-conformity that may be identified in reference to relevant Australian Standards and work health and safety requirements
- identification, assessment and control of hazards
- inspection procedures and techniques, and legal and enterprise reporting requirements for maintenance, repair and replacement recommendations
- principles and practices of park facility operational inspections
- terminology used to describe different components of park or recreational facilities and equipment
- operational expectations and enterprise standards for the presentation and working order of a range of park or recreational facilities and equipment
- the range, use and safety parameters of park or recreational facilities and equipment, their material construction and maintenance requirements
- work health and safety legislative requirements and codes of practice associated with public use of park facilities

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD306 Implement a maintenance program for an aquatic environment

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement a maintenance program for an aquatic environment in a park or garden setting.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for maintenance activities</td>
<td>1.1 Identify, interpret and apply requirements for the maintenance of the aquatic environment</td>
</tr>
<tr>
<td></td>
<td>1.2 Select and prepare tools, equipment and machinery for use</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify work health and safety hazards, assess risks and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1. Implement controls</td>
<td>1.4 Select and use appropriate personal protective equipment 1.5 Identify environmental implications associated with maintenance activities and report to supervisor</td>
</tr>
<tr>
<td>2. Maintain aquatic organisms</td>
<td>2.1 Identify indigenous, exotic and pest aquatic animals and plants for the specific aquatic environment 2.2 Monitor aquatic plants and animals and record and maintain relevant data and apply to aquatic plant maintenance activities 2.3 Report issues to supervisor, with recommendations for action 2.4 Implement control methods for excess aquatic animals and plants, and identified pest animals and plants 2.5 Process waste plant and animal material with regards to environmental issues</td>
</tr>
<tr>
<td>3. Maintain water quality</td>
<td>3.1 Monitor water quality where appropriate for the aquatic environment and the input water resource 3.2 Record monitoring data, maintain and apply to water quality maintenance activities 3.3 Remove debris and process using appropriate equipment 3.4 Report water quality issues to supervisor, with suggestions for remedial action 3.5 Discharge water, clean environment, and recharge water from the designated storage area or other input water resource</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD306A Implement a maintenance program for an aquatic environment.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD306 Implement a maintenance program for an aquatic environment

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- interpret site plans and maintenance program requirements, and use proforma reporting, recording, analysis and work procedure documents
- measure materials and aquatic site dimensions
- schedule and implement monitoring activities correctly and record, interpret and apply monitoring data

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of aquatic environment maintenance
  - aquatic systems ecology
  - correct safety procedures working from boats or adjacent to large bodies of water
  - enterprise systems and procedures for the safe operation and maintenance of machinery and equipment in aquatic environments
  - food chain and nutrient cycling in aquatic systems
  - recognition, physiology and biological characteristics of animals and/or plants specific to the aquatic environment
  - regulations and industry standards for water quality requirements in association with specified use
  - relevant legislation regarding water pollution and management
  - safe systems and procedures for handling, transporting and storing chemicals and hazardous substances taking into account toxicity levels and environmental impacts
  - wildlife habitats associated with the aquatic environment
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD401 Design plant displays

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to design plant displays in a wide range of locations and situations, buildings and structures. It applies to permanent, semi-permanent and temporary displays of plant life under a range of gardening, exhibition, visual merchandising, marketing and commercial leasing and hiring activities.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop the design</td>
<td>1.1 Consult with client to establish the purpose and requirements of</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>concept plan</td>
<td>the design</td>
</tr>
<tr>
<td>1.2</td>
<td>Evaluate site or location for aesthetic, environmental and physical attributes</td>
</tr>
<tr>
<td>1.3</td>
<td>Determine timelines for display and incorporate into the plan</td>
</tr>
<tr>
<td>1.4</td>
<td>Clarify budget parameters for concept plan with client or manager</td>
</tr>
<tr>
<td>1.5</td>
<td>Develop concept plan using common horticultural conventions</td>
</tr>
<tr>
<td>2. Ensure compliance with the design plan</td>
<td>2.1 Present concept plan to client and negotiate agreement on design</td>
</tr>
<tr>
<td>2.2</td>
<td>Develop final design plan documentation</td>
</tr>
<tr>
<td>2.3</td>
<td>Inspect plants and display materials prior to installation to ensure they meet required quality standard</td>
</tr>
<tr>
<td>2.4</td>
<td>Inspect plant display to ensure compliance with design plan</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD401A Design plant displays.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD401 Design plant displays

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- develop maintenance programs
- evaluate sites or locations to determine the effect of aesthetic, environmental and physical attributes on nature of display
- research and analyse information about plant and materials specifications, cultural requirements and environmental requirements
- consult with clients

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of plant display design
- characteristics of a range of plants used in plant displays
- growth and maintenance requirements of plants in natural and artificial environments
- horticultural conventions for design plans
- plant selection
- principles of design
- processes and techniques for preparing, costing and documenting plans for plant displays
- plants commonly used in plant displays

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD402 Plan a plant establishment program

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop a plant establishment program and a relevant site plan and specifications.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Carry out preliminary planning activities for the plant establishment</td>
<td>1.1 Consult with client and clarify preferences and requirements for the plant establishment program</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance criteria</td>
</tr>
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</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>program</td>
<td>1.2 Research plant species and cultivars; and local by-laws and restrictions that may affect the plant establishment program</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify environmental implications of the planned program and, if necessary, report to relevant personnel for further research</td>
</tr>
<tr>
<td></td>
<td>1.4 Develop a concept plan that reflects client preferences and requirements and takes into account site factors and any identified environmental requirements</td>
</tr>
<tr>
<td></td>
<td>1.5 Present the concept plan to the client for discussion and approval</td>
</tr>
<tr>
<td>2. Determine requirements of the plant establishment program</td>
<td>2.1 Identify plant species and cultivars appropriate to the site and consistent with the agreed concept plan</td>
</tr>
<tr>
<td></td>
<td>2.2 Calculate and cost the required quantity and confirm availability with suppliers</td>
</tr>
<tr>
<td></td>
<td>2.3 Select plant establishment procedures that suit the characteristics of available plant materials, the resources and equipment available and environmental factors that would affect the success of the plant establishment program</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify post-planting care requirements</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify and cost resources, tools, equipment and machinery required for planting and post-planting care and confirm availability confirmed with suppliers, contractors and appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>2.6 Identify work health and safety hazards, assess risks and develop controls, estimate costs and documented in the plan</td>
</tr>
<tr>
<td></td>
<td>2.7 Outline staged implementation and development, where appropriate, and provide access for future works provided</td>
</tr>
<tr>
<td></td>
<td>2.8 Determine timelines for preparations, planting and post-planting care, taking into account the needs of the plant species and cultivars, site conditions, and any other planning requirements</td>
</tr>
<tr>
<td>3. Prepare and document the plant establishment program and specification</td>
<td>3.1 Produce a scaled site plan which can be readily interpreted and understood by on-site personnel</td>
</tr>
<tr>
<td></td>
<td>3.2 Develop and document detailed on-site procedures and schedules required for the planting of the site and post-planting care of plants</td>
</tr>
<tr>
<td></td>
<td>3.3 Prepare detailed plan, specifications and quotation based on the requirements of the program, and present to the client for acceptance</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

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Links

Assessment Requirements for AHCPGD402 Plan a plant establishment program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- plan a plant establishment program
- consult with clients
- document plans, specifications and work procedures
- comply with legislative requirements
- write plans and reports that staff, clients and contractors can understand
- calculate the cost and spatial and logistical requirements of components of the plant establishment program.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- identification, propagation and establishment techniques of specific plant species and cultivars
- the advantages and disadvantages of a range of plant establishment procedures
- maintenance requirements and practices for specific plant species and cultivars, prior to and after initial establishment
- processes and techniques for preparing, costing and documenting plans for and scheduling plant establishment activities
- processes and techniques for scheduling plant establishment activities.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD501 Manage plant cultural practices

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
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Application

This unit of competency describes the skills and knowledge required to manage a plant cultural program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Define the plant cultural requirements of the site | 1.1 Survey and record the range of plant life areas and plant species  
1.2 Determine, acquire and maintain materials, equipment and labour required for implementation and maintenance |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>1.3 Identify work health and safety hazards, assess risks and implement appropriate controls</td>
<td></td>
</tr>
<tr>
<td>1.4 Assess staff capability and skills and knowledge against implementation and maintenance requirements</td>
<td></td>
</tr>
<tr>
<td>1.5 Implement staff training and development as required to bridge gaps</td>
<td></td>
</tr>
<tr>
<td>2. Develop a plant cultural program for the site</td>
<td>2.1 Determine plant cultural practices over the duration of a documented planning period</td>
</tr>
<tr>
<td>2.2 Sample, prepare and test soil types and growing media through field tests by staff and laboratory tests by specialist services</td>
<td></td>
</tr>
<tr>
<td>2.3 Allocate resources and develop appropriate budgets for the implementation period</td>
<td></td>
</tr>
<tr>
<td>2.4 Source and contract required specialist cultural practice services</td>
<td></td>
</tr>
<tr>
<td>2.5 Develop a schedule of operations for the implementation period</td>
<td></td>
</tr>
<tr>
<td>2.6 Allow for environmental and cultural contingencies in the site program</td>
<td></td>
</tr>
<tr>
<td>3. Manage the implementation of the program</td>
<td>3.1 Implement routine and contracted services</td>
</tr>
<tr>
<td>3.2 Interpret test results and appropriately ameliorate soils and growing media</td>
<td></td>
</tr>
<tr>
<td>3.3 Allocate and supervise staff and appraise for performance</td>
<td></td>
</tr>
<tr>
<td>3.4 Confirm that materials and equipment are used according to work health and safety requirements and documented safe operating procedures</td>
<td></td>
</tr>
<tr>
<td>3.5 Log progress reports detailing the on-going results of the plant cultural program</td>
<td></td>
</tr>
<tr>
<td>4. Monitor, review and document the program</td>
<td>4.1 Itemise daily workplace records, weekly or monthly expenses, and other information relevant to the plant cultural program in registers or diaries</td>
</tr>
<tr>
<td>4.2 Evaluate costs and expenditure against budgets and document in a report</td>
<td></td>
</tr>
<tr>
<td>4.3 Monitor, and evaluate routine and contracted services and record performance audits</td>
<td></td>
</tr>
<tr>
<td>4.4 Compare the plant cultural program to previous programs and make appropriate adjustments</td>
<td></td>
</tr>
<tr>
<td>4.5 Document results in a report covering all items of recorded information in the program</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPGD501A Manage plant cultural practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD501 Manage plant cultural practices

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- allocate resources
- contract specialist services
- determine plant cultural requirements
- develop a plant cultural program and budget documentation
- manage contingencies
- plan schedule of operations
- supervise, monitor and appraise the performance of work team and contracted services

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of plant cultural practice management
  - budgeting and planning
  - operation and maintenance of irrigation systems
  - plant anatomy, physiology, morphology, taxonomy and nomenclature
  - plant cultural practices
  - plant identification and selection
  - plant maintenance practices
  - plant nutrition requirements and practices
  - soil types, properties, field tests and sampling techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD502 Plan the restoration of parks and gardens

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to plan the restoration of parks and gardens of historical or cultural significance, develop a comprehensive restoration program of works and develop a relevant site plan, specifications and work procedures.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Carry out preliminary planning activities for</td>
<td>1.1 Consult with client and confirm preferences and requirements for the park or garden</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>restoration works</td>
<td>1.2 Assess the site for biophysical factors, historical and cultural attributes, services and site modifications</td>
</tr>
<tr>
<td></td>
<td>1.3 Research the legal attributes and local by-laws and restrictions that may affect the plan for restoration works</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify the environmental implications of the planned restoration works and, if necessary, report to relevant personnel for further research</td>
</tr>
<tr>
<td></td>
<td>1.5 Develop a concept plan that reflects client preferences and requirements and takes into account heritage issues, site factors and any identified environmental requirements and present to the client for discussion and approval</td>
</tr>
<tr>
<td></td>
<td>1.6 Consult other professionals to assist in research and planning of restoration works to meet legislative requirements</td>
</tr>
<tr>
<td>2. Determine requirements of restoration works</td>
<td>2.1 Identify plants that are appropriate to the site, consistent with the agreed concept plan and the original design philosophy, and take into consideration historical and cultural values</td>
</tr>
<tr>
<td></td>
<td>2.2 Calculate and cost the required quantity of plants and confirm availability and genetic integrity with suppliers</td>
</tr>
<tr>
<td></td>
<td>2.3 Select restoration procedures that are consistent with the agreed concept plan, account for the characteristics of available plant materials, resources and equipment and account for the environmental factors affecting the success of the restoration works</td>
</tr>
<tr>
<td></td>
<td>2.4 Include maintenance of softscape and hardscape components of the park or garden</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify and cost resources, tools, equipment and machinery required for the planting and ongoing maintenance of the restoration works and confirm availability with suppliers, contractors and appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>2.6 Identify work health and safety hazards, assess risks and develop controls</td>
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<tr>
<td></td>
<td>2.7 Outline staged implementation and development, where appropriate, including providing access for future works as required by client and site requirements</td>
</tr>
<tr>
<td></td>
<td>2.8 Determine timelines for preparations, planting and maintenance, taking into account the needs of the restoration species, the softscape and hardscape components, site conditions, and other relevant planning requirements</td>
</tr>
<tr>
<td>3. Prepare and document the restoration plan and specifications</td>
<td>3.1 Prepare a detailed plan, specifications and quotation based on horticultural conventions, original design philosophy and the requirements of the restoration works, and present to the client for acceptance</td>
</tr>
<tr>
<td></td>
<td>3.2 Produce a scaled site plan which can be readily interpreted and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>understood by on-site personnel</td>
</tr>
<tr>
<td>3.3</td>
<td>Develop and document detailed on-site procedures and schedules required for the restoration of the park or garden and its ongoing maintenance</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD502A Plan the restoration of parks and gardens.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD502 Plan the restoration of parks and gardens

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- determine requirements of the restoration work
- consult with clients
- select restoration procedures that are consistent with the agreed concept plan, appropriate to the site and account for historical and cultural values, available resources and relevant environmental factors
- calculate the cost and spatial and logistical requirements of components of the restoration works
- comply with legislative requirements
- research and evaluate information
- prepare and document the restoration plan and specifications
- prepare a site plan that can be understood by on-site personnel

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of park and garden restoration
  - construction procedures, plant selection and cultural practices for historically or culturally significant parks and gardens
  - growth habits and cultural requirements of specific plants under a range of soil and environmental conditions
  - historic parks and gardens management principles and guidelines
  - legislation and regulations relating to heritage sites and restoration works
  - maintenance requirements and practices for specific plants prior to and after initial establishment
• principles of the Australian Natural Heritage Charter, the Draft Guidelines for the Protection, Management and Use of Aboriginal and Torres Strait Islander Cultural Heritage Places and the Burra Charter
• role of project briefs and client consultation processes in planning restoration works
• site evaluation techniques, including methods of analysing the condition of soils, plants and waterways for restoration activities

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD503 Manage parks and reserves

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage parks and reserves.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Implement business, financial, marketing and human resource</td>
<td>1.1 Identify goals and objectives for park or reserve management as well as the goals and objectives or charter of linked external agencies</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
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</tr>
</tbody>
</table>
| management plans                             | 1.2 Identify the actions required to achieve the plans and determine operational objectives  
1.3 Consult with appropriate personnel to communicate the roles, responsibilities and performance targets of staff and work groups                                                                                     |
| 2. Implement and monitor a purchasing plan   | 2.1 Determine the quantity, quality and timing of supply of each input and service as required by the business plan and cash flow budgets  
2.2 Confirm that the purchasing system and records facilitate the selection of suppliers and arrangement of orders  
2.3 Isolate inefficiencies, stock outs and system problems, identify solutions and modify systems as required  
2.4 Establish asset databases and prepare and present asset management reports  
2.5 Consider work health and safety requirements in all purchase decisions  
2.6 Communicate purchasing plan to responsible personnel, initiate and monitor systems and maintain inventories                                                                 |
| 3. Schedule park or reserve operations       | 3.1 Document schedules and timelines of operations in a form that is accessible and understandable to all relevant personnel  
3.2 Identify and coordinate quantity, quality and timing of supply of each input and service as required by the financial, physical and human resource requirements of the operation  
3.3 Coordinate operations to ensure that available labour matches the quantity and type of work to be completed  
3.4 Establish key performance outcomes and indicators to measure performance of all park or reserve operations and personnel  
3.5 Undertake benchmarking as required by the particular organisation  
3.6 Isolate coordination inefficiencies and problems, identify solutions and modify systems as required                                                                 |
| 4. Manage enterprise office                  | 4.1 Develop and implement sound office and administrative systems and communications  
4.2 Ensure necessary office equipment is available or purchase where necessary and cost effective to do so  
4.3 Identify work health and safety hazards, assess risks and implement suitable controls                                                                                                                                 |
<table>
<thead>
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<tbody>
<tr>
<td>4.4 Assess and implement innovations in office procedures where</td>
<td>4.4 Assess and implement innovations in office procedures where appropriate</td>
</tr>
<tr>
<td>appropriate</td>
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<tr>
<td>5. Monitor, review and report on changing conditions</td>
<td>5.1 Establish systems to monitor operational objectives, identify variance from plans and adjust actions where necessary</td>
</tr>
<tr>
<td>5.1 Establish systems to monitor operational objectives, identify</td>
<td>5.2 Establish systems to monitor the immediate and related environments</td>
</tr>
<tr>
<td>variance from plans and adjust actions where necessary</td>
<td>5.3 Identify variances likely to affect the achievement of business, financial, marketing and human resource management goals and objectives and report to senior management</td>
</tr>
<tr>
<td>5.2 Establish systems to monitor the immediate and related environments</td>
<td>5.4 Maintain records, provide reports and document reviews</td>
</tr>
<tr>
<td>5.3 Identify variances likely to affect the achievement of business,</td>
<td></td>
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<tr>
<td>financial, marketing and human resource management goals and objectives</td>
<td></td>
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<tr>
<td>and report to senior management</td>
<td></td>
</tr>
<tr>
<td>5.4 Maintain records, provide reports and document reviews</td>
<td></td>
</tr>
<tr>
<td>6. Recommend improvements to operation</td>
<td>6.1 Review operations and identify possible improvements affecting business planning, personnel morale, productivity and systems efficiency</td>
</tr>
<tr>
<td>6.1 Review operations and identify possible improvements affecting</td>
<td>6.2 Document recommendations for improvements to operations that are supported by appropriate evidence and reasoned arguments, and present to senior management</td>
</tr>
<tr>
<td>business planning, personnel morale, productivity and systems efficiency</td>
<td></td>
</tr>
<tr>
<td>6.2 Document recommendations for improvements to operations that are</td>
<td></td>
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<tr>
<td>supported by appropriate evidence and reasoned arguments, and present</td>
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<tr>
<td>to senior management</td>
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<tr>
<td>6. Recommend improvements to operation</td>
<td></td>
</tr>
<tr>
<td>6. Recommend improvements to operation</td>
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</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

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Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
Assessment Requirements for AHCPGD503 Manage parks and reserves

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- assess environmental impacts on the immediate and related environments and impact reduction techniques
- assess financial systems, prepare and monitor budgets and liaise effectively with consultants and other industry contacts on the spatial and logistical aspects of management systems and on-ground operations
- assign work, receive and interpret staff feedback and consultants’ reports, and respond effectively to achieve management objectives
- interpret business, financial, marketing and human resource management plans
- research and consult to obtain the information required for effective maintenance and development of the park or reserve.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of park and reserve management:
  - asset and resource management
  - budgeting, monitoring systems and allocation of monetary resources
  - legislative and regulatory requirements relevant to parks and reserve land use applications and management activities including OHS, HAZCHEM, dangerous goods, duty of care and Australian Standards as they apply to Parks and Gardens - AS/NZS 4486.1:1997
  - management information systems
  - performance management and benchmarking
• policies applying across all levels of government and within the specific region, including those under catchment plans
• principles of the Australian Natural Heritage Charter and the Draft Guidelines for the Protection, Management and Use of Aboriginal and Torres Strait Islander Cultural Heritage Places and the Burra Charter
• sports and recreational land use applications and associated environmental implications
• staff training and development principles, practices and techniques
• technologically assisted management tools such as computing systems, software and hardware, and telecommunications equipment.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD504 Develop and implement a streetscape management plan

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop and implement a streetscape management plan.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Define the need for a streetscape</td>
<td>1.1 Identify the management plan objectives for the streetscape</td>
</tr>
<tr>
<td></td>
<td>1.2 Consult with client and identify brief requirements</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 2. Undertake preliminary planning activities | 2.1 Identify major stakeholders  
2.2 Determine the availability of specialists to assist in management planning work and prepare contracts where required  
2.3 Establish timelines for development of the management plan and reporting arrangements to client  
2.4 Identify required resources for developing management strategies |
| 3. Prepare a site description | 3.1 Identify and map landscape values of the area  
3.2 Identify and map physical features and characteristics of the streetscape  
3.3 Research land, including current, cultural and historical modifications, and determine and record their effects on the streetscape  
3.4 Assess and document physical condition of site  
3.5 Document the biological characteristics of the site |
| 4. Analyse site information and description | 4.1 Evaluate information in terms of core principles and objectives  
4.2 Produce documents, including plans, technical reports and maps  
4.3 Determine priorities and key management issues  
4.4 Identify and document opportunities and constraints to meeting planning objectives and goals  
4.5 Make a presentation to clients and residents and incorporate feedback into planning documentation |
| 5. Identify management strategies | 5.1 Identify management strategies that address defined objectives  
5.2 Design management strategies to alleviate existing impacts or to target management action  
5.3 Cost management strategies and compare to existing budgets and available resources  
5.4 Plan implementation of work to prioritise outcomes and management resource allocation  
5.5 Consult with clients and residents and incorporate feedback into documentation |
| 6. Prepare the management plan | 6.1 Develop a draft management plan that includes site information and management strategies  
6.2 Consult with stakeholders and clients and incorporate agreed changes into the final plan  
6.3 Present final plan to client |
Element | Performance criteria
--- | ---
7. Implement the management plan | 7.1 Implement the management plan within predetermined budget, and according to the schedule and strategies set out in the plan.  
7.2 Modify the implementation strategy to address on-going feedback from clients and residents.  
7.3 Provide reports to clients and residents on the progress of implementation works.

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPGD504A Develop and implement a streetscape management plan.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD504 Develop and implement a streetscape management plan

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- define the need for a management plan
- undertake preliminary planning activities
- analyse site information and description
- identify management strategies
- prepare the management plan
- prepare a site description
- implement the management plan

Knowledge Evidence

The candidate must explain:

- principles and practices for streetscape management planning
  - basic civil design
  - community consultation processes
  - horticultural, landscape and arboricultural practices used in streetscape management
  - landscape assessment, survey and analysis techniques
  - management planning principles and issues
  - soil, plant and water testing processes and procedures, interpretation and application of results

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPGD505 Conduct comprehensive inspection of park facilities

Modification History

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<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to conduct a compliance audit of park or recreational facilities to identify non-conformities with Australian Standards, legislative and work health and safety requirements, as well as manufacturers' standards.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Parks and gardens (PGD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for comprehensive</td>
<td>1.1 Determine the specific facilities and equipment to be inspected as well as the purpose of the inspection as outlined in the operational</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>inspection of park facilities</td>
<td>request</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify the tools and equipment for testing and inspection and confirm availability with appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>1.3 Carry out pre-operational and safety checks on tools and equipment</td>
</tr>
<tr>
<td></td>
<td>1.4 Prepare appropriate checklists and reporting formats to suit the activity</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify the types of facilities from checklist descriptions</td>
</tr>
<tr>
<td>2. Undertake comprehensive inspection of park facilities</td>
<td>2.1 Identify and record instances of non-conformity with Australian Standards, work health and safety guidelines and manufacturers’ standards</td>
</tr>
<tr>
<td></td>
<td>2.2 Undertake inspections for structural integrity in an efficient and safe manner, according to enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and detail safety risks and hazards and situations.</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure that checklist entries are concise and accurate.</td>
</tr>
<tr>
<td></td>
<td>2.5 Undertaken inspections according to OHS requirements.</td>
</tr>
<tr>
<td>3. Assess age and predict effective lifespan of existing park facilities</td>
<td>3.1 Identify the manufacturer of playground equipment and structures through reference to original plans and specifications</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine and record the age and future lifespan of park facilities</td>
</tr>
<tr>
<td></td>
<td>3.3 Estimate and record the cost of repair or replacement of park facilities</td>
</tr>
<tr>
<td>4. Submit report and recommendations</td>
<td>4.1 Address situations requiring urgent action</td>
</tr>
<tr>
<td></td>
<td>4.2 Prepare concise and accurate reports and submit to management</td>
</tr>
<tr>
<td></td>
<td>4.3 Review existing management systems, particularly regarding frequency of inspection, and make improvements in consultation with management</td>
</tr>
<tr>
<td></td>
<td>4.4 Make recommendations for future action that are consistent with industry standards and best practice</td>
</tr>
<tr>
<td></td>
<td>4.5 Submit collected data and information for inclusion on the asset management system</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPGD505A Conduct comprehensive inspection of park facilities.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPGD505 Conduct comprehensive inspection of park facilities

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting.

The candidate must provide evidence that they can:

- prepare for a comprehensive inspection of park facilities
- carry out a comprehensive inspection of park facilities
- interpret design symbols and terminology
- interpret standards, specifications and legal requirements
- determine age and calculate effective lifespan of existing park facilities
- estimate costs of repair or replacement

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of park facility inspection
  - different modes of non-conformity that may be identified in relation to specific park facilities and equipment
  - hazard identification, assessment and control
  - information management systems such as AS4456
  - hazards associated with conducting a comprehensive inspection of park facilities and equipment, and the controls necessary to remove or minimise associated risks
  - park facilities and equipment including installation methods, intended use, intended users and safety parameters
  - practical understanding of inspection and auditing procedures and techniques, and legal and enterprise reporting requirements for recommendations on maintenance, repair and replacement of park facilities
  - practical understanding of the terminology used to describe different components of park facilities and equipment
• relevant national industry standards such as AS486.1, AS4422, AS1924.1 and AS1924.2)
• work health and safety legislative requirements and Codes of Practice

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT101 Support horticultural production

Modification History

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</table>

Application
This unit of competency describes the skills and knowledge required to prepare materials, tools and equipment for work; complete routine horticulture production assistance work, including the safe use and operation of farm tools and equipment; clean up and dispose of waste consistent with environmental and enterprise requirements.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare materials, tools and equipment for horticultural | 1.1 Select materials, tools and equipment according to lists provided or supervisor's instructions  
1.2 Conduct checks on all materials, tools and equipment and report |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>production work</td>
<td>faulty items</td>
</tr>
<tr>
<td>1.3 Demonstrate correct manual handling techniques when loading and unloading materials</td>
<td></td>
</tr>
<tr>
<td>1.4 Select and check suitable personal protective equipment (PPE)</td>
<td></td>
</tr>
<tr>
<td>1.5 Provide work support safely and as instructed</td>
<td></td>
</tr>
<tr>
<td>1.6 Identify and report workplace hazards</td>
<td></td>
</tr>
<tr>
<td>2. Undertake horticultural production work as directed</td>
<td>2.1 Follow instructions and directions provided by supervisor and seek clarification when necessary</td>
</tr>
<tr>
<td>2.2 Interact with other staff and customers in a positive and professional manner</td>
<td></td>
</tr>
<tr>
<td>2.3 Follow enterprise policy and procedures in relation to workplace practices, handling and disposal of materials</td>
<td></td>
</tr>
<tr>
<td>2.4 Report problems or difficulties in completing work to required standards or timelines</td>
<td></td>
</tr>
<tr>
<td>3. Clean up on completion of work</td>
<td>3.1 Return materials to store and dispose of waste materials</td>
</tr>
<tr>
<td>3.2 Clean, maintain and store tools and equipment</td>
<td></td>
</tr>
<tr>
<td>3.3 Report work outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT101A Support horticultural production.

**Links**

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT101 Support horticultural production

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare materials, tools and equipment for work
- follow safety directions
- handle materials and equipment
- complete routine horticulture production assistance work, including the safe use and operation of farm tools and equipment
- clean up and dispose of waste consistent with environmental and enterprise requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for supporting production of horticultural crops
  - planting, picking, packing, loading and transporting techniques appropriate to this level
  - safe work practices
  - use of horticultural tools and equipment
  - work health and safety and environmental protection legislation and enterprise procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT201 Plant horticultural crops

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to plant horticultural crops in the annual, vegetable and flower growing industries.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for crop planting operations | 1.1 Follow instructions about planting the crop  
1.2 Prepare machinery, equipment and tools for crop planting  
1.3 Recognise workplace hazards and report safety concerns  
1.4 Use and maintained personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Prepare the site and plant material for planting | 2. Prepare soil or growing media  
2.2 Implement crop protection  
2.3 Apply pre-planting treatments  
2.4 Store planting material where required  
2.5 Operate machinery, equipment and tools for soil preparation |
| 3. Carry out planting operations | 3.1 Select planting material  
3.2 Store, handle and transport planting materials to the site  
3.3 Carry out planting  
3.4 Water plants in and apply post-planting treatments |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT201A Plant horticultural crops.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT201 Plant horticultural crops

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply agricultural chemicals under supervision
- apply enterprise quality standards
- estimate spacing and planting patterns
- follow safety procedures
- identify workplace hazards
- measure quantities of plant materials and treatments
- operate machinery to manufacturers specifications and low risk operating procedures
- select planting material
- use and maintain planting equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for planting horticultural crops
  - basic plant physiology
  - basic preparation of soil and growing media
  - environmental impacts and risks of planting horticultural crops
  - growing requirements of plants
  - importance of correct timing and procedures for crop planting
  - importance of field hygiene and quality control in regard to crop planting
  - nutritional, water and other requirements of the crop
  - principles of pest, weed and disease control
  - pre-planting soil and plant treatments and their importance
• soil structure and health

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCPHT202 Carry out canopy maintenance

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to carry out maintenance and pruning on crop canopies.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for canopy maintenance activities | 1.1 Confirm instructions for canopy maintenance  
1.2 Prepare tools and equipment for use  
1.3 Recognise workplace hazards and report safety concerns  
1.4 Use and maintained personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Carry out basic canopy maintenance</td>
<td>2.1 Identify and remove unwanted growth</td>
</tr>
<tr>
<td></td>
<td>2.2 Pull pruned material out of the canopy</td>
</tr>
<tr>
<td></td>
<td>2.3 Perform post-pruning treatments on the canopy</td>
</tr>
<tr>
<td></td>
<td>2.4 Shape, support or position canopy</td>
</tr>
<tr>
<td></td>
<td>2.5 Use control measures to regulate exposure of the crop to sun and to protect crop</td>
</tr>
<tr>
<td></td>
<td>from damage</td>
</tr>
<tr>
<td></td>
<td>2.6 Operate and maintain equipment</td>
</tr>
<tr>
<td>3. Complete canopy maintenance activities</td>
<td>3.1 Clean, sharpen and store tools and equipment</td>
</tr>
<tr>
<td></td>
<td>3.2 Dispose of pruned material</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify and report problems and anomalies</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT202A Carry out canopy maintenance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT202 Carry out canopy maintenance

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- interpret instructions correctly
- communicate with team members and supervisor
- calculate hours and personal production rate
- participate in teams and contribute to team objectives
- use and maintain basic hand and power tools and equipment
- dispose of pruning waste in an environmentally aware and sensitive manner

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of canopy maintenance
- basic canopy maintenance techniques and their importance in relation to the desired quality of fruit the enterprise is aiming to produce
- the difference between fruiting and non-fruiting wood
- the effect of different climatic conditions on canopy maintenance requirements
- the importance of hygiene and quality control when performing basic canopy maintenance activities
- work health and safety responsibilities of employees when maintaining a canopy

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT203 Support horticultural crop harvesting

**Modification History**

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</table>

**Application**

This unit of competency describes the skills and knowledge required to pick crops and perform related tasks such as routine estimation of crop readiness for harvest, basic sorting, bunching and grading, and transportation of the crop from the field.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

**Pre-requisite Unit**

Nil.

**Unit Sector**

Production horticulture (PHT)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare equipment for harvesting | 1.1 Carry out pre-operational and safety checks tools, equipment and machinery  
1.2 Recognise workplace hazards and report safety concerns  
1.3 Use and maintain personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Harvest the crop</td>
<td>2.1 Ensure harvesting procedures minimise crop and plant damage</td>
</tr>
<tr>
<td></td>
<td>2.2 Carry out basic sorting and grading</td>
</tr>
<tr>
<td></td>
<td>2.3 Clean and maintain harvesting tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>2.4 Report harvesting problems</td>
</tr>
<tr>
<td>3. Transport the crop</td>
<td>3.1 Use safe manual handling when handling containers</td>
</tr>
<tr>
<td></td>
<td>3.2 Move and stack containers to minimise damage to the crop</td>
</tr>
<tr>
<td></td>
<td>3.3 Maintain temperature of the harvested crop</td>
</tr>
<tr>
<td></td>
<td>3.4 Transport the crop from the field to the processing or storage area</td>
</tr>
<tr>
<td></td>
<td>3.5 Maintain containers in good working order</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT203A Support horticultural crop harvesting.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT203 Support horticultural crop harvesting

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<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- estimate the readiness of produce for picking
- harvest the crop using the correct technique
- select and grade produce at picking where required
- stack produce in containers without causing damage or losses
- transport produce from the field according to enterprise requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for harvesting horticultural crops
  - enterprise quality procedures
  - grading characteristics of each crop
  - recognition of crop maturity of a range of crops
  - the effect of adverse climatic conditions such as rain, hail, extreme wind with dust, or very high ultraviolet radiation, which may downgrade the quality of affected crop, prevent or impede harvest operations or severely influence the time taken to complete the harvest program
  - the importance of maintaining quality of produce, including cooling requirements and quick transport from field to processing areas

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT204 Undertake field budding and grafting

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to bud and graft trees, shrubs, vines and other plant types in nurseries or in-field situations.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare parent material for budding and grafting | 1.1 Follow workplace hygiene practices to ensure tools and equipment are clean  
1.2 Prepare plant material and use a suitable method of taking budding or grafting material  
1.3 Select and use appropriate tools |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Prepare budding and grafting materials | 2.1 Select budding/grafting material for propagation  
2.2 Use appropriate storage methods to maintain viability of materials  
2.3 Dispose of discarded material  
2.4 Prepare stock according to species guidelines  
2.5 Handle budding/grafting materials and stock in a way that prevents damage |
| 3. Bud/graft scion | 3.1 Select budding/grafting method according to species guidelines  
3.2 Seal bud/graft is sealed according to instructions  
3.3 Affix labels and identification  
3.4 Complete records accurately and timely  
3.5 Identify, rectify or report out-of-specification process and equipment performance |
| 4. Complete budding/grafting activities | 4.1 Clean tools and equipment  
4.2 Dispose of or store unused grafting material  
4.3 Collect, treat, dispose of or recycle waste generated by both the grafting and cleaning procedures |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT204A Undertake field budding and grafting.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT204 Undertake field budding and grafting

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- select and prepare stock for budding and grafting
- demonstrate a range of budding and grafting techniques
- maintain labels and records of the budding and grafting operation
- store unused grafting material
- treat plants after budding/grafting

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for field budding and grafting
  - cleaning requirements of work area and equipment
  - common problems and corrective action required
  - environmental issues and controls
  - importance of selection and use of rootstock
  - maintenance requirements of equipment
  - operation, components and purpose of budding/grafting and equipment
  - plant features and processes relevant to budding and grafting
  - procedures and responsibilities for reporting problem
  - recording requirements and procedures
  - root stocks and scion stock
  - stages of the budding/grafting procedure and their purpose
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT205 Carry out post-harvest operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to carry out routine post-harvest operations on a horticultural enterprise.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for postharvest operations</td>
<td>1.1 Identify post-harvest treatments and operations to be performed and client specifications</td>
</tr>
<tr>
<td></td>
<td>1.2 Select materials, tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>1.3 Carry out pre-operational and safety checks on tools, equipment and machinery</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.4</td>
<td>Comply with Hazard Analysis Critical Control Point (HACCP) and food safety requirements applicable to crop under cultivation</td>
</tr>
<tr>
<td>1.5</td>
<td>Follow site quarantine protocols and farm and personal hygiene requirements</td>
</tr>
<tr>
<td>2.1</td>
<td>Transport produce from field to post-harvest processing or storage area with care</td>
</tr>
<tr>
<td>2.2</td>
<td>Maintain temperature of harvested produce at levels set by industry and enterprise work procedures</td>
</tr>
<tr>
<td>2.3</td>
<td>Maintain containers and other materials and equipment</td>
</tr>
<tr>
<td>3.1</td>
<td>Grade and label produce according to client specifications</td>
</tr>
<tr>
<td>3.2</td>
<td>Apply post-harvest treatments to produce</td>
</tr>
<tr>
<td>3.3</td>
<td>Identify quality parameters of produce and specifications for packaging materials, containers, filling techniques and labelling</td>
</tr>
<tr>
<td>3.4</td>
<td>Select packaging materials and containers for specific produce</td>
</tr>
<tr>
<td>3.5</td>
<td>Weigh filled containers, record weight and repack to correct weight</td>
</tr>
<tr>
<td>3.6</td>
<td>Use correct filling techniques for specific containers and produce</td>
</tr>
<tr>
<td>3.7</td>
<td>Apply wraps and lids and label containers according to client specifications</td>
</tr>
<tr>
<td>4.1</td>
<td>Place containers onto pallets or racks to ensure stability and optimum airflow</td>
</tr>
<tr>
<td>4.2</td>
<td>Transport to and arrange pallets or racks in storage facility</td>
</tr>
<tr>
<td>4.3</td>
<td>Read storage facility monitoring gauges and report abnormal readings</td>
</tr>
<tr>
<td>4.4</td>
<td>Check condition of stored produce and remove damaged produce and containers from storage facility</td>
</tr>
<tr>
<td>4.5</td>
<td>Clean storage facility and packing containers</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT205A Carry out post-harvest operations.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT205 Carry out post-harvest operations

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Performance Evidence

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify post-harvest treatments and operations to be performed
- label produce accurately and correctly
- maintain records of post-harvest operations to allow traceability
- minimise handling damage to produce
- transport, grade, treat, pack and store harvested produce according to market requirements and industry and enterprise standards
- use a range of equipment for handling and transporting produce

Knowledge Evidence

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of post-harvest operations
  - attributes of enterprise produce in relation to desired quality of produce to be presented to client
  - characteristics and procedures for the use of cool rooms
  - cool chain principles and practices
  - correct storage temperatures for a range of enterprise produce
  - disposal of waste materials to minimise damage to external environment
  - environmental effects of post-harvest treatments
  - humidity levels and its effect on quality of enterprise produce
  - hygiene issues in the handling and storage of plant produce
  - industry standards for packaging
  - produce handling and cooling requirements
• relationship between quality attributes of produce and packing techniques and packaging
• storage methods for different enterprise produce

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT206 Handle and move mushroom boxes

Modification History

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Application

This unit of competency describes the skills and knowledge required to handle and move mushroom boxes as part of the post-harvest process on a mushroom farm.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Distribute boxes for filling to picking rooms</td>
<td>1.1 Select, assemble and position materials, tools and equipment</td>
</tr>
<tr>
<td></td>
<td>1.2 Carry out pre-operational and safety checks on materials, tools and equipment</td>
</tr>
<tr>
<td></td>
<td>1.3 Distribute empty boxes to pickers in a timely and efficient manner</td>
</tr>
<tr>
<td></td>
<td>1.4 Follow site quarantine protocols and farm and personal hygiene</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
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<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>1.5 Undertake work in an environmentally aware and safe manner</strong></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Collect and move filled boxes | 2.1 Coordinate collection of filled boxes with delivery of empty boxes  
2.2 Stack filled boxes on trolleys to the recommended height  
2.3 Move stacked trolleys safely from picking rooms and with consideration for other traffic flow in the area  
2.4 Stack filled boxes are stacked in cool room  
2.5 Record cool room air and mushroom pulp temperatures  
2.6 Report variations of temperature or any other anomalies and take remedial action as directed |

| 3. Finalise tasks | 3.1 Check, clean and return trolleys and other equipment to store area or position for work for next shift  
3.2 Report faulty items for repair or replacement  
3.3 Complete daily work records legibly and accurately  
3.4 Report work outcomes and seek feedback on performance |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT206A Handle and move mushroom boxes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT206 Handle and move mushroom boxes

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out an inventory of mushroom boxes
- collect filled boxes to ensure continued smooth flow of picking and packing work
- estimate quantities of boxes
- estimate rate of packing for collection
- record cool room air and mushroom pulp temperatures
- supply appropriate quantities of empty boxes to mushroom pickers in a number of picking rooms

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for handling and moving mushroom boxes
  - collection and packing procedures
  - quality requirements
  - safe manual handling techniques
  - storage requirements for mushrooms

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT207 Perform mushroom substrate process tasks

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare mushroom substrate either in a general mushroom farming enterprise or in a specialist substrate preparation enterprise. It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for each process stage | 1.1 Confirm work requirements with supervisor  
1.2 Check and prepare tools, machinery and equipment  
1.3 Report and fix faults or variations from required settings  
1.4 Follow site quarantine protocols and farm and personal hygiene requirements |
<p>| 2. Fill units with               | 2.1 Operate filling equipment at a speed that maintains continuous                     |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| mushroom substrate | operation  
2.2 Fill units with mushroom substrate |
| Assist with spawning processes | 3.1 Inspect and report any abnormalities found in spawn  
3.2 Mix spawn into mushroom substrate  
3.3 Check spawn usage rate and report any observed variation  
3.4 Apply and mix supplement if required  
3.5 Install spawned mushroom substrate in spawn run rooms  
3.6 Take samples of mushroom substrate  
3.7 Check mushroom substrate for presence of pests and take remedial action if required |
| Prepare and apply casing mixture | 4.1 Assemble and check required quantities of pesticides, peat, limestone and additives for casing  
4.2 Blend casing ingredients according to farm procedures  
4.3 Take samples of prepared casing and mushroom substrate before casing has been added  
4.4 Apply and mix supplement if required  
4.5 Check casing depth, structure and consistency and report any variation |
| Finalise mushroom substrate processes | 5.1 Clean, check and return equipment and tools  
5.2 Clean up at the end of each process stage  
5.3 Complete records legibly and accurately  
5.4 Report work outcomes and seek feedback on performance |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT207A Perform mushroom substrate process tasks.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPHT207 Perform mushroom substrate process tasks

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- maintain site quarantine protocols and personal hygiene
- fill units with mushroom substrate
- apply spawn into mushroom substrate
- prepare and apply casing mixture
- accurately complete records

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of mushroom substrates
- farm standards and procedures, including those relating to workplace health and safety, food safety, HACCP, quality systems and emergency procedures
- the impact on the rest of mushroom production cycle of deviations of mushroom substrate quality from farm standards for substrate
- the mushroom production cycle
- substrate production
- site quarantine protocols

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT208 Water mushroom crops

Modification History

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Application

This unit of competency describes the skills and knowledge required to water in mushroom crops.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to use watering equipment | 1.1 Assemble and connect watering equipment components to water supply  
1.2 Add chemicals to water  
1.3 Read and record water meter for the area to be watered  
1.4 Identify rooms and required watering pattern that require watering |
### Element | Performance criteria
--- | ---
2. Operate watering equipment | 2.1 Follow site quarantine protocols and farm and personal hygiene requirements  
2.2 Check and adjust water pressure to ensure correct spray or droplet pattern is achieved  
2.3 Provide and distribute evenly water in the correct quantity and pressure  
2.4 Report and fix faults or variations

3. Finalise watering operations | 3.1 Read and water meter and record amount of water used  
3.2 Disconnect watering equipment and return to storage area  
3.3 Check watering equipment  
3.4 Report work outcomes and seek feedback on performance

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCPHT208A Water mushroom crops.

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT208 Water mushroom crops

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare to use watering equipment
- deliver water to the mushroom crop at required rate and pressure
- estimate flow rate of water by the range of watering equipment in use
- measure correct doses of additives for water
- record water use

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for watering mushroom crops
  - effect on mushrooms of under-watering, overwatering, insufficient evaporation, late watering and moisture imbalance
  - effects of water on casing structure, mycelium, yields and quality
  - factors affecting effective operation of watering tree or other equipment used
  - how panning occurs
  - 'light', 'medium' and 'heavy' water and when each type is used
  - safe and effective use of fungicides and other water additives

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT209 Produce trellis dried grapes

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to operate a trellis-dried grape system in a viticulture production environment. It applies to vineyard workers who perform summer pruning and crown bunch removal, emulsion application, harvest and post-harvest drying.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Summer prune a grape crop for trellis drying</td>
<td>1.1 Reduce leaf coverage on fruiting canes to assist cutting, emulsion application and drying</td>
</tr>
<tr>
<td></td>
<td>1.2 Cut canes in accordance with enterprise standards</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
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</tr>
<tr>
<td></td>
<td>1.3 Leave replacement canes intact and undamaged to ensure next year’s fruiting</td>
</tr>
<tr>
<td></td>
<td>1.4 Spray grapes requiring emulsion treatment to ensure full and complete coverage</td>
</tr>
<tr>
<td>2. Prepare for harvesting trellis dried grapes</td>
<td>2.1 Identify uncut grapes, cut crown bunches and hung them on trellis without causing damage for drying or removal</td>
</tr>
<tr>
<td></td>
<td>2.2 Sample crop and test for moisture content and readiness to harvest</td>
</tr>
<tr>
<td></td>
<td>2.3 Select and check harvest tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>2.4 Select, use, maintain and store suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>3. Harvest trellis dried grapes</td>
<td>3.1 Operate harvesting machinery and ancillary equipment in a safe manner and at speeds to suit crop conditions</td>
</tr>
<tr>
<td></td>
<td>3.2 Maximise the quality of the crop by implementing and maintaining standards that meet processor and enterprise requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Remove, store and treat full bulk bins as soon as possible to minimise deterioration of crop quality</td>
</tr>
<tr>
<td></td>
<td>3.4 Clean harvest tools, equipment and machinery of pests and other contaminants to maintain crop quality</td>
</tr>
<tr>
<td></td>
<td>3.5 Recognise and control risks to self, others and the environment</td>
</tr>
<tr>
<td>4. Carry out postharvest drying</td>
<td>4.1 Select and check drying tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>4.2 Carry out post-harvest drying as directed to meet processor requirements</td>
</tr>
<tr>
<td></td>
<td>4.3 Monitor moisture and temperature of crop during drying and returned to bulk bins after appropriate cool down has occurred</td>
</tr>
<tr>
<td></td>
<td>4.4 Identify and report tool, equipment and machinery malfunctions, faults, irregular performance, damage and the need for corrective action</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT209A Produce trellis dried grapes.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPHT209 Produce trellis dried grapes

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- summer prune vines according to enterprise requirements
- select, fit and use appropriate personal protective equipment (PPE)
- handle and use trellis drying tools, equipment and machinery safely
- identify parts of the vine
- carry out post-harvest drying

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for producing trellis dried grapes
  - crown and cordon bunch picking or removal requirements and procedures
  - environmental impact issues
  - hazard identification and control
  - processor quality standards and requirements
  - summer pruning requirements and procedures
  - year-round preparation required for trellis drying

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT301 Carry out a crop regulation program

Modification History
Not applicable.

Application
This unit of competency describes the skills and knowledge required to carry out a crop regulation program in which thinning and pruning of flower, fruit or vegetable crops is undertaken to control yield and quality.

Unit Sector
Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for the crop regulation program</td>
<td>1.1 Identify the site and operational requirements of the program&lt;br&gt;1.2 Select crop regulation tools and equipment&lt;br&gt;1.3 Carry out pre-operational and safety checks on tools, equipment and machinery&lt;br&gt;1.4 Calibrate and adjust tools, equipment and machinery</td>
</tr>
<tr>
<td>2. Implement the crop regulation program</td>
<td>2.1 Identify and organise work teams and contractors&lt;br&gt;2.2 Co-ordinate work in a sequential, timely and effective manner&lt;br&gt;2.3 Plan work in an efficient, sequential and co-ordinated manner&lt;br&gt;2.4 Monitor crop regulation tasks and undertake remedial action where necessary to achieve program objectives</td>
</tr>
<tr>
<td>3. Complete crop regulation activities</td>
<td>3.1 Remove and dispose of waste material&lt;br&gt;3.2 Clean, maintain and store tools, equipment and machinery&lt;br&gt;3.3 Record or report work outcomes</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

This unit is equivalent to AHCPHT301A Carry out a crop regulation program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT301 Carry out a crop regulation program

Modification History

<table>
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<tbody>
<tr>
<td>1</td>
<td>AHC v1.1</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate evidence of their ability to satisfy holistically all of the requirements of unit. Performance should be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess the effects on plant growth, habit and production levels of thinning and pruning operations
- co-ordinate work groups
- prepare for crop regulation activities
- carry-out crop thinning procedures as required
- use a range of methods to achieve crop regulation goals
- record or report activities
- store and maintain equipment and materials

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of crop regulation
  - effects on plant growth, habit and production levels of thinning and pruning operations in relation to the market goals of the enterprise
  - enterprise quality procedures and characteristics of a crop relative to varying market requirements
  - environmental impacts of crop regulation and disposal of waste
  - principles of thinning and pruning and the methods used to achieve crop regulation goals
  - safe work procedures for use of machinery and equipment
  - types of crop regulation materials
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCPHT303 Implement a post-harvest program

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to implement a post-harvest program for horticultural crops.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for implementation of post-harvest operations | 1.1 Identify post-harvest operations to be performed  
1.2 Select materials, tools, equipment and machinery  
1.3 Carry out pre-operational and safety checks on tools, equipment |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>and machinery</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Coordinate post-harvest work | 2.1 Identify enterprise work team and coordinate tasks  
2.2 Undertake post-harvest operations  
2.3 Maintain a clean, safe and hygienic work area |
| 3. Implement post-harvest treatments | 3.1 Grade and label harvested produce  
3.2 Identify and dispose of produce that does not meet specifications and enterprise standards  
3.3 Select post-harvest treatments according to harvested produce requirements  
3.4 Ensure timing, rate, application method, environmental requirements and handling techniques conform to the requirements of the harvested produce  
3.5 Ensure post-harvest practices are economical, methodical, meet established work schedules and minimise damage to produce  
3.6 Clean and maintain tools, equipment and machinery |
| 4. Implement hazardous waste disposal guidelines | 4.1 Review waste disposal requirements and determine operational tasks  
4.2 Monitor collection of waste and disposal  
4.3 Report conditions likely to impact on business viability |
| 5. Implement packing and presentation requirements of produce | 5.1 Review specified packing and presentation requirements and determine operational tasks  
5.2 Monitor and adjust packing and presentation processes  
5.3 Record packing and presentation processes |
| 6. Implement storage requirements of produce | 6.1 Review specified storage requirements and determine operational tasks  
6.2 Monitor storage processes and facilities  
6.3 Record storage processes and conditions |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
<td>AHCPHT303 Implement a post-harvest program Release 2</td>
<td>AHCPHT303 Implement a post-harvest program Release 1</td>
<td>Minor typographical error corrected</td>
<td>Equivalent unit</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT303 Implement a post-harvest program

Modification History

<table>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify post-harvest operations to be performed
- coordinate post-harvest operations
- dispose of hazardous waste materials in line with guidelines and enterprise requirements
- implement post-harvest treatments and packing, presentation and storage requirements according to market specifications.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices post-harvest treatments and processes
- attributes of produce in relation to the desired quality of produce to be presented to the client
- characteristics and procedures for the use of cool rooms
- cool chain principles and practices
- correct storage temperatures for a range of produce
- enterprise confined spaces policy and safety procedures
- environmental effects of post-harvest treatments and hazardous waste disposal methodologies, application and purpose
- humidity levels and their effect on the quality of produce
- hygiene issues in the handling and storage of plant produce
- industry standards for packaging
- integrated pest management principles and enterprise policy
• relationship between the quality attributes of produce and packing techniques and packaging
• storage methods for a range of produce
• the importance of maintaining the quality of produce including handling and cooling requirements.

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT304 Harvest horticultural crops mechanically

Modification History

<table>
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<tbody>
<tr>
<td>1</td>
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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to operate machinery and related equipment used in the harvest of horticultural crops.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare machinery for use | 1.1 Select and use appropriate personnel protective equipment (PPE)  
1.2 Conduct routine pre-operational checks and housekeeping tasks  
1.3 Replace and report damaged or worn components  
1.4 Identify and report potential workplace hazards |
Element | Performance criteria
--- | ---
| 1.5 Attach ancillary equipment and check for correct operation |

2. Operate machinery and equipment
2.1 Operate machinery and equipment in a safe, efficient and controlled manner
2.2 Operate machinery according to task requirements, conditions and manufacturer operating guidelines
2.3 Monitor machinery performance and efficiency and make adjustments as required

3. Complete work
3.1 Follow shutdown procedures
3.2 Complete operational records
3.3 Carry out routine operator servicing
3.4 Identify and report malfunctions, faults, irregular performance or damage

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT304A Harvest horticultural crops mechanically.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT304 Harvest horticultural crops mechanically

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- attach and uncouple associated equipment
- conduct pre- and post-operational checks
- operate horticultural harvesting machinery and equipment in a safe, efficient and controlled manner
- perform operator maintenance tasks
- record work activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for operating crop harvesting machinery
  - basic diagnostic techniques
  - components and controls features and functions
  - crop quality assurance and hygiene requirements
  - equipment characteristics, technical capabilities and limitations
  - manufacturer and workplace requirements for pre-operational checks, machinery operation techniques, operator level servicing and shutdown and emergency procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT305 Regulate crops

Modification History

<table>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to regulate crops by thinning and pruning flower, fruit or vegetable crops to control yield and quality.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for crop regulation | 1.1 Select crop regulation tools, equipment and machinery  
                                  1.2 Carry out pre-operational and safety checks on crop regulation tools, equipment and machinery  
                                  1.3 Select and prepare chemicals to be used for crop regulation  
                                  1.4 Select, use and maintain personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Undertake crop regulation</td>
<td>2.1 Identify the plant material to be thinned or pruned</td>
</tr>
<tr>
<td></td>
<td>2.2 Undertake the crop regulation program</td>
</tr>
<tr>
<td></td>
<td>2.3 Operate crop regulation tools, equipment and machinery safely and effectively</td>
</tr>
<tr>
<td></td>
<td>2.4 Record and report signs of diseases and pests</td>
</tr>
<tr>
<td>3. Complete crop regulation</td>
<td>3.1 Dispose of waste material removed from the site</td>
</tr>
<tr>
<td></td>
<td>3.2 Follow correct manual handling techniques when lifting or moving heavy loads</td>
</tr>
<tr>
<td></td>
<td>3.3 Clean, maintain and store tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>3.4 Maintain a clean and safe work area</td>
</tr>
<tr>
<td></td>
<td>3.5 Record or report work outcomes</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT305A Regulate crops.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT305 Regulate crops

Modification History

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<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out pre-operational and safety checks on crop regulation tools, equipment and machinery
- assess the effects on plant growth, habit and production levels of thinning and pruning operations
- interpret requirements for pruning or thinning and work to instructions
- use and maintain a range of plant thinning or pruning tools
- remove and dispose of waste material
- report signs of diseases and pests
- operate crop regulation tools, equipment and machinery

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of crop regulation
  - effect of weather which may prevent or impede crop regulation activities
  - effects on plant growth, habit and production levels of thinning and pruning operations in relation to the market goals of the enterprise
  - enterprise quality procedures and characteristics of a crop relative to varying market requirements
  - principles of thinning and pruning and the methods used to achieve crop regulation goals
  - safe work procedures for use of machinery and equipment
  - tools, equipment and machinery used for crop regulation
  - types of crop regulation materials
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCPHT306 Establish horticultural crops

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to establish horticultural crops by seed, seedlings or other vegetative means.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare machinery and equipment for use</td>
<td>1.1 Select and prepare machinery and equipment and confirm against the work plan 1.2 Attach and calibrate equipment for operation 1.3 Identify workplace hazards, assess and control risks</td>
</tr>
<tr>
<td>2. Prepare for</td>
<td>2.1 Monitor soil and weather conditions for optimal seeding</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| horticultural crop establishment| 2.2 Recognise and confirm soil conservation and sustainable land management practices and procedures  
|                                  | 2.3 Confirm and prepare seeding/planting, fertiliser, and pest and weed control requirements |
| 3. Sow/plant the crop           | 3.1 Undertake seeding/planting and fertiliser applications out                         
|                                  | 3.2 Coordinate pest and weed control treatment with seeding/planting and fertiliser applications |
| 4. Complete seeding/planting operations | 4.1 Maintain seeding/planting, machinery and equipment operation records          
|                                  | 4.2 Report machinery and equipment damage, malfunctions or irregular performance   
|                                  | 4.3 Clean, secure and store machinery and equipment                                  |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT306A Establish horticultural crops.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT306 Establish horticultural crops

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out ground preparation and apply pre-planting treatments
- prepare and service machinery and equipment
- carry out sowing/planting operations and fertiliser application
- monitor the environmental impacts of establishing the crop
- clean, secure and store machinery and equipment
- keep records of the sowing/planting operation

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for establishing crops
  - crop types, preparation of seeds/plants, seeding/planting methods and application techniques
  - effects of weather conditions on seeding/planting and fertilising applications
  - enterprise policies for seeding/planting operations and recording and reporting routines
  - fertiliser types, rates of application and crop nutrient requirements
  - operating principles and operating methods for machinery and equipment
  - positive environmental practices, negative environmental impacts and minimisation measures associated with seeding operations
  - personal protective equipment (PPE) and when and how it should be used
  - pre-operational and safety checks, servicing and maintenance procedures for seeding/planting machinery and equipment
  - principles of weight distribution with regard to load shifting and vehicle movement
• procedures for cleaning, securing and storing machinery, equipment and materials
• relevant legislation, regulations and codes of practice with regard to workplace health and safety and the use and control of hazardous substances
• sustainable land management and soil conservation techniques

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCPHT307 Prepare raw materials and compost feedstock

Modification History

<table>
<thead>
<tr>
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</table>

Application

This unit of competency describes the skills and knowledge required to prepare and mix raw materials into a suitable feedstock mixture for commercial-scale composting and compost feedstock mixtures to manufacture compost products.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Organise for processing | 1.1 Review job sheet to identify all processing requirements  
1.2 Check machinery, equipment and materials for serviceability and safe operation  
1.3 Identify and assess workplace hazards and take action to |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Prepare raw materials and compost the feedstock mixture</td>
<td>minimize risk to self and others</td>
</tr>
<tr>
<td></td>
<td>2.1 Identify, collect and check raw materials and additives for physical contamination</td>
</tr>
<tr>
<td></td>
<td>2.2 Confirm composting technology and methods to be used as appropriate to raw material types and enterprise product requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Pre-process raw materials into suitable forms for composting</td>
</tr>
<tr>
<td></td>
<td>2.4 Mix pre-processed raw materials into suitable feedstock mixtures for composting</td>
</tr>
<tr>
<td></td>
<td>2.5 Handle feedstock mixtures for composting according to technology, appropriate method and industry best practice</td>
</tr>
<tr>
<td></td>
<td>2.6 Assign batch numbers or codes and create batch documentation to enable tracking of batch</td>
</tr>
<tr>
<td>3. Monitor composting process</td>
<td>3.1 Monitor composting batch by observing and using field testing equipment</td>
</tr>
<tr>
<td></td>
<td>3.2 Maintain processing and operations records for process control and to track batch through the compost production cycle</td>
</tr>
<tr>
<td></td>
<td>3.3 Report to supervisor faults or variations observed at any stage of the process and take remedial action to maintain effective and consistent compost production</td>
</tr>
<tr>
<td>4. Conduct quality control inspection</td>
<td>4.1 Inspect and assess finished compost for compliance with enterprise product requirements</td>
</tr>
<tr>
<td></td>
<td>4.2 Report faults or variations</td>
</tr>
<tr>
<td></td>
<td>4.3 Reprocess non-compliant product with necessary adjustments</td>
</tr>
<tr>
<td></td>
<td>4.4 Confirm compliance of compost batch with product requirements</td>
</tr>
<tr>
<td></td>
<td>4.5 Complete batch documentation for compliant compost product</td>
</tr>
<tr>
<td></td>
<td>4.6 Inform sales and operational staff members that product is suitable for sale and/or preparation of value-added products</td>
</tr>
<tr>
<td>5. Clean up area</td>
<td>5.1 Clean loading-shifting machinery and other processing equipment</td>
</tr>
<tr>
<td></td>
<td>5.2 Clear away raw materials and finished compost products to designated areas and clean processing site</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPHT307A Prepare raw materials and compost the feedstocks.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT307 Prepare raw materials and compost feedstock

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- conduct and interpret basic field test results to confirm effective processing and define intervention required to rectify composting processes
- establish and maintain appropriate compost batch documentation accurately and promptly
- prepare batches for composting according to defined compost recipes
- prepare raw materials for composting according to enterprise product requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for preparing composting raw materials
  - Australian composting standards
  - batch documentation techniques
  - characteristics of a range of raw materials
  - compost production cycle
  - compost quality standards
  - fundamental characteristics of compost quality
  - key process control stages critical to consistent compost production
  - overview of systems and technologies used in compost production
  - principles of commercial compost production
  - range and characteristics of categories of compost product
  - steps in pre-processing compost materials
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT308 Prepare value added compost-based products

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare or blend compost with other materials or products to produce various value added compost-based products.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Organise for value-added product preparation</td>
<td>1.1 Review job sheet or work order to identify product requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Organise equipment required for product preparation</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify workplace hazards and environmental implications and assess and manage risk</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 2. Prepare value-added products | 2.1 Confirm compost and product additives against job sheet  
  2.2 Measure and transport compost and additives to preparation area  
  2.3 Monitor and check compost and additives against specifications and identify and report variations or non-conformances  
  2.4 Blend and process compost, materials and other additives  
  2.5 Clean machinery and site to avoid contamination between batches |
| 3. Conduct quality inspection and readiness for sale | 3.1 Inspect and check product for compliance with job sheet and product requirements  
  3.2 Document product details accurately and promptly  
  3.3 Transport product to holding bay and confirm quantity of product  
  3.4 Label product according to regulatory and customer requirements  
  3.5 Release product for dispatch |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT308A Prepare value added compost-based products.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT308 Prepare value added compost-based products

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify value-added product requirements
- interpret batch sheets and follow enterprise production procedures
- prepare batches of value-added product according to defined batch recipes and methods
- recognise value-added products and their characteristics
- recognise, quantify and handle products

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for preparing value added compost based products
  - Australian standards for products
  - common product contaminants
  - enterprise product specifications and standards
  - environmental license requirements, aspects and management measures associated with operation of machinery and equipment
  - hazards in handling materials and additives and appropriate risk control measures
  - identification of contaminants
  - legislation, regulations and codes of practice with regard to licensing, roads and traffic requirements
  - legislation, regulations and codes of practice with regard to workplace health and safety and use and control of hazardous substances
  - operating principles and methods for plant and machinery
  - potential risks and hazards associated with operation of machinery and equipment
Assessment Requirements for AHCPHT308 Prepare value added compost-based products

- procedures for cleaning, securing and storing machinery, equipment and materials
- product types and characteristics
- raw materials, compost and additives commonly used to manufacture value-added products
- value-added product types and characteristics

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT309 Supervise mushroom substrate preparation

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Application

This unit of competency describes the skills and knowledge required to supervise the achievement of farm quality standards and processes associated with mushroom substrate preparation (Phase II), either in a general mushroom farming enterprise or in a specialist substrate preparation enterprise.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Confirm requirements for mushroom substrate preparation | 1.1 Inform details of quantities of substrate and dates/times to be achieved for each stage of the process with personnel  
1.2 Determine availability, quality, serviceability and cleanliness of resources required for mushroom substrate preparation  
1.3 Follow site quarantine protocols and farm and personal hygiene requirements |
2.2 Take samples of materials and/or outputs  
2.3 Monitor and position probes to ensure that they provide representative readings  
2.4 Record production information required for Hazard Analysis Critical Control Point (HACCP)  
2.5 Report faults or variations from required settings or farm quality standards  
2.6 Monitor compost, rooms and work areas for the presence of pests and take remedial action |
| 3. Finalise mushroom substrate preparation process | 3.1 Monitor clean-up activities at end of each process stage  
3.2 Clean and check equipment and hand tools  
3.3 Carry out preventative maintenance according and report any faults  
3.4 Complete records legibly and accurately |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT309A Supervise mushroom substrate preparation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT309 Supervise mushroom substrate preparation

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- observe and report non-compliance with farm quality standards
- organise the process of mushroom substrate preparation
- coordinate work activities so that standards relating to productivity, workflow requirements, farm procedures and quality are met
- record and report production information

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for supervising mushroom substrate preparation
  - casing function, application, required depth and required surface structure
  - impact on mushroom production cycle of deviations of mushroom substrate quality from farm standards for substrate
  - overview of mushroom production cycle
  - overview of Phase I and Phase II substrate production
  - relevant legislation and industry codes of practice
  - site quarantine protocols
  - standards and procedures for workplace health and safety, food safety, HACCP, quality systems, emergency procedures, organisational structure and workplace communication channels and protocols
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT310 Coordinate horticultural crop harvesting

Modification History

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Application

This unit of competency describes the skills and knowledge required to coordinate crop harvesting activities.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for crop harvesting</td>
<td>1.1 Identify the crop to be harvested and the requirements and procedures to assure crop quality</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine crop maturity by experience, specification charts, aids or devices and according to client, enterprise and industry quality assurance specifications</td>
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<td>Element</td>
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</tr>
<tr>
<td>1. Identify that suitable weather conditions for picking are established according to enterprise work procedures</td>
<td>1.3</td>
</tr>
<tr>
<td>1.4 Select tools, equipment and machinery according to harvest requirements</td>
<td>1.4</td>
</tr>
<tr>
<td>1.5 Carry out pre-operational and safety checks on tools, equipment and machinery</td>
<td>1.5</td>
</tr>
<tr>
<td>2. Coordinate harvesting activities</td>
<td>2.1 Inform seasonal labour of the harvest plan/strategy</td>
</tr>
<tr>
<td>2.2 Assign daily work tasks to harvest staff</td>
<td>2.2</td>
</tr>
<tr>
<td>2.3 Ensure work program allows for contingencies caused by weather or other interruptions</td>
<td>2.3</td>
</tr>
<tr>
<td>2.4 Monitor the harvest and coordinate changes to work activities as required</td>
<td>2.4</td>
</tr>
<tr>
<td>3. Monitor crop quality throughout harvest</td>
<td>3.1 Ensure harvesting procedures and the harvested crop comply with specifications</td>
</tr>
<tr>
<td>3.2 Ensure crop is handled in a way that minimises damage</td>
<td>3.2</td>
</tr>
<tr>
<td>3.3 Ensure sorting and grading of the crop complies with specifications</td>
<td>3.3</td>
</tr>
<tr>
<td>3.4 Minimise post-harvest deterioration in crop storage according to enterprise work procedures</td>
<td>3.4</td>
</tr>
<tr>
<td>3.5 Transport the crop with minimum damage</td>
<td>3.5</td>
</tr>
<tr>
<td>3.6 Calculate and record picking tallies or harvest yields</td>
<td>3.6</td>
</tr>
<tr>
<td>4. Deliver crop to specified destination</td>
<td>4.1 Confirm delivery details including quantity, timing and destination</td>
</tr>
<tr>
<td>4.2 Deliver crop with damage levels that are within specifications</td>
<td>4.2</td>
</tr>
<tr>
<td>4.3 Ensure crop complies with client, enterprise and industry quality assurance specifications</td>
<td>4.3</td>
</tr>
<tr>
<td>4.4 Complete delivery documentation accurately</td>
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**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT310A Coordinate horticultural crop harvesting.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT310 Coordinate horticultural crop harvesting

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- coordinate a work group
- maintain harvest requirements
- monitor crop quality
- prepare for crop harvesting activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for
  - effect of adverse climatic conditions (e.g., rain, hail, extreme wind, or very high ultraviolet radiation), which may prevent or impede crop harvesting operations, or severely influence the time taken to complete the tasks necessary to fulfil the operation
  - enterprise quality procedures and characteristics of a crop relative to varying market requirements
  - grading characteristics of each crop
  - importance of maintaining quality of produce including cooling requirements and quick transport from field to processing areas
  - industry wage rates and conditions, contractors services, conditions and rates
  - licensing requirements for use of forklifts, trucks and machinery
  - recognition of the maturity parameters of a range of crops
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT401 Assess olive oil for style and quality

Modification History

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Application

This unit of competency describes the skills and knowledge required to assess olive oil for style and quality.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Establish and implement appropriate tasting protocols | 1.1 Establish appropriate tasting conditions  
1.2 Apply accepted industry tasting procedures  
1.3 Taste oils in the order that will best show the character of each oil |
<table>
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<tr>
<th>Element</th>
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</thead>
</table>
| 2. Determine style and sensory quality of the olive oil | 2.1 Identify and assess characteristics of the olive oil  
2.2 Taste oil to assess  
2.3 Smell and taste oil to assess sensory quality  
2.4 Analyse and record observed defects for future action |
| 3. Determine the analytical quality of the olive oil | 3.1 Send oil samples to laboratory to test key chemical indices  
3.2 Interpret key chemical indices to assess analytical quality of oil  
3.3 Record for future action observed chemical indices that are beyond the normal range |
| 4. Identify factors influencing the style and quality of the olive oil | 4.1 Identify horticultural factors that may influence style and quality of the olive oil  
4.2 Identify processing factors that may influence style and quality of the olive oil  
4.3 Identify other factors that may influence style and quality of the olive oil |
| 5. Implement findings of tastings and chemical analyses | 5.1 Maintain records of season's tastings and chemical analyses  
5.2 Evaluate horticultural and processing activities and methods in terms of modifications and improvements to be made  
5.3 Adjust and document horticultural production plan for next season  
5.4 Document and communicate processing requirements for next season to processing personnel |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT401A Assess olive oil for style and quality.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT401 Assess olive oil for style and quality

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify olive oil styles
- identify common olive oil defects
- modify horticultural and/or processing practices to remedy variations from desired style and quality

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for assessing olive oil
  - cause of olive oil defects and how they can be remedied
  - horticultural and processing practices that affect olive oil style, and reasons for the effect
  - relationship between critical chemical parameters and oil style and quality

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT402 Develop a crop regulation program

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Application

This unit of competency describes the skills and knowledge required to develop a crop regulation program. It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess crop regulation methods</td>
<td>1.1 Identify production targets and requirements in terms of quantity, quality and availability of specified crops</td>
</tr>
<tr>
<td></td>
<td>1.2 Research the characteristics and growing requirements of plant</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td><strong>1. Specify species and cultivars that may affect the crop regulation program</strong></td>
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</tr>
<tr>
<td>1.3 Assess the benefits and limitations of available crop regulation methods for specified crops</td>
<td></td>
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<tr>
<td>1.4 Evaluate implementation risk of available methods and record and cost risk controls</td>
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<tr>
<td>1.5 Determine the most cost-effective approach to crop regulation and submit to management for approval</td>
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<thead>
<tr>
<th>2. Identify the requirements of a crop regulation program</th>
<th>2.1 Develop the crop regulation program to achieve the appropriate yield and quality</th>
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<tbody>
<tr>
<td></td>
<td>2.2 Identify and confirm availability of resources, tools, equipment and machinery for the program</td>
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<tr>
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<td>2.3 Outline staged implementation and development according to the range of conditions over the growing cycle</td>
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<td></td>
<td>2.4 Determine timelines for crop regulation activities, taking into account the needs of the crop and site conditions</td>
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<thead>
<tr>
<th>3. Prepare and document the crop regulation program and specifications</th>
<th>3.1 Prepare a plan, specifications and quotation based on the requirements of the program</th>
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<td>3.2 Develop and document on-site procedures and schedules for the program</td>
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<tr>
<th>4. Monitor the crop regulation program</th>
<th>4.1 Monitor implementation of the program to ensure requirements of the production plan are achieved</th>
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<tbody>
<tr>
<td></td>
<td>4.2 Monitor and review the program to ensure it remains responsive to changing conditions</td>
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<td>4.3 Implement appropriate courses of action to alleviate or overcome identified shortcomings</td>
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<td>4.4 Document and report remedial action undertaken to management</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT402A Develop a crop regulation program.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT402 Develop a crop regulation program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess and select cost-effective techniques, resources and equipment for the regulation of horticultural crops
- develop a crop regulation program to achieve the yield and quality specified in the enterprise production plan
- document a crop regulation plan, specifications and quotation
- document detailed schedules and work procedures
- prepare a cost-benefit analysis on available crop regulation methods
- review the crop regulation program
- implement appropriate courses of action in response to identified shortcomings

Knowledge Evidence

The candidate must demonstrate knowledge of:

- crop regulation published data on the species and cultivars
- principles and practices for developing a crop regulation program
- processes and techniques for preparing, costing and documenting plans for scheduling crop regulation activities
- site evaluation techniques, including analysis of the condition of soils, plants and the site for production activities
- specific crop physiology and timing of regulation
- the characteristics of soil and other growth media types and the use of additives to enhance the available nutrition for specific plant species and cultivars
- the relationship between enterprise crop regulation methods, such as thinning, pruning and RDI, and the yield and quality of specific crops
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCPHT403 Develop harvesting and processing specifications to produce an olive oil

Modification History

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<tr>
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Application

This unit of competency describes the skills and knowledge required to develop specifications that will produce the required quantity, style and quality of oil from an olive crop.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Specify the style and other characteristics</td>
<td>1.1 Specify desired properties of the olive oil using standard industry terminology</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
</tbody>
</table>
| desired of the olive oil | 2.1 Estimate maturity of fruit using informal and formal methods  
| | 2.2 Schedule harvest so that fruit picked will produce desired quality, style and amount of olive oil  
| | 2.3 Evaluate range of harvest methods available and select the ones most likely to contribute to production of desired olive oil  
| | 2.4 Obtain and brief harvesting personnel about harvest requirements and procedures |
| 2. Establish the appropriate time and conditions for harvesting | 3.1 Specify post-harvest handling and treatment for olive crop using standard industry terminology  
| | 3.2 Specify processing using standard industry terminology  
| | 3.3 Specify packaging, storage and transport requirements for processed olive oil using standard industry terminology |
| 3. Specify post-harvest handling and processing method | 4.1 Obtain details of suitable available processors  
| | 4.2 Review and apply criteria for selecting a processor  
| | 4.3 Select most suitable processor using predetermined criteria  
| | 4.4 Agree with specifications and related processing requirements with selected processor and incorporate into a contract  
| | 4.5 Document the specifications and related processing requirements in a report |
| 4. Select an olive oil processor |  

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT403A Develop harvesting and processing specifications to produce an olive oil.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT403 Develop harvesting and processing specifications to produce an olive oil

Modification History

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- arrange for an appropriate method of processing to produce the desired style and quality of oil
- document the specifications and related processing requirements in a report
- estimate and schedule fruit maturity
- incorporate specifications into a contract
- select an appropriate style of oil that can be produced from a crop and describe it using standard industry terminology

Knowledge Evidence
The candidate must demonstrate knowledge of:

- principles and practices for developing specifications for olive oil
  - how an olive oil is produced from olives
  - influence of processing on chemical composition of oil (polyphenols, aroma and flavour compounds)
  - influence of various harvesting methods on olive oil style and quality (bitterness, pungency, aroma and flavour)
  - market preferences for styles of olive oil
  - methods of olive oil extraction and advantages/disadvantages associated with each
  - post-harvest handling (including storage and transport) requirements for olive fruit intended for olive oil processing
  - post-processing storage and handling requirements of olive oil
• relevant legislation and regulations covering food safety, trade practices and contract law

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT404 Implement and monitor a horticultural crop harvesting program

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement and monitor a horticultural crop harvesting program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture [PHT]

Elements and Performance Criteria

<table>
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<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan for harvesting</td>
<td>1.1 Assess and record crop maturity and quality 1.2 Estimate best time to harvest crop</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
1.3 | Undertake pre-harvest treatments for control and eradication of pests
1.4 | Determine harvesting resource requirements and estimate when to harvest

2. Coordinate the harvest strategy
2.1 | Implement harvesting operations according to customer requirements, weather, equipment and staff availability
2.2 | Coordinate and monitor equipment operation for maximum efficiency and effectiveness
2.3 | Identify and control hazards

3. Complete harvest operation
3.1 | Locate storage resources
3.2 | Determine strategies for drying crops if necessary
3.3 | Monitor work to ensure that crop is graded, packed and stored according to enterprise requirements
3.4 | Evaluate harvesting operations and outcomes against harvest strategy
3.5 | Provide feedback on performance to personnel under supervision
3.6 | Document crop quality, pre-harvest treatments and outcomes of harvest for continual analysis and effective planning management

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCPHT404A Implement and monitor a horticultural crop harvesting program.

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT404 Implement and monitor a horticultural crop harvesting program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- coordinate equipment
- document a crop harvesting report
- establish strategies for pre-harvest and harvest
- estimate crop quality and yield
- evaluate harvest operations and outcomes
- implement treatments for control and eradication of pests
- implementing safe workplace and positive environmental practices
- organise resources for the harvest

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for crop harvesting
  - crop measurement techniques and parameters
  - customer requirements
  - environmental controls and codes of practice applicable to harvesting operations
  - functions and limitations of harvesting equipment
  - location and relative skills and abilities of available staff, contractors or casual staff
  - market information and sources
  - relevant legislation and regulations relating to workplace health and safety, contractor engagement, chemical use and application, and vehicle and plant use
  - required productivity rates
  - weather or other conditions that may affect harvest
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT405 Manage mushroom substrate preparation

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage mushroom substrate preparation.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Confirm status of system requirements for mushroom</td>
<td>1.1 Determine details of quantities of substrate required and dates/times to be achieved for each process stage and communicate to personnel</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| substrate preparation        | 1.2 Determine availability, quality, serviceability, and cleanliness of all rooms, work areas, machinery, equipment and materials for mushroom substrate preparation  
1.3 Allocate staff duties and responsibilities  
1.4 Follow site quarantine protocols and farm and personal hygiene requirements |
| 2.  Confirm quality and consistency of Phase II outputs | 2.1 Ensure Phase II process conforms to required production schedule and farm procedures  
2.2 Record key factors and critical points  
2.3 Take random samples of end product and dispatch for analysis  
2.4 Record test results, compare to standards and take remedial action |
| 3.  Monitor and manipulate spawning and spawn run | 3.1 Assess condition and quality of compost before spawning and take remedial action  
3.2 Take temperature readings and record and adjust if required  
3.3 Measure, record and control carbon dioxide content  
3.4 Monitor spawn growth and appearance of mycelium during spawn run period  
3.5 Select product and its rate of application where supplement is to be added to substrate at spawning  
3.6 Monitor room hygiene and occurrence of pests and diseases and implement control measures |
| 4.  Manage clean-up procedure | 4.1 Manage clean-up activities at the end of each process stage  
4.2 Conduct cook-out or chemical disinfestations treatment before removal of spent substrate  
4.3 Return equipment and hand tools to storage area after cleaning, basic preventative maintenance and checking for future serviceability  
4.4 Report faults to maintenance personnel  
4.5 Complete workplace records |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPHT405A Manage mushroom substrate preparation.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT405 Manage mushroom substrate preparation

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- establish and review farm procedures for mushroom substrate preparation
- monitor and manipulate all interactions between inputs, conditions and outputs for each stage of substrate process
- set and monitor productivity standards for mushroom substrate and rest of production cycle
- record and analyse production data

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for managing mushroom casing production
- casing function, application, required depth and required surface structure
- detailed knowledge of all stages in Phase II substrate preparation process
- farm standards and procedures, including those relating to OHS, food safety, Hazard Analysis Critical Control Point (HACCP), quality systems, emergency procedures, organisational structure and workplace communication channels and protocols
- how mushrooms are grown, with a focus on interaction between compost, environmental factors (such as temperature, water, relative humidity, carbon dioxide and ammonia) and mushroom growth
- industry and workplace awards and conditions
- key parameters to be recorded and monitored and appropriate ranges in relation to temperature, ammonia, relative humidity, moisture content, carbon dioxide and time
- overview of mushroom production cycle and possible impact of deviations from farm standards on substrate and rest of production cycle
Assessment Requirements for AHCPHT405 Manage mushroom substrate preparation

- overview of Phase I compost production
- relevant legislation and industry codes of practice and quality

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT406 Control Phase II mushroom substrate process

Modification History

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Application

This unit of competency describes the skills and knowledge required to control Phase II of mushroom substrate.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Confirm the requirements for Phase II mushroom substrate</td>
<td>1.1 Monitor and manage Phase II mushroom substrate process and ensure that all equipment is operated safely 1.2 Check to ensure all temperature probes are functioning correctly</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| preparation     | 1.3 Ensure site quarantine protocols and farm and personal hygiene requirements are followed  
|                 | 1.4 Assess condition and quality of compost before filling                             |
| 2. Carry out Phase II process | 2.1 Monitor placement of probes in air and substrate  
|                 | 2.2 Check the evenness of filling and the amount filled                               |
|                 | 2.3 Ensure doors are secure and vents and thermostats are set at completion of filling |
|                 | 2.4 Measure and record key factors and critical points                                 |
|                 | 2.5 Adjust equipment settings to ensure optimum conditions for each Phase II sub-stage |
|                 | 2.6 Take random representative samples for laboratory testing                         |
|                 | 2.7 Determine ammonia levels before cool down for spawning                             |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT406A Control Phase II mushroom substrate process.

**Links**

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPHT406 Control Phase II mushroom substrate process

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess room or tunnel layout and determine most appropriate locations for taking substrate and air measurements
- carry out effective troubleshooting during Phase II process
- differentiate between Phase I substrate and substrate ready for spawning and describe desired parameters of each stage
- monitor and manage Phase II process for at least eight crops

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for controlling Phase II processes
  - concept of compost selectivity and biological indicators of compost quality
  - correct probe placement and calibration
  - factors influencing air quantity and distribution
  - farm standards and procedures, including those relating to workplace health and safety, food safety, Hazard Analysis Critical Control Point (HACCP), quality systems, emergency procedures, organisational structure
  - interpretation of chemical test results
  - how different systems (shelf, tray and tunnel) impact on temperature zones in substrate
  - key parameters to be recorded and monitored relating to temperature, ammonia and moisture content
  - objectives and desired parameters of each sub-stage of Phase II substrate preparation
  - overview of Phase I compost production and how it impacts on Phase II process
Assessment Requirements for AHPCT406 Control Phase II mushroom substrate process

- relevant legislation and industry codes of practice
- site quarantine protocols

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT407 Manage mushroom crop development

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to manage mushroom crop development, including the selection, application and management of the mushroom casing and all activities up to the end of the harvesting period.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Manage casing application     | 1.1 Select casing materials and recipe  
<p>|                                  | 1.2 Assess condition and quality of spawn run before casing                           |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Where supplement is to be added to substrate at casing, product and its rate of application are selected and instructions are given to appropriate personnel.</td>
</tr>
<tr>
<td>1.4</td>
<td>Check casing mixture is checked against farm standards for moisture, structure and depth, and remedial action is taken if required.</td>
</tr>
<tr>
<td>2.1</td>
<td>Crop is installed in growing room according to farm procedures.</td>
</tr>
<tr>
<td>2.2</td>
<td>Air conditioning system in the growing room is set up and checked for correct functioning.</td>
</tr>
<tr>
<td>2.3</td>
<td>Temperature, relative humidity and carbon dioxide content are measured, recorded, and where required, adjusted.</td>
</tr>
<tr>
<td>2.4</td>
<td>Mycelium growth is assessed and decisions are made on the timing and quantity of water to be applied.</td>
</tr>
<tr>
<td>2.5</td>
<td>Pest and disease status is monitored and recorded and, where required, remedial action is taken.</td>
</tr>
<tr>
<td>3.1</td>
<td>Assess growth and make changes to temperature and ventilation to initiate fruit body formation according to farm procedures.</td>
</tr>
<tr>
<td>3.2</td>
<td>Record and adjust temperature, relative humidity and carbon dioxide content.</td>
</tr>
<tr>
<td>3.3</td>
<td>Identify and analyse variations from expected or required ranges of temperature, relative humidity and carbon dioxide content and take appropriate remedial action.</td>
</tr>
<tr>
<td>3.4</td>
<td>Assess mycelium development and pin development and determine timing and quantity of water and additives to be applied to water.</td>
</tr>
<tr>
<td>3.5</td>
<td>Monitor and record pest and disease status and take remedial action where required.</td>
</tr>
<tr>
<td>4.1</td>
<td>Assess crop maturity to determine when and what to pick.</td>
</tr>
<tr>
<td>4.2</td>
<td>Instruct pickers about tasks to be performed.</td>
</tr>
<tr>
<td>4.3</td>
<td>Monitor picking results to ensure instructions continue to be appropriate and are being carried out.</td>
</tr>
<tr>
<td>4.4</td>
<td>Consult markets to ensure product meets market needs and specifications.</td>
</tr>
<tr>
<td>4.5</td>
<td>Monitor crop quality, recognise disorders stimulated by environmental conditions and implement remedial action if required.</td>
</tr>
<tr>
<td>4.6</td>
<td>Monitor and record pest and disease status during this stage and take remedial action where required.</td>
</tr>
<tr>
<td>4.7</td>
<td>Plan daily work schedule for waterers and coordinate picking and watering schedules.</td>
</tr>
</tbody>
</table>
| 4.8     | Review harvest process for compliance with quality standards and
<table>
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<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>identify, document and implement areas for improvement where appropriate</td>
</tr>
<tr>
<td></td>
<td>4.9 Provide feedback to pickers on individual and team performance</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT407A Manage mushroom crop development.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT407 Manage mushroom crop development

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop work schedules
- maintain environment within parameters for production
- monitor and manage growing room conditions, watering and flush development of mushroom crops
- identify stages of growth and development, and factors impacting on yields and mushroom quality
- identify the interdependency of stages of growth and impact of early stages of production cycle on production results

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of mushroom crop development
  - available options of additives to irrigation water to promote mushroom quality and the main considerations of their use
  - basic understanding of air conditioning principles, particularly relative humidity
  - casing function, application and depth and surface structure requirements
  - desirable physical, biological and chemical characteristics of casing
  - farm standards and procedures, including those relating to OHS, food safety, Hazard Analysis Critical Control Point (HACCP), quality systems, emergency procedures, organisational structure and workplace communication channels and protocols
  - goals and sub-stages of Phase II substrate preparation and impact of Phase II on yields and quality
• growth phases of a mushroom crop and interactions that occur between the compost, casing, environmental factors (such as temperature, water, relative humidity and carbon dioxide) and growth of the mushroom
• how nature of casing and the appearance and quantity of mycelium growth in casing affect the number, distribution and quality of fruit bodies formed
• impact of mushroom numbers and size on picking and quality
• industry and workplace awards and conditions
• management impacts of supplementing at spawning or casing
• management requirements of casing - Compost Added at Casing (CAC) and/or Casing Inoculums (CI)
• OHS and environmental legislation, industry codes of practice and enterprise procedures
• overview of Phase I substrate production and its impact on yields and quality
• site quarantine protocols

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT408 Oversee vineyard practices

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop and implement a program of vineyard practices and to monitor and review the growing program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Define the requirements of the vineyard</td>
<td>1.1 Identify the range of grape varieties and cultivars, and growing systems</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine materials, equipment and labour required for</td>
</tr>
</tbody>
</table>
### Element 2. Develop a program of vineyard practices

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Determine consumables required for maintaining the vineyard</td>
</tr>
<tr>
<td>1.4 Check staff skills and knowledge</td>
</tr>
<tr>
<td>2.1 Determine vineyard practices from planting out to harvest and for the annual growing season</td>
</tr>
<tr>
<td>2.2 Allocate resources</td>
</tr>
<tr>
<td>2.3 Make allowance in the program for unforeseen circumstances, damage caused by weather and new developments</td>
</tr>
</tbody>
</table>

### Element 3. Implement the program

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Maintain daily workplace records and other information relevant to the vineyard program</td>
</tr>
<tr>
<td>3.2 Allocate and supervise staff</td>
</tr>
<tr>
<td>3.3 Ensure materials and equipment are used according to safe operating procedures</td>
</tr>
</tbody>
</table>

### Element 4. Monitor and review the program

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Check the vineyard program against previous programs and make adjustments as necessary</td>
</tr>
<tr>
<td>4.2 Review production plans to determine and align schedule of activities</td>
</tr>
<tr>
<td>4.3 Review vineyard practices to identify opportunities for improvements in performance</td>
</tr>
<tr>
<td>4.4 Compare costs and estimates of the vineyard program with resource allocation</td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

This unit is equivalent to AHCPHT408A Oversee vineyard practices.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT408 Oversee vineyard practices

Modification History

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<tbody>
<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine and organise work schedules
- determine maintenance requirements for the vineyard
- oversee the implementation of vineyard practices
- plan and program vineyard practices
- recognise wine grape varieties and cultivars

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for overseeing vineyard practices
  - irrigation systems
  - plant nutrition practices
  - safe operating practices
  - supervision and team building
  - trellis and harvesting systems
  - vineyard practices and growing systems for grape varieties and cultivars
  - weed, pest and disease control practices
  - wine grape varieties and cultivars

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT502 Develop a horticultural production plan

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to develop a production plan for a horticultural enterprise.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Carry out planning activities</td>
<td>1.1 Ensure client preferences and requirements are understood and confirmed according to enterprise marketing and business plans</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess the production site for growing factors, services and site</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>Modifications</td>
</tr>
<tr>
<td>1.3</td>
<td>Research the growing requirements of plant species and cultivars and restrictions that may affect the production plan</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify sustainable land use issues that may affect planned production</td>
</tr>
<tr>
<td>1.5</td>
<td>Set production targets that are consistent with the marketing strategy and business plan</td>
</tr>
<tr>
<td>1.6</td>
<td>Determine production requirements in terms of quantity, quality and availability of the product</td>
</tr>
<tr>
<td>1.7</td>
<td>Develop a plan that reflects client preferences and requirements</td>
</tr>
<tr>
<td>2.</td>
<td>Determine the requirements of horticultural production</td>
</tr>
<tr>
<td>2.1</td>
<td>Identify plant species that are consistent with the plan and the calculate, cost and confirm availability with the supplier</td>
</tr>
<tr>
<td>2.2</td>
<td>Select plant establishment procedures consistent with the agreed plan</td>
</tr>
<tr>
<td>2.3</td>
<td>Ensure design of the site includes irrigation and drainage systems, and takes into account the growing requirements of plants and sustainable land use practices</td>
</tr>
<tr>
<td>2.4</td>
<td>Provide cultural management of the growing environment from planting to harvest</td>
</tr>
<tr>
<td>2.5</td>
<td>Determine harvesting dates to meet market deadlines</td>
</tr>
<tr>
<td>2.6</td>
<td>Identify resources required for the establishment of the site</td>
</tr>
<tr>
<td>3.</td>
<td>Schedule production activities</td>
</tr>
<tr>
<td>3.1</td>
<td>Outline staged implementation and development with future works access provided for</td>
</tr>
<tr>
<td>3.2</td>
<td>Determine timelines, taking into account any other planning requirements</td>
</tr>
<tr>
<td>3.3</td>
<td>Plan marketing and schedule according to the production schedule and marketing strategy</td>
</tr>
<tr>
<td>4.</td>
<td>Plan monitoring of the production plan</td>
</tr>
<tr>
<td>4.1</td>
<td>Determine production activities to be monitored, the format for recording factors, frequency of monitoring and the thresholds for remedial action</td>
</tr>
<tr>
<td>4.2</td>
<td>Document required remedial for implementation by staff</td>
</tr>
<tr>
<td>4.3</td>
<td>Review on a regular basis the effectiveness of the monitoring system</td>
</tr>
<tr>
<td>4.4</td>
<td>Compare the production program with feedback and projections from clients</td>
</tr>
<tr>
<td>5.</td>
<td>Prepare and document the production plan and specification</td>
</tr>
<tr>
<td>5.1</td>
<td>Prepare detailed plan, specifications and quotation based on horticultural conventions and the requirements of production</td>
</tr>
<tr>
<td>5.2</td>
<td>Develop and document detailed on-site procedures and schedules required for production</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPHT502A Develop a horticultural production plan.

Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPHT502 Develop a horticultural production plan

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a horticultural production plan that reflects client preferences and requirements
- design and incorporate infrastructure into planning
- document and cost the production plan
- establish product specifications
- research site factors and land use issues
- select and source plants or plant material for seeding or propagation
- develop a monitoring program to cover the horticultural operation from sowing to sale

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for developing a horticultural production plan
  - advantages and limitations of sustainable horticulture systems
  - establishment and maintenance of a range of enterprise horticultural products in relation to client needs and the standards required by the marketplace
  - establishment procedures, plant selection and cultural practices for a range of enterprise horticultural products
  - processes and techniques for preparing, costing and documenting plans for and scheduling horticultural production
  - role of business and marketing plans and client consultation processes in planning horticultural production
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT503 Manage a controlled growing environment

Modification History

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<tbody>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to manage controlled growing environments.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify crop requirements</td>
<td>1.1 Determine crop growth and production requirements according to a documented production plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Research environmental parameters for optimal growing</td>
</tr>
</tbody>
</table>
### Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and record controlled growing environment factors</td>
<td>conditions for the specific crop, using available information resources</td>
</tr>
<tr>
<td>2. Determine requirements for controlled growing environment</td>
<td>2.1 Identify, cost and confirm availability of structures, machinery, equipment and resources required to control environmental conditions</td>
</tr>
<tr>
<td>3. Prepare a management plan for controlled growing environment</td>
<td>3.1 Determine management objectives for controlled growing environment consistent with production plan and market requirements for crop quantity and quality</td>
</tr>
<tr>
<td>4. Manage controlled growing environment</td>
<td>4.1 Identify controlled environment indicators and thresholds for remedial action for monitoring</td>
</tr>
<tr>
<td></td>
<td>4.2 Develop monitoring frequency and schedule according to the requirements of the production plan and communicate to staff</td>
</tr>
<tr>
<td></td>
<td>4.3 Record, analyse and apply all monitoring data to ensure optimal plant development</td>
</tr>
<tr>
<td></td>
<td>4.4 Document and report remedial action undertaken</td>
</tr>
<tr>
<td></td>
<td>4.5 Monitor costs of the controlled growing environment system against budget</td>
</tr>
<tr>
<td></td>
<td>4.6 Record and report budget adjustments</td>
</tr>
<tr>
<td></td>
<td>4.7 Evaluate recorded information, budget data and production outputs and document operational achievements towards management objectives in a report</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPHT503A Manage a controlled growing environment.

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPHT503 Manage a controlled growing environment

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a management plan to cover staff training, budgets, operating procedures and remedial actions
- develop environmental monitoring procedures
- evaluate and document the achievements towards management objectives
- identify the growing requirements of the crop
- prepare specifications for controlled growing infrastructure

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for managing controlled growing environments
  - controlled environmental conditions in regard to crop plant physiology, growth stages, and product quality and quantity
  - legislation and regulations relating to the controlled environment systems
  - market requirements for crop quantity and quality
  - monitoring, analysis and recording systems
  - plant physiology and biochemistry
  - quality production methods and techniques for a range of controlled environment plants
  - staff training requirements
  - techniques and methods of implementing optimal growing conditions for a range of horticultural crops
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCPHT504 Develop a grape production plan

Modification History

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<tbody>
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</table>

Application

This unit of competency describes the skills and knowledge required to develop a production plan for a grape growing enterprise using knowledge of issues and trends affecting the industry, grape market requirements and vineyard site factors, suitable plant species and cultivars, resources and equipment for establishing a vineyard.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Carry out preliminary</td>
<td>1.1 Identify and evaluate trends and issues affecting the Australian</td>
</tr>
</tbody>
</table>
### Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Planning activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Determine client preferences and requirements for the production of grapes</td>
</tr>
<tr>
<td>1.3</td>
<td>Assess the vineyard site for growing environment factors, services and site modifications</td>
</tr>
<tr>
<td>1.4</td>
<td>Conduct research into the characteristics and growing requirements of grape varieties and cultivars, legal attributes of the site, and local by-laws and restrictions that may affect the production plan</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify sustainable land use issues that may affect planned production</td>
</tr>
<tr>
<td>1.6</td>
<td>Set production targets that are consistent with the marketing strategy and business plan</td>
</tr>
<tr>
<td>1.7</td>
<td>Determine production requirements in terms of quantity and quality of grapes</td>
</tr>
<tr>
<td>1.8</td>
<td>Develop a draft plan that reflects client preferences and requirements and takes into account site factors and any identified sustainable land use requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Determine the production requirements for grapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Identify grape varieties that are appropriate to the site and consistent with the plan</td>
</tr>
<tr>
<td>2.2</td>
<td>Calculate, cost and confirm the quantity required with the supplier</td>
</tr>
<tr>
<td>2.3</td>
<td>Select establishment procedures consistent with the agreed preliminary plan</td>
</tr>
<tr>
<td>2.4</td>
<td>Document cultural management practices to achieve optimal growth</td>
</tr>
<tr>
<td>2.5</td>
<td>Determine harvesting dates to meet market specifications and deadlines</td>
</tr>
<tr>
<td>2.6</td>
<td>Identify and cost resources, tools, equipment and machinery required for production</td>
</tr>
<tr>
<td>2.7</td>
<td>Identify hazards associated with production activities, assess risks and identify and document controls in the plan</td>
</tr>
<tr>
<td>2.8</td>
<td>Identify policy concerning grapes not meeting specifications according to customer requirements, quality assurance policies and marketing strategy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Schedule grape production activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Outline staged implementation and development of the grape production activities</td>
</tr>
<tr>
<td>3.2</td>
<td>Determine and document timelines for grape production activities</td>
</tr>
<tr>
<td>3.3</td>
<td>Plan and schedule marketing according to the production schedule and marketing strategy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Plan monitoring of the grape production plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Determine production activities to be monitored, the format for recording factors, frequency of monitoring and the thresholds for</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>remedial action</td>
</tr>
<tr>
<td>4.2</td>
<td>Document required remedial action for implementation by staff</td>
</tr>
<tr>
<td>4.3</td>
<td>Review on a regular basis the effectiveness of the monitoring system</td>
</tr>
<tr>
<td>4.4</td>
<td>Compare the production program with feedback and projections from clients</td>
</tr>
<tr>
<td>5.</td>
<td>Prepare and document the grape production plan and specifications</td>
</tr>
<tr>
<td>5.1</td>
<td>Prepare detailed plans, specifications and quotations based on industry conventions and the requirements of production</td>
</tr>
<tr>
<td>5.2</td>
<td>Produce a scaled vineyard site plan which can be readily interpreted and understood by on-site personnel</td>
</tr>
<tr>
<td>5.3</td>
<td>Develop and document detailed on-site procedures and schedules required for grape production</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT504A Develop a grape production plan.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT504 Develop a grape production plan

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research, evaluate and record relevant information calculate the cost and logistical requirements of the production plan
- Plan and schedule grape production activities
- Plan and schedule marketing
- communicate and negotiate with the client, staff, managers, suppliers, contractors and consultants
- document plans, specifications and production work procedures
- prepare reports for staff, managers, clients and contractors
- produce a site plan which can be readily understood by on-site personnel

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for developing a grape production plan
  - establishment and management of grape production in relation to client needs and the standards required by the marketplace
  - establishment procedures, plant selection and cultural practices for grape production
  - processes and techniques for preparing, costing and documenting plans for and scheduling grape production
  - the role of business and marketing plans and client consultation processes in planning grape production
  - trends and issues of the Australian viticulture industry
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT505 Evaluate wine

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to evaluate a variety of wine types and style and make recommendations for the improvement of wine making and viticultural practices to enhance the quality of wine produced.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Analyse chemical components of wine</td>
<td>1.1 Determine chemical components for a particular wine style and identify testing laboratories</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.2</td>
<td>Take samples of grapes, juice or wine according to standard sampling procedures and laboratory requirements</td>
</tr>
<tr>
<td>1.3</td>
<td>Perform simple wine analysis procedures and record results</td>
</tr>
<tr>
<td>1.4</td>
<td>Evaluate and compare results of chemical analyses with desired values to identify potential chemical problems in the winemaking process and any required additions or fining agents</td>
</tr>
</tbody>
</table>

2. Resolve wine making problems

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Evaluate wine or juice using standard laboratory and organoleptic procedures</td>
</tr>
<tr>
<td>2.2 Identify the protein stability of a wine using a buttes or heat technique</td>
</tr>
<tr>
<td>2.3 Identify the need for cold stabilisation of a wine</td>
</tr>
<tr>
<td>2.4 Use additives and/or fining agents to alleviate problems or improve quality</td>
</tr>
<tr>
<td>2.5 Evaluate the effectiveness of additives and/or fining agents used to alleviate problems or improve quality and adjust their use where indicated</td>
</tr>
<tr>
<td>2.6 Carry out wine-making and handling processes in a hygienic working environment</td>
</tr>
<tr>
<td>2.7 Describe, record and use cellar operations procedures and instructions during the winemaking process</td>
</tr>
</tbody>
</table>

3. Taste and evaluate a wine

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Use accepted tasting procedures for tasting the wine</td>
</tr>
<tr>
<td>3.2 Identify the flavour and aroma components and characteristics of the wine using organoleptic evaluation techniques</td>
</tr>
<tr>
<td>3.3 Identify the relative contribution and interaction of wine components to the wine taste, aroma and appearance, using accepted wine description terminology</td>
</tr>
</tbody>
</table>

4. Analyse the effect of winemaking techniques on wine

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Identify evidence of the winemaking technique in the wine to distinguish it from other influences on the wine</td>
</tr>
<tr>
<td>4.2 Identify faults in the wine attributable to the winemaking technique and distinguish from bottle age characteristics</td>
</tr>
<tr>
<td>4.3 Determine the effect of winemaking techniques on suitability of wine for cellaring</td>
</tr>
</tbody>
</table>

5. Analyse the effect of site characteristics, viticultural practices and grape varieties on wine quality

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Identify effects of climate in the wine</td>
</tr>
<tr>
<td>5.2 Identify effects of the physical characteristics of vineyard sites in the wine</td>
</tr>
<tr>
<td>5.3 Identify and analyse effects of grape variety</td>
</tr>
<tr>
<td>5.4 Identify and evaluate effects of viticultural practices in the wine in terms of modifications and improvements to be made for the next season</td>
</tr>
<tr>
<td>5.5 Adjust, document and communicate viticultural production plan</td>
</tr>
<tr>
<td>Element</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>6. Analyse current packaging methods, bottle closure methods and wine labelling laws</td>
</tr>
<tr>
<td>6.1 Identify the range of wine packaging available and used in the Australian wine industry</td>
</tr>
<tr>
<td>6.2 Identify and compare the range of wine bottle closure methods used in the Australian wine industry</td>
</tr>
<tr>
<td>6.3 Identify and interpret current wine labelling regulations and their impact on the wine industry</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPHT505A Evaluate wine.

**Links**

Assessment Requirements for AHCPHT505 Evaluate wine

Modification History

<table>
<thead>
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<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- perform chemical analyses necessary for the winemaking process
- evaluate a wine, following tasting
- determine the effect of winemaking techniques on wine
- determine wine characteristics and faults using organoleptic evaluation techniques
- identify and recommend improvements to viticultural practices that will contribute to enhanced wine quality in the next season
- analyse current packaging methods, bottle closure methods and wine labelling laws research, evaluate and record information

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for evaluating wine
  - 'balance' in relation to wine taste
  - changes to the chemical characteristics of grapes during ripening including acid, sugar and flavour
  - changes to the physical characteristics of grapes during ripening including size, hardness and colour
  - climatic and physical features of wine grape growing areas and wine styles produced
  - factors involved in the initiation and management of primary, secondary and malolactic fermentation processes
  - food safety requirements
  - ideal Australian cellaring conditions
  - main export markets
- packaging, regulations and relationship to product marketing and quality
- sensory evaluation of wines with potential for cellaring
- types and styles of wine produced in Australia
- varieties of wine grapes in Australia
- vintage ratings in Australia

**Assessment Conditions**
Assessors must satisfy current standards for RTOs.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPHT506 Manage a wine making process

Modification History

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<tbody>
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</table>

Application

This unit of competency describes the skills and knowledge required to acquire grapes for processing and prepare for and produce a variety of wine types and styles.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Production horticulture (PHT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine type and style of wine to be produced and</td>
<td>1.1 Determine the type and style of wine to be produced according to variety and characteristics of the grapes, winemaking factors, consumer preferences, client requirements and industry trends</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>1. Determine the winemaking process</strong></td>
<td><strong>1.2</strong> Determine the winemaking process to be followed according to type and style of wine to be produced, quality and quantity of grapes available, and availability of required equipment and personnel</td>
</tr>
</tbody>
</table>
| **2. Acquire, deliver and prepare grapes for fermentation** | **2.1** Harvest and handle grapes in accordance with standard vineyard practices and quality criteria  
**2.2** Acquire and deliver to the winery grapes that meet the desired variety and quality parameters  
**2.3** Prepare grapes for fermentation, and deliver must or juice to fermentation vessels to meet the desired wine type and style requirements |
| **3. Initiate a ferment** | **3.1** Select yeasts types/strains to produce a given wine type and style  
**3.2** Prepare fermentation vessels and transfer must or juice according to wine type and style requirements  
**3.3** Prepare yeast culture according to specifications and add to fermentation vessels |
| **4. Manage primary fermentation** | **4.1** Monitor and adjust physical characteristics of ferment  
**4.2** Monitor and adjust chemical characteristics of ferment  
**4.3** Predict potential fermentation problems  
**4.4** Detect the presence of undesirable fermentation characteristics  
**4.5** Outline steps to rectify fermentation problems  
**4.6** Rack off gross lees or pressings into appropriate vessels at a determined time  
**4.7** Maintain records of additions and adjustments |
| **5. Manage secondary fermentation** | **5.1** Obtain and check oak barrels for serviceability for use if required  
**5.2** Inoculate wine with selected malolactic fermentation bacteria  
**5.3** Manage malolactic fermentation to the predetermined end point |
| **6. Mature wine in storage vessels** | **6.1** Select suitable maturation storage vessels to produce a given wine style and check for serviceability and use  
**6.2** Transfer wine into the selected vessels according to determined wine style characteristics  
**6.3** Monitor condition of wine in storage  
**6.4** Bottle and seal wine  
**6.5** Make and maintain records |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPHT506A Manage a wine making process.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPHT506 Manage a wine making process

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- acquire and process grapes for wine production
- calculate the cost and logistical requirements of components of the wine production
- identify and recommend improvements to viticultural practices that will contribute to enhanced wine quality in the next season
- identify, establish, supervise and monitor daily cellar work practices
- initiate and manage the fermentation process
- make additions and finings as required
- operate the filtration and bottling processes
- operate the range of equipment required to process grapes from winery receival point to the fermentation tank
- organise and undertake routine cellar operations
- perform chemical analyses necessary for the winemaking process
- perform must handling processes
- plan processes that may be used to maximise production of grapes that meet winery quality requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for managing a wine making process
  - 'balance' in relation to wine taste
  - changes to the chemical characteristics of grapes during ripening, including acid, sugar and flavour
• changes to the physical characteristics of grapes during ripening, including size, hardness and colour
• climatic and physical features of wine grape growing areas and wine styles produced
• equipment and processes for wine filtration
• factors involved in the initiation and management of primary, secondary and malolactic fermentation processes
• ideal Australian cellaring conditions
• must and marc handling procedures
• processes involved in handling grapes from the vineyard to the winery in order to produce wine
• routine winemaking and cellar operation procedures including maintenance of a clean, safe working environment
• ranges of equipment and using this equipment to process grapes and must in a winery
• types and styles of wine produced in Australia
• varieties of wine grapes in Australia
• vineyard practices relevant to the production of grapes that meet the requirements of the winery

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY201 Collect store and handle eggs from breeder flocks

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to collect, store and handle fertile eggs from breeder flocks.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to handle eggs</td>
<td>1.1 Follow biosecurity procedures</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1.2</td>
<td>Follow personal hygiene requirements including washing and sanitising hands</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify work health and safety hazards, assess risks and implement suitable controls</td>
</tr>
<tr>
<td>1.4</td>
<td>Select, use and maintain suitable personal protective equipment and clothing</td>
</tr>
<tr>
<td>1.5</td>
<td>Check work area is clean</td>
</tr>
<tr>
<td>1.6</td>
<td>Check equipment is clean and working correctly</td>
</tr>
<tr>
<td>2.1</td>
<td>Ensure that nests and egg belts are free of sick or injured birds, carcasses and other obstructions in line with enterprise animal welfare procedures</td>
</tr>
<tr>
<td>2.2</td>
<td>Collect eggs from nesting system</td>
</tr>
<tr>
<td>2.3</td>
<td>Collect floor eggs and keep separate</td>
</tr>
<tr>
<td>2.4</td>
<td>Ensure that procedures are implemented to minimise floor eggs</td>
</tr>
<tr>
<td>2.5</td>
<td>Control flow of eggs to match handling rate</td>
</tr>
<tr>
<td>2.6</td>
<td>Remove very dirty, cracked, leakers or weak shelled eggs</td>
</tr>
<tr>
<td>2.7</td>
<td>Wash eggs as required using approved sanitisers and temperatures</td>
</tr>
<tr>
<td>2.8</td>
<td>Operate egg handling equipment appropriately</td>
</tr>
<tr>
<td>2.9</td>
<td>Sort eggs into settable and non-settable and categories within each</td>
</tr>
<tr>
<td>3.1</td>
<td>Place eggs on appropriate trays with pointed end down</td>
</tr>
<tr>
<td>3.2</td>
<td>Assemble and stack trays in categories and label clearly and accurately</td>
</tr>
<tr>
<td>3.3</td>
<td>Transfer eggs to storage in order of age, category or dispatch order</td>
</tr>
<tr>
<td>3.4</td>
<td>Operate egg storage facilities/cool rooms according to enterprise procedures</td>
</tr>
<tr>
<td>3.5</td>
<td>Fumigate eggs if required</td>
</tr>
<tr>
<td>4.1</td>
<td>Clean and disinfect or sanitise egg belts/conveyors, equipment and work area</td>
</tr>
<tr>
<td>4.2</td>
<td>Clean, sanitise and check cool room and equipment</td>
</tr>
<tr>
<td>4.3</td>
<td>Safely handle and measure chemicals used in the cleaning process</td>
</tr>
<tr>
<td>4.4</td>
<td>Take and prepare samples for testing as required</td>
</tr>
<tr>
<td>4.5</td>
<td>Dispose of non-settable eggs and waste in line with enterprise environmental polices</td>
</tr>
<tr>
<td>4.6</td>
<td>Monitor pest and vermin presence and implement control measures in line with enterprise procedures</td>
</tr>
<tr>
<td>4.7</td>
<td>Record and report all required information and issues</td>
</tr>
<tr>
<td>4.8</td>
<td>Follow industry standards and enterprise procedures for excess</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>eggs which are destined for human consumption</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPLY201A Collect store and handle eggs from breeder flocks.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY201 Collect store and handle eggs from breeder flocks

Modification History

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<tbody>
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</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- follow personal hygiene requirements
- check nest boxes and egg belts are free of obstructions
- match egg collection equipment flow rate to handling rate
- collect nest and floor eggs and keep separate
- ensure that practices to minimise floor eggs are implemented
- assess and sort eggs into settable and non settable and categories within each
- place eggs on trays pointed end down
- pack, label and store eggs correctly
- complete hygiene and administration activities
- operate egg washing equipment at correct temperature and sanitiser/detergent levels
- clean and sanitise equipment, egg washing equipment, cool rooms and work areas
- monitor pest and vermin presence and implement control measures
- identify work health and safety hazards, assess risks and implement suitable controls
- follow biosecurity requirements
- follow enterprise animal welfare procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:
- industry standards, codes of practice, and enterprise procedures for collecting, handling, sorting, packing and storing settable eggs
- commonly used methods of pest and vermin control
- types, uses, cleaning and maintenance of machinery and equipment
• relevant documentation, records and reports that are required
• criteria for sorting and determining eggs that are unfit for setting and disposal methods
• procedures for egg handling, collection, washing, sorting, packing, labelling, storage and fumigation
• temperature, humidity, cleaning and operation for cool rooms and egg washing machines
• procedures for handling, measurement and usage of cleaning chemicals, disinfectants and sanitisers
• procedures for taking and handling samples for testing
• enterprise environmental and sustainability requirements, and procedures for disposal and management of wastes, debris and run-offs
• enterprise work health and safety, biosecurity and animal welfare policies and procedures

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY202 Maintain health and welfare of poultry

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to maintain poultry health and welfare.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor and assess poultry health and</td>
<td>1.1 Maintain biosecurity protocols and quarantine procedures at all</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1. Maintain health and welfare of poultry</td>
<td>times</td>
</tr>
<tr>
<td>1.2 Follow enterprise work health and safety policies</td>
<td></td>
</tr>
<tr>
<td>1.3 Check poultry health and welfare regularly</td>
<td></td>
</tr>
<tr>
<td>1.4 Recognise and report signs of ill health, common diseases, parasite infestations and physical abnormalities</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify cull birds using criteria established by the enterprise or industry quality assurance program</td>
<td></td>
</tr>
<tr>
<td>1.6 Record flock health status</td>
<td></td>
</tr>
<tr>
<td>2. Provide an optimal environment for poultry</td>
<td>2.1 Check bird housing conditions to ensure that protection is provided from external factors that compromise poultry health and welfare</td>
</tr>
<tr>
<td></td>
<td>2.2 Monitor, maintain and operate temperature and humidity control equipment</td>
</tr>
<tr>
<td></td>
<td>2.3 Install equipment and housing infrastructure appropriately</td>
</tr>
<tr>
<td></td>
<td>2.4 Monitor welfare of poultry and report non-compliance with animal welfare codes promptly</td>
</tr>
<tr>
<td></td>
<td>2.5 Record information which is relevant to the welfare and health of stock</td>
</tr>
<tr>
<td>3. Administer medicines or other chemicals</td>
<td>3.1 Store labelled veterinary chemicals or other medicines appropriately</td>
</tr>
<tr>
<td></td>
<td>3.2 Carry out routine prevention procedures for disease agents and parasites</td>
</tr>
<tr>
<td></td>
<td>3.3 Handle and measure medicines and chemicals safely and appropriately for administration</td>
</tr>
<tr>
<td></td>
<td>3.4 Medicate poultry appropriately as instructed or under supervision where required</td>
</tr>
<tr>
<td></td>
<td>3.5 Complete required documentation and records for administration of medicines and chemicals</td>
</tr>
<tr>
<td>4. Collect samples for analysis</td>
<td>4.1 Take swabs from surfaces and work areas regularly and prepare swabs for laboratory testing</td>
</tr>
<tr>
<td></td>
<td>4.2 Label and pack swabs and samples for dispatch appropriately</td>
</tr>
<tr>
<td>5. Remove non-viable poultry</td>
<td>5.1 Identify and remove sick, injured or unthrifty poultry in line with enterprise animal welfare policies</td>
</tr>
<tr>
<td></td>
<td>5.2 Treat sick poultry</td>
</tr>
<tr>
<td></td>
<td>5.3 Provide post-mortem assistance where necessary</td>
</tr>
<tr>
<td>6. Report and complete records</td>
<td>6.1 Report individual bird and flock health status promptly so that prevention strategies can be planned and implemented</td>
</tr>
<tr>
<td></td>
<td>6.2 Complete all required documentation and records clearly, promptly and accurately, and store appropriately</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPLY202A Maintain health and welfare of poultry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY202 Maintain health and welfare of poultry

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- monitor and assess poultry health and welfare
- provide an optimal environment for poultry
- administer medicines or other chemicals
- collect samples for analysis
- remove non-viable poultry
- report and complete records
- follow enterprise work health and safety policies
- follow biosecurity protocols
- follow enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant regulatory requirements, codes of practice, industry standards and enterprise procedures for biosecurity and quarantine
- relevant regulatory requirements, codes of practice, industry standards and enterprise procedures for animal welfare of poultry
- signs of health, signs of ill health, and methods for assessing poultry health and welfare
- common diseases of poultry, treatment regimes, prevention and management strategies
- criteria for determining birds to be culled
- relevant documentation, records and reports that are required
- types, functions and characteristics of housing, housing infrastructure and housing equipment for poultry, and the criteria and methods for determining that they are in working condition
- types, uses, handling, storage and routes of administration of commonly used veterinary medicines and chemicals
- procedures for taking, handling, labelling, packing and transporting swab samples
- procedures for assisting a post-mortem examination
- effects and impacts of individual bird health and welfare on flock health status and vice versa
- relevant work health and safety requirements and environmental policies

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY203 Set up shed for placement of day-old chickens

Modification History

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</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to set up shed for placement of day-old chickens.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to work in poultry shed | 1.1 Follow biosecurity procedures
1.2 Confirm work to be undertaken from work program and |

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<table>
<thead>
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</tr>
</tbody>
</table>
| 1. Follow enterprise work health and safety policies | 1.3 Follow enterprise work health and safety policies  
1.4 Select, use and maintain suitable personal protective equipment  
1.5 Select, check and maintain tools and equipment |
| 2. Check and maintain shed and equipment | 2.1 Check biosecurity procedures are in place to prevent entry of pathogens on personnel and equipment  
2.2 Check shed and all equipment are clean, sanitised to required standards and maintained in working condition  
2.3 Check that pest and vermin controls are in place, and maintain if required  
2.4 Ensure that rodent barriers are in place and working  
2.5 Operate and check lights, time switches and shed equipment |
| 3. Prepare shed | 3.1 Spread or place litter/paper as per enterprise procedures  
3.2 Ensure litter/paper is clean & dry  
3.3 Setup feeders, drinkers, heaters and other equipment in shed  
3.4 Ensure that bird wires are in place and working  
3.5 Install brooder curtains if required  
3.6 Test watering, feeding, ventilation and cooling systems  
3.7 Check and adjust lighting levels for day old chicks  
3.8 Reset or adjust shed climate management system if required  
3.9 Test alarm systems and time switches  
3.10 Test brooders for proper operation and temperature control  
3.11 Adjust time clocks  
3.12 Install additional drinkers if required  
3.13 Install additional feeders or lay paper & spread feed on it as required  
3.14 Start heaters prior to chick placement to ensure brooding section is at required temperature for chick placement |
| 4. Place chicks | 4.1 Check that feed, water and shed conditions are adequate  
4.2 Check shed and litter are at required temperatures  
4.3 Carry chick containers safely and gently remove chickens from |

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Skills Impact
### Element

**Elements describe the essential outcomes.**

**Performance criteria describe the performance needed to demonstrate achievement of the element.**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Boxes and place on litter or paper</td>
<td>4.4 Check chick behaviour and health regularly after placement in line with enterprise animal welfare policies</td>
</tr>
</tbody>
</table>

#### 5. Complete hygiene and administration activities

<table>
<thead>
<tr>
<th>5. Complete hygiene and administration activities</th>
<th>5.1 Clean and sanitise containers and equipment as required</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Complete hygiene and administration activities</td>
<td>5.2 Dispose of waste in line with enterprise environmental policies</td>
</tr>
<tr>
<td>5. Complete hygiene and administration activities</td>
<td>5.3 Complete required records and documentation promptly and accurately</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCPLY203 Set up shed for placement of day-old chickens Release 2</td>
<td>AHCPLY203 Set up shed for placement of day-old chickens Release 1</td>
<td>Minor typographical errors corrected</td>
<td>Equivalent unit</td>
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</table>

### Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY203 Set up shed for placement of day-old chickens

Modification History

<table>
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</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- make preparations to work in poultry sheds
- check cleanliness of shed and equipment
- check and maintain shed and equipment
- check pest and vermin controls are in place
- prepare shed (spread litter or place paper, setup feeders, drinkers, adjust time clocks)
- place day old chicks
- check chick behaviour
- complete hygiene and administration activities
- follow enterprise work health and safety policies
- follow biosecurity procedures
- follow enterprise animal welfare and environmental policies.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant regulatory requirements, codes of practice, industry standards and enterprise procedures for biosecurity
- relevant animal welfare requirements and practices for poultry and day old chicks
- types, uses, cleaning and maintenance of suitable equipment, tools, machinery and personal protective equipment
- types, characteristics, cleaning and maintenance of poultry sheds
- commonly used methods of pest and vermin control
- types, characteristics and maintenance of bird wires and rodent barriers
- lighting systems, time switches, alarm systems, brooders, watering systems, feeding systems, ventilation systems and fogging systems, and methods for determining that they are in working condition
- requirements of day old chicks to ensure their health and welfare
- behavioural signs of health and methods for assessing health and welfare in day old chicks
- types, characteristics, uses and maintenance of litter for poultry
- biosecurity requirements for brooding and rearing chickens
- relevant environmental and sustainability requirements, and procedures for disposal and management of wastes
- relevant documentation and records that are required
- relevant work health and safety requirements.

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY204 Collect and pack eggs for human consumption

Modification History

<table>
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<tbody>
<tr>
<td>1</td>
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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to collect and pack eggs intended for human consumption to be ready for transfer to the grading and packing floor.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
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</tr>
<tr>
<td>1. Prepare for work</td>
<td>1.1 Follow biosecurity requirements</td>
</tr>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.2</td>
<td>Follow personal hygiene requirements such as washing and sanitising hands</td>
</tr>
<tr>
<td>1.3</td>
<td>Follow enterprise work health and safety policies</td>
</tr>
<tr>
<td>1.4</td>
<td>Select, use and maintain appropriate personal protective equipment and clothing</td>
</tr>
<tr>
<td>1.5</td>
<td>Check &amp; clean work area</td>
</tr>
<tr>
<td>1.6</td>
<td>Check equipment is clean and working correctly</td>
</tr>
</tbody>
</table>

| 2. Collect eggs | 2.1 | Ensure that nests and egg belts are free of sick or injured birds, carcasses and other obstructions in line with enterprise animal welfare policies |
|                 | 2.2 | Control flow of eggs to match handling rate |
|                 | 2.3 | Remove heavily marked, dirty, cracked, leakers or weak shelled eggs and useless eggs |
|                 | 2.4 | Collect eggs by placing eggs onto trays or into baskets |

| 3. Pack and store eggs | 3.1 | Pack eggs, keeping production categories separate and wrap pallets as required ready for transport |
|                       | 3.2 | Label packed eggs, pallets and all packing requirements correctly |
|                       | 3.3 | Check cool room temperature and humidity |
|                       | 3.4 | Transfer eggs to cool room or grading floor |

| 4. Clean and sanitise equipment and sites | 4.1 | Clean and sanitise egg belts/conveyors and all equipment and work areas |
|                                          | 4.2 | Clean and sanitise cool room and equipment |
|                                          | 4.3 | Control pests in egg collection, packing and storage areas |
|                                          | 4.4 | Handle and measure chemicals used in the washing and cleaning equipment safely |
|                                          | 4.5 | Take samples for testing if required |
|                                          | 4.6 | Dispose of non-conforming eggs and waste according to enterprise environmental management requirements |
|                                          | 4.7 | Complete records clearly and accurately |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is not equivalent to AHCPLY204A Collect and pack eggs for human consumption. No unit equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY204 Collect and pack eggs for human consumption

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply personal hygiene requirements
- check nest boxes and egg belts are free of obstructions
- match egg collection equipment flow rate to handling rate
- collect eggs
- assess and sort eggs
- pack and store eggs
- clean and sanitise equipment, cool rooms and work area
- check equipment is working correctly
- follow enterprise work health and safety policies
- follow biosecurity requirements
- follow animal welfare policies
- follow enterprise environmental management requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- industry standards, codes of practice, and enterprise procedures for collecting, handling, sorting, packing and storing eggs
- commonly used methods of pest and vermin control
- relevant documentation and records that are required
- types, uses, cleaning, maintenance and servicing of equipment and machines
- criteria for sorting and determining eggs that are unfit for sale and disposal methods
- temperature, humidity, cleaning and operation for cool rooms
Assessment Requirements for AHCPLY204 Collect and pack eggs for human consumption

- procedures for taking and handling egg samples for testing
- relevant environmental and sustainability requirements, and procedures for disposal and management of wastes, debris and run-offs
- relevant work health and safety, biosecurity and animal welfare requirements

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY205 Grade and pack eggs for human consumption

Modification History

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Application

This unit of competency describes the skills and knowledge required to grade and pack eggs for human consumption.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

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<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.2 Follow enterprise personal hygiene requirements such as washing and sanitising hands</td>
<td>1.3 Select, use and maintain appropriate personal protective equipment and clothing</td>
</tr>
<tr>
<td>1.4 Check &amp; clean work area</td>
<td>1.5 Check equipment is working correctly</td>
</tr>
<tr>
<td>1.6 Follow enterprise work health and safety policies</td>
<td>2. Assess and grade eggs</td>
</tr>
<tr>
<td>2.1 Load eggs onto grader</td>
<td>2.2 Control flow of eggs to match grader flow rate</td>
</tr>
<tr>
<td>2.3 Remove very dirty, cracked and leaking eggs</td>
<td>2.4 Candle eggs accurately</td>
</tr>
<tr>
<td>2.5 Grade eggs into appropriate weight and quality grades</td>
<td>2.6 Stamp eggs</td>
</tr>
<tr>
<td>2.7 Wash eggs using approved sanitisers and equipment as required</td>
<td>2.8 Check wash and rinse water temperature</td>
</tr>
<tr>
<td>2.9 Check egg washer sanitiser level and application rate</td>
<td>2.10 Oil eggs when required</td>
</tr>
<tr>
<td>2.11 Check oil type and application rate</td>
<td>2.12 Take and prepare samples for testing if required</td>
</tr>
<tr>
<td>3. Pack and store eggs</td>
<td>3.1 Pack eggs into cartons or trays and into boxes and assemble as required onto pallets and wrap pallets</td>
</tr>
<tr>
<td>3.2 Ensure eggs, trays, cartons, boxes and pallets are stamped and labelled correctly</td>
<td>3.3 Ensure correct separation of non-conforming products and saleable products</td>
</tr>
<tr>
<td>3.4 Check cool room temperature and humidity</td>
<td>3.5 Transfer eggs to cool room</td>
</tr>
<tr>
<td>4. Clean and sanitise equipment and sites</td>
<td>4.1 Report problems and abnormal equipment operations such as noises to supervisor</td>
</tr>
<tr>
<td>4.2 Clean and sanitise egg conveyors, cool room, all equipment and work areas</td>
<td>4.3 Monitor and report sightings or activities of pests in egg collection, grading, and storage areas</td>
</tr>
<tr>
<td>4.4 Handle and measure chemicals used in the egg washing and cleaning process safely</td>
<td>4.5 Dispose of useless eggs and waste according to enterprise environmental policies</td>
</tr>
<tr>
<td>4.6 Complete records clearly and accurately</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is not equivalent to AHCPLY204A Collect and pack eggs for human consumption. No unit equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY205 Grade and pack eggs for human consumption

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow personal hygiene requirements
- match egg feed rate to grading equipment flow rate
- assess and grade eggs
- pack and store eggs
- clean and sanitise equipment, cool rooms and work area
- check equipment is working correctly
- follow enterprise work health and safety policies and biosecurity requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- industry standards, codes of practice, and enterprise procedures for sorting, candling, grading, washing, oiling, packing and storing eggs
- commonly used methods of pest and vermin control
- egg labelling requirements
- relevant documentation and records that are required
- types, uses, cleaning and maintenance of equipment and machines
- criteria for determining non-conforming eggs and disposal methods
- temperature, humidity, cleaning and operation for cool rooms
- temperatures, cleaning and sanitising and operation of the egg washing process
- procedures for handling, measurement and usage of egg washing and cleaning chemicals, and sanitisers
- procedures for taking and handling egg samples for testing
• relevant environmental and sustainability requirements, and procedures for disposal and management of wastes, debris and run-offs
• relevant work health and safety and biosecurity requirements

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY206 Catch and load poultry

Modification History

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Application

This unit of competency describes the skills and knowledge required to catch, handle and load poultry for transfer to new facilities or processing plant. Poultry can be meat chickens, layer or breeder pullets or spent hens.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Prepare to catch or pick up poultry | 1.1 Follow biosecurity procedures  
1.2 Confirm and identify sheds, flocks and bird numbers to be caught and loaded  
1.3 Identify work health and safety hazards, assess risks and implement suitable controls  
1.4 Select, use and maintain suitable personal protective equipment  
1.5 Dim lights and set ventilation and cooling appropriately  
1.6 Raise feeders, drinkers, nests and perches as required  
1.7 Check and ensure that catching, movement path and vehicle loading area is clear of all obstacles  
1.8 Set up catching equipment according to age, stock type and production system  
1.9 Select, use and maintain tools and equipment  
1.10 Follow relevant work health and safety and animal welfare procedures |
| 2. Catch or pick up poultry | 2.1 Quietly and calmly move birds into catching area  
2.2 Catch and handle birds gently and calmly  
2.3 Place birds in crates/modules according to space or weight requirements  
2.4 Check birds regularly for overheating and smothering  
2.5 Move crates/modules and load onto vehicle gently and calmly |
| 3. Complete hygiene and administration activities | 3.1 Clean, sanitise, maintain and appropriately store equipment and tools  
3.2 Dispose of waste and debris in line with enterprise environmental procedures  
3.3 Complete required records and documentation promptly and accurately |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY206 Catch and load poultry

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow biosecurity requirements
- identify flocks or shed to be caught
- make preparations for catching
- set up shed and catching area
- catch and handle poultry gently, quietly and calmly
- load birds into crates/modules according to space or weight requirements
- complete hygiene and administration requirements
- follow work health and safety procedures
- follow biosecurity procedures
- follow animal welfare procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant work health and safety requirements
- relevant biosecurity requirements
- relevant animal welfare requirements and practices
- types, uses, cleaning and maintenance of equipment, tools, machinery and personal protective equipment required
- techniques and methods for handling, catching, placing into containers and loading poultry
- how to assess poultry condition and welfare including overheating and smothering
Assessment Requirements for AHCPLY206 Catch and load poultry

- relevant environmental requirements, and procedures for disposal and management of wastes, debris and fluids
- relevant documentation and records that are required

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY207 Identify and sex poultry

Modification History

<table>
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Application

This unit of competency describes the skills and knowledge required to identify and sex poultry by feather or plumage colour.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

<table>
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<tbody>
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</tr>
<tr>
<td>1. Prepare to sex birds</td>
<td>1.1 Confirm work to be undertaken from work program and management</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1.     | 1.2 Follow biosecurity procedures  
|        | 1.3 Follow animal welfare requirements  
|        | 1.4 Select, check and maintain tools and equipment  
|        | 1.5 Identify work health and safety hazards, assess risks and implement suitable controls  
|        | 1.6 Select, use and maintain suitable personal protective equipment  |
| 2. Identify and sex birds | 2.1 Confirm and identify hatchlings to be sexed  
|        | 2.2 Handle and sort chickens with care  
|        | 2.3 Sex birds according to method  
|        | 2.4 Place sexed chicks into trays marked accordingly |
| 3. Complete hygiene and administration activities | 3.1 Dispose of all debris and waste in line with enterprise environmental policies  
|        | 3.2 Clean, maintain and store tools, machinery and equipment appropriately  
|        | 3.3 Clean and maintain work areas  
|        | 3.4 Complete documentation, records and reports promptly and accurately |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCPLY303A Identify and sex birds.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY207 Identify and sex poultry

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow biosecurity procedures
- make preparations to sex poultry
- identify hatchlings to be sexed
- sex poultry using feather or colour sexing methods
- handle birds appropriately
- follow hygiene requirements
- follow administration requirements
- follow animal welfare requirements
- implement enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- feather and colour sexing methods
- methods for identifying trays of hatchlings
- types and use, of machinery and equipment required
- relevant work health and safety requirements
- methods and animal welfare considerations for handling and holding poultry
- relevant environmental and sustainability requirements, and procedures for disposal and management of wastes
- requirements and procedures for cleaning and maintaining work areas
- relevant records that are required
- relevant biosecurity requirements
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY301 Artificially inseminate poultry

Modification History

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Application

This unit of competency describes the skills and knowledge required to collect semen and artificially inseminate poultry.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

<table>
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<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for insemination of birds</td>
<td>1.1 Schedule timing to ensure availability of resources and personnel 1.2 Implement biosecurity procedures</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.</td>
<td>Implement animal welfare requirements</td>
</tr>
<tr>
<td></td>
<td>Follow enterprise procedures for personal hygiene</td>
</tr>
<tr>
<td></td>
<td>Follow enterprise work health and safety policies</td>
</tr>
<tr>
<td></td>
<td>Select, use and maintain personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>Prepare, clean and sterilise insemination equipment by following enterprise procedures for cleaning chemicals, disinfectants and sanitisers</td>
</tr>
<tr>
<td></td>
<td>Prepare birds for semen collection and insemination</td>
</tr>
<tr>
<td>2.</td>
<td>Collect semen</td>
</tr>
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<td></td>
<td>Identify males for semen collection</td>
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<tr>
<td></td>
<td>Catch and handle birds appropriately</td>
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<tr>
<td></td>
<td>Collect semen aseptically</td>
</tr>
<tr>
<td></td>
<td>Store semen</td>
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<tr>
<td>3.</td>
<td>Inseminate birds</td>
</tr>
<tr>
<td></td>
<td>Prepare semen for insemination</td>
</tr>
<tr>
<td></td>
<td>Identify intended recipient birds</td>
</tr>
<tr>
<td></td>
<td>Catch, restrain and prepare hen for insemination appropriately</td>
</tr>
<tr>
<td></td>
<td>Inseminate hen using appropriate aseptic procedures</td>
</tr>
<tr>
<td></td>
<td>Return birds to allocated pens</td>
</tr>
<tr>
<td>4.</td>
<td>Complete hygiene and administration activities</td>
</tr>
<tr>
<td></td>
<td>Dispose of waste and debris according to recommended hygiene standards and environmental policy</td>
</tr>
<tr>
<td></td>
<td>Clean work area appropriately</td>
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<td></td>
<td>Clean, maintain and store equipment appropriately</td>
</tr>
<tr>
<td></td>
<td>Complete records promptly and accurately</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPLY301A Artificially inseminate birds.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPLY301 Artificially inseminate poultry

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for artificial insemination of poultry
- apply personal hygiene
- carry out semen collection
- carry out artificial insemination of birds
- complete hygiene and administration activities
- implement biosecurity procedures
- implement animal welfare requirements
- follow enterprise work health and safety policies
- implement enterprise hygiene standards and environmental policy

Knowledge Evidence

The candidate must demonstrate knowledge of:

- resource and manpower requirements, biosecurity requirements, industry standards, codes of practice and procedures for artificial insemination of poultry
- relevant animal welfare practices for the conduct of artificial insemination in poultry
- relevant work health and safety requirements
- collection, handling, storage and use of poultry semen for artificial insemination
- preparation of birds for collection of semen and insemination
- handling, dilution and insemination of poultry
- types, uses, maintenance and storage of equipment
- methods and procedures for cleaning and sterilisation of equipment used for artificial insemination
• procedures for handling, measurement and usage of cleaning chemicals, disinfectants and sanitisers
• relevant documentation and records that are required
• relevant environmental and sustainability requirements, and procedures for disposal and management of wastes and debris
• requirements and procedures for cleaning and maintaining work areas

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY302 Brood poultry

Modification History

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Application

This unit of competency describes the skills and knowledge required to brood poultry.

This unit applies to all poultry species and breeds.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for brooding</td>
<td>1.1 Confirm work to be undertaken from work program and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td></td>
<td>management</td>
</tr>
<tr>
<td>1.2</td>
<td>Follow biosecurity procedures</td>
</tr>
<tr>
<td>1.3</td>
<td>Hold discussions with other workers who may be affected by the brooding operations to ensure smooth operation of enterprise production processes</td>
</tr>
<tr>
<td>1.4</td>
<td>Select, check and maintain tools and equipment</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify work health and safety hazards, assess risks and implement suitable controls</td>
</tr>
<tr>
<td>1.6</td>
<td>Select, use and maintain suitable personal protective equipment</td>
</tr>
<tr>
<td>2. Place hatchlings</td>
<td>2.1 Check shed and equipment has been set up correctly for placement of chickens and for brooding</td>
</tr>
<tr>
<td></td>
<td>2.2 Start heaters prior to chick placement to ensure brooding section is at required temperature for chick placement</td>
</tr>
<tr>
<td></td>
<td>2.3 Check feed, water and shed conditions are adequate</td>
</tr>
<tr>
<td></td>
<td>2.4 Check shed and litter are at required temperatures</td>
</tr>
<tr>
<td></td>
<td>2.5 Carry chick containers safely and gently remove chickens from boxes and place on litter, paper or matting</td>
</tr>
<tr>
<td></td>
<td>2.6 Check chick behaviour regularly after placement</td>
</tr>
<tr>
<td></td>
<td>2.7 Follow enterprise animal welfare policies</td>
</tr>
<tr>
<td>3. Carry out brooding operations</td>
<td>3.1 Observe chick behaviour regularly</td>
</tr>
<tr>
<td></td>
<td>3.2 Check temperature regularly and adjust according to chicks requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Pick up dead birds and dispose of carcases</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify and remove sick, injured or unthrifty birds</td>
</tr>
<tr>
<td></td>
<td>3.5 Remove paper or matting at appropriate time</td>
</tr>
<tr>
<td></td>
<td>3.6 Extend brooding area as young birds grow</td>
</tr>
<tr>
<td></td>
<td>3.7 Check equipment, shed climate, litter condition and ventilation regularly, and adjust as necessary</td>
</tr>
<tr>
<td></td>
<td>3.8 Clean drinkers and equipment regularly</td>
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<tr>
<td></td>
<td>3.9 Remove wet litter and replace where appropriate</td>
</tr>
<tr>
<td></td>
<td>3.10 Adjust lighting program as chickens grow</td>
</tr>
<tr>
<td></td>
<td>3.11 Carry out black-out training where required</td>
</tr>
<tr>
<td></td>
<td>3.12 Monitor beak tipping at appropriate times</td>
</tr>
<tr>
<td></td>
<td>3.13 Monitor body weight regularly</td>
</tr>
<tr>
<td></td>
<td>3.14 Monitor feed and water intake</td>
</tr>
<tr>
<td>4. Complete cleaning, maintenance and administration activities</td>
<td>4.1 Dispose of waste in line with enterprise environmental policies</td>
</tr>
<tr>
<td></td>
<td>4.2 Clean, maintain and store tools, machinery and equipment appropriately</td>
</tr>
<tr>
<td></td>
<td>4.3 Clean and maintain work areas</td>
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<td>Element</td>
<td>Performance criteria</td>
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<td>4.4 Complete records promptly and accurately and report to management</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPLY302A Brood poultry.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY302 Brood poultry

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- check and confirm that shed or section is ready for brooding
- place hatchlings
- carry out brooding operations
- monitor chick behaviour and sensors and adjust temperature and ventilation appropriately
- monitor body weight and beak tipping where applied regularly
- complete cleaning, maintenance and administration activities
- implement work health and safety policies
- follow biosecurity procedures
- follow enterprise animal welfare policies
- apply enterprise environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the effects and impacts of brooding operations on enterprise production processes
- the types, uses, maintenance and storage of relevant tools, machinery and equipment
- relevant work health and safety requirements
- the requirements, industry standards, codes of practice and procedures for welfare and health of poultry during brooding
- the effects and impacts of temperature and shed climate on chick behaviour and how temperature and shed conditions are checked
- the range, effects and impacts of stocking density and overcrowding on poultry behaviour, health and welfare
- the relevant lighting and lighting programs for chickens and pullets and effects on welfare and performance
• relevant environmental and sustainability requirements, and procedures for disposal and management of wastes
• the requirements and procedures for cleaning and maintaining work areas
• relevant records and reports that are required
• describe relevant animal welfare and biosecurity requirements

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY304 Incubate eggs

Modification History

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Application

This unit of competency describes the skills and knowledge required to incubate eggs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

Candidates should confirm the regulatory requirements in regard to the use of fumigants that apply in their relevant State or Territory before undertaking this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Receive and store eggs | 1.1 Implement enterprise work health and safety policies  
1.2 Implement enterprise biosecurity procedures  
1.3 Unload eggs and record required information  
1.4 Transfer eggs from delivery dollies/trolleys to setter dollies/trolleys  
1.5 Store eggs with regard to position, temperature, humidity and period of storage  
1.6 Attach eggs to turning machine to ensure maximum viability is maintained  
1.7 Manage egg stock to minimise egg age on setting  
1.8 Monitor temperature, humidity and airflow to maintain required settings |
| 2. Monitor and operate setter | 2.1 Take and record setter readings  
2.2 Recognise alarms and carry out specified sequence of operations during a breakdown  
2.3 Operate, repair and maintain setter  
2.4 Calibrate temperature probes with known standards |
| 3. Transfer eggs to hatcher | 3.1 Move dollies to the egg handling and transfer area in the sequence required by the organisation  
3.2 Check temperature, humidity and airflow  
3.3 Transfer eggs to hatching trays in sequence |
<table>
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</table>
| 4. Fumigate setter or hatcher | 4.1 Determine need for fumigation from supervisor’s instructions  
4.2 Prepare fumigant and apparatus  
4.3 Seal and fumigate setter or hatcher  
4.4 Air room or chamber to completely remove traces or vapours of the fumigant prior to re-entry of staff, re-installation of equipment and placement of eggs |
| 5. Monitor and operate hatcher | 5.1 Take and record readings  
5.2 Carry out adjustments to temperature, humidity and airflow when instructed  
5.3 Recognise alarms and carry out correct sequence of operations during a breakdown as set out by employer |
| 6. Complete hygiene and administration activities | 6.1 Dispose of waste and debris from the work areas in line with enterprise environmental policies  
6.2 Clean, maintain and store tools, equipment and machinery  
6.3 Clean and maintain safe work areas  
6.4 Complete documentation, records and reports promptly and accurately |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPLY304A Incubate eggs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY304 Incubate eggs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- receive and store eggs
- monitor and operate setter
- transfer eggs to hatcher
- fumigate setter or hatcher
- monitor and operate hatcher
- complete hygiene and administration activities
- implement enterprise work health and safety policies
- implement enterprise biosecurity procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- requirements, methods and procedures for handling, unloading, storing, transferring and turning eggs
- types, uses, cleaning, maintenance and storage of machinery, equipment and tools used in incubating operations
- range, effects and impacts of environmental parameters on incubating eggs
- types, handling, use and disposal of fumigating agents, work health and safety and environmental practices for these agents
- relevant environmental and sustainability requirements, and procedures for disposal and management of wastes and debris
- requirements and procedures for cleaning and maintaining work areas
- relevant documentation and records that are required
- enterprise work health and safety policies
- relevant biosecurity requirements
Assessment Requirements for AHCPLY304 Incubate eggs

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY305 Beak tip poultry

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Application

This unit of competency describes the skills and knowledge required to tip the beaks of poultry.

This unit applies to beak treatment of day old chicks and beak trimming of poultry of various ages. Poultry include all poultry species and breeds used for meat or egg production.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

AHCLSK307 Euthanase livestock.

Unit Sector

Poultry (PLY)

Elements and Performance Criteria

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<tr>
<td>essential outcomes.</td>
<td>achievement of the element.</td>
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</tbody>
</table>
| 1. Prepare to beak tip birds | 1.1 Follow site entry biosecurity procedures as specified by the enterprise  
1.2 Flock for beak tipping is identified and health and welfare of birds are assessed prior to the beak tipping operation  
1.3 Confirm beak tipping instructions with farm management and communicate clearly to team personnel  
1.4 Select, check and maintain equipment, tools and personal protective equipment suitable for the beak tipping operation  
1.5 Identify birds to be culled and euthanase appropriately  
1.6 Set up equipment according to age, breed and production system of flock  
1.7 Identify work health and safety hazards, assess risks and implement suitable controls  
1.8 Prepare a clean and safe area for the beak tipping operation |
| 2. Carry out beak tipping | 2.1 Handle birds according to enterprise animal welfare policies, relevant regulatory requirements, codes of practice and industry standards  
2.2 Assess beak shape, length and hardness  
2.3 Beak treat or beak trim birds appropriately  
2.4 Check trimmed beaks and re-cauterise bleeding beaks  
2.5 Monitor the welfare of birds throughout the beak tipping operation  
2.6 Check the welfare of beak tipped birds and make adjustments to equipment where necessary  
2.7 Identify birds to be culled that have been compromised by the beak tipping operation, and carry out euthanasia in line with enterprise policies |
| 3. Complete beak tipping and post-operation procedures | 3.1 Assess and check that beak lengths and beak steps meet enterprise standards  
3.2 Complete required documentation and records, and make reports to enterprise if required  
3.3 Complete enterprise biosecurity procedures  
3.4 Clean, sanitise, maintain and appropriately store equipment and tools |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCPLY305A Beak trim chickens.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY305 Beak tip poultry

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- make preparations for beak tipping poultry
- carry out beak tipping
- complete beak tipping and post-operation procedures
- carry out euthanasia of cull birds in line with enterprise policies
- implement enterprise work health and safety policies
- implement enterprise biosecurity procedures
- implement animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant regulatory requirements, industry standards, codes of practice and enterprise biosecurity principles and enterprise requirements for poultry production
- relevant work health and safety requirements for beak tipping operations
- relevant animal welfare principles and practices for beak tipping operations
- signs of health, signs of ill health and methods of assessing health and welfare of poultry
- beak treatment and beak trimming procedures and the effects and impacts (negative and positive) of such procedures on the health and welfare of poultry
- relevant regulatory requirements, codes of practice, industry standards, methods and procedures for euthanasia of poultry
- types, uses, cleaning, maintenance and servicing of beak treatment and beak trimming equipment and tools
- site preparation procedures for beak tipping operations
- criteria for determining birds to be culled before and after beak tipping operations
• types and uses of documentation, records and reports that are required for beak tipping operations

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY306 Clean and disinfect poultry production sheds

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to wet or dry clean and disinfect (sanitise, disinfect or fumigate) sheds used for poultry production. The standard of cleaning and disinfection applied depends on the type of stock, enterprise disease status and disease risk.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes of practice and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

Candidates should confirm the regulatory requirements in regard to the use of fumigants that apply in their relevant State or Territory before undertaking this unit.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)
# Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to clean sheds | 1.1 Confirm work requirements  
 1.2 Confirm standard of cleaning (wet or dry), sanitation, disinfection or fumigation required  
1.3 Identify work health and safety hazards, and assess risks and implement suitable controls  
1.4 Select, use and maintain suitable personal protective equipment  
1.5 Identify environmental impacts of cleaning the shed, assess likely outcomes and take responsive action  
1.6 Raise, dismantle or remove equipment for cleaning  
1.7 Raise or remove feed and watering equipment, and clean to industry standards  
1.8 Cover or seal electrical switchboards and other equipment to prevent entry of water |
| 2. Clean sheds and surrounds | 2.1 Apply insecticides for initial knock down if required  
2.2 Remove and dispose of litter or manure and sweep floors  
2.3 Service filters and flush drinker lines and tanks  
2.4 Clean shed, feeders, drinkers and equipment  
2.5 Empty and clean silos  
2.6 Mix chemicals, detergents and disinfectants appropriately  
2.7 Dry clean electrical equipment  
2.8 Manage waste, effluent and run-offs from cleaning activity appropriately  
2.9 Maintain all shedding, equipment and machinery |
| 3. Sanitise, disinfect or fumigate sheds | 3.1 Prepare equipment (including safety equipment) and chemicals for application of sanitiser, disinfectant or fumigant  
3.2 Prepare shed for sanitisation, disinfection or fumigation by sealing sensitive and or electrical equipment  
3.3 Seal shed to minimise escape of disinfectant to the outside  
3.4 Carry out disinfection of shed according to legislative, enterprise and manufacturers requirements  
3.5 Air shed to completely remove traces or vapours of the disinfectant prior to re-entry of staff, re-installation of equipment and placement of eggs  
3.6 Apply insecticides if required |
<p>| 4. Complete hygiene and | 4.1 Check cleaning and disinfection is done correctly |</p>
<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>administration tasks</td>
<td>4.2 Apply biosecurity requirements</td>
</tr>
<tr>
<td></td>
<td>4.3 Clean and maintain cleaning and disinfection equipment, disinfect and store</td>
</tr>
<tr>
<td></td>
<td>4.4 Dispose of leftover fluids, containers and waste in line with enterprise</td>
</tr>
<tr>
<td></td>
<td>environmental policies</td>
</tr>
<tr>
<td></td>
<td>4.5 Complete records and documentation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPLY306A Clean and fumigate intensive production sheds.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY306 Clean and disinfect poultry production sheds

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- make preparations to clean sheds
- raise or remove equipment including feeders and drinkers
- clean equipment, sheds and surrounds
- maintain sheds, silos, feeders, drinkers and all equipment
- clean silos safely
- prepare sheds and equipment for cleaning
- sanitise, disinfect or fumigate sheds and equipment safely and in line with legislative requirements
- apply insecticide both in and outside shed
- dry clean and effectively cover electrical equipment
- complete hygiene and administration tasks
- implement enterprise work health and safety procedures
- apply biosecurity requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of sheds, machinery and equipment found in sheds
- how to handle, raise or remove equipment in sheds
- methods of sealing or covering electrical or sensitive equipment to prevent entry of water
- methods for litter and manure removal
- methods for dry cleaning electrical equipment
- procedure for dry or wet cleaning sheds and equipment
• environmental impacts of shed cleaning operation, and measures to mitigate these impacts
• equipment and machinery used for shed cleaning and disinfection, its operation, maintenance and storage
• methods of disposal of effluent and waste
• cleaning, maintenance and servicing of filters, drinker lines, tanks and silos
• handling and application of insecticides, sanitisers, disinfectants and fumigants and the relevant legislative requirements
• types, handling, use and disposal of cleaning agents
• types of documentation and records that need to be completed after the cleaning operations
• relevant work health and safety requirements
• relevant biosecurity requirements
• environmental impacts and controls of cleaning and fumigating sheds
• chemical spillage management and safety equipment and clothing

Assessment Conditions
Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPLY307 Implement and monitor biosecurity measures in poultry production

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement and monitor biosecurity measures for poultry enterprises.

All work must be carried out to comply with workplace procedures, legislation, codes of practice, and guidelines relating to work health and safety, biosecurity, animal welfare, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They provide and communicate solutions to a range of predictable problems in relation to biosecurity.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Note:

Pest is a bird or animal or insect which can be a carrier of infectious disease or which can cause stock losses or loss of productivity through predation.

Weed is a poisonous plant or one declared as a noxious weed (free range runs).

Pre-requisite Unit

Nil.

Unit Sector

Poultry (PLY)
**Elements and Performance Criteria**

<table>
<thead>
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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Apply biosecurity procedures for site entry | 1.1 Identify potential biosecurity threats to the enterprise  
1.2 Identify potential sources of disease, pest or weed contamination being carried between sites  
1.3 Consult with supervisor and management on the requirements for maintaining the enterprise as a biosecure zone as appropriate, in compliance with relevant legislation, Codes of Practice, industry guidelines and enterprise procedures  
1.4 Maintain the integrity of enterprise as a biosecure zone  
1.5 Maintain personal sanitation and hygiene on entry to enterprise  
1.6 Complete sign in procedures  
1.7 Ensure contractors and visitors are signed in, checked for risk profile and instructed in biosecurity requirements  
1.8 Ensure all equipment, machinery or vehicles prior to entry onto the site are cleaned and disinfected  
1.9 Check poultry, feed and feed ingredients to be introduced to the enterprise for health, pest and contamination status and isolate them from other poultry and feedstock where necessary  
1.10 Implement enterprise work health and safety policies  
1.11 Use and maintain appropriate personal protective equipment |
| 2. Implement biosecurity procedures to minimise spread of disease, pest or weed where relevant within the enterprise | 2.1 Implement procedures for entering production areas or facilities or moving from one site to another  
2.2 Implement enterprise requirements, order of priority and prescribed routes for specified movements of personnel, vehicles, equipment, feedstuffs and poultry  
2.3 Ensure all surface water used for drinking, cooling and washing down is sanitised  
2.4 Implement appropriate personal sanitation and equipment cleaning procedures for movement between sites  
2.5 Implement a health control program including vaccination  
2.6 Keep enterprise areas clear of debris  
2.7 Implement biosecure procedures for carcass, effluent, organic waste and inorganic waste removal and disposal |
| 3. Implement biosecurity procedures on detection of disease, pest or weed where | 3.1 Identify signs of disease, pest or weed incursion, or unusual signs in the poultry flocks  
3.2 Follow enterprise animal welfare policies |
<table>
<thead>
<tr>
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</thead>
</table>
| relevant | 3.3 Assess severity and extent of disease or incursion  
          | 3.4 Seek immediate advice from supervisors, professionals or  
          | appropriate authorities where signs indicate an unusual disease or  
          | pest presence  
          | 3.5 Immediately report signs of unusual disease or pest to  
          | management or appropriate authorities  
          | 3.6 Implement instructions from supervisors, enterprise and  
          | appropriate authorities for additional biosecurity measures |

| 4. Apply enterprise sanitation and disinfection practices to reduce the risk of disease, pest or weed | 4.1 Ensure all used bedding, organic and inorganic waste are removed from facilities or sites and disposed of in line with enterprise environmental policies  
        | 4.2 Remove dust from surfaces  
        | 4.3 Clean production areas, facilities or sites using pressure cleaning, water or dry cleaning method where appropriate  
        | 4.4 Clean feeding and watering equipment using an appropriate method  
        | 4.5 Sanitise or disinfect facilities, sites and equipment appropriately |

| 5. Implement pest control | 5.1 Identify pests that can introduce or spread high risk pathogens  
                            | 5.2 Exclude wild birds from the poultry housing and other pests from the facilities by effective physical barriers  
                            | 5.3 Monitor wild bird and pest numbers  
                            | 5.4 Carry out procedures to discourage wild birds and to control pests |

| 6. Monitor, record and report | 6.1 Monitor effectiveness and progress of control activities and compare with enterprise requirements  
                                | 6.2 Monitor production areas, facilities or sites as part of work duties to ensure work practices and procedures are applied  
                                | 6.3 Complete records accurately and timely  
                                | 6.4 Report issues and concerns with biosecurity to management  
                                | 6.5 Work with management to review procedures, activities and communicate revisions to other staff |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - No equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPLY307 Implement and monitor biosecurity measures in poultry production

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- apply biosecurity procedures for site entry and between sections
- implement biosecurity procedures
- implement biosecurity procedures as instructed on detection of disease, pest or weed where relevant
- identify abnormal signs in a flock
- implement wild bird, pest and weed control measures
- monitor application of biosecurity procedures
- implement enterprise work health and safety policies
- implement enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- relevant statutory requirements, codes of practice, industry standards and procedures for biosecurity
- types, characteristics, methods of spread, signs, prevention, control and treatment of diseases, pests or weeds relevant to the enterprise
- requirements for maintaining an enterprise as a biosecure zone including perimeter fencing, lockable gates, vehicle access, enterprise boundaries, production area boundaries, dirty and clean production areas, poultry housing and pasture boundaries and appropriate signage
- specific biosecurity procedures applicable to an enterprise and enterprise work routines, including personnel, visitors, vehicles, equipment, machinery, introduced poultry, pests, wild birds and health program
Assessment Requirements for AHCPLY307 Implement and monitor biosecurity measures in poultry production

- requirements, procedures and resources for entry to enterprise, production areas, facilities or sites
- normal signs of a healthy flock
- relevant work health and safety requirements
- methods and procedures for cleaning and disinfection of facilities, sheds, feeding and watering equipment and other shed equipment
- requirements, methods and procedures for treatment and sanitisation of drinking, cooling and washing down water supplies as appropriate to an enterprise
- procedures for handling, measurement and usage of cleaning chemicals, disinfectants and sanitisers
- relevant environmental and sustainability requirements, methods and procedures for disposal and management of effluent, organic and inorganic waste and debris
- essential principles and key aspects of Commonwealth and State disease control emergency plans, including AUSVETPLAN
- types and maintenance of relevant documentation and records
- requirements and methods for reporting, reviewing, revising and communicating biosecurity procedures

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG201 Treat weeds

Modification History

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Application

This unit of competency describes the skills and knowledge required to recognise common weed species and apply a range of weed treatments and control options.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well known parameters, providing solutions to a limited range of predictable problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Prepare to treat weeds

1.1 Identify and record details of target weeds and confirm with supervisor according to workplace procedures
1.2 Discuss and select appropriate control technique with supervisor
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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1.3 Perform calculations according to control option and treatment requirements and confirm with supervisor</td>
<td>1.3 Perform calculations according to control option and treatment requirements and confirm with supervisor</td>
</tr>
<tr>
<td>1.4 Select and prepare equipment for use according to enterprise guidelines, supervisor’s direction and manufacturer’s specifications</td>
<td>1.4 Select and prepare equipment for use according to enterprise guidelines, supervisor’s direction and manufacturer’s specifications</td>
</tr>
<tr>
<td>1.5 Secure the treatment area according to workplace procedures and supervisors instructions</td>
<td>1.5 Secure the treatment area according to workplace procedures and supervisors instructions</td>
</tr>
<tr>
<td>1.6 Identify health and safety hazards and risks in the workplace and apply appropriate controls according to supervisor instructions</td>
<td>1.6 Identify health and safety hazards and risks in the workplace and apply appropriate controls according to supervisor instructions</td>
</tr>
<tr>
<td>2. Conduct weed treatment</td>
<td>2.1 Identify, select, fit and use personal protective equipment according to workplace procedures and manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>2.2 Prepare treatments according to supervisor’s instructions, manufacturer guidelines, label directions and safety data sheets</td>
</tr>
<tr>
<td></td>
<td>2.3 Apply treatments to minimise damage to off-target species according to workplace procedures, health and safety in the workplace and environmental legislative and regulatory requirements</td>
</tr>
<tr>
<td>3. Carry out post treatment operation</td>
<td>3.1 Clean and store personal protective equipment and application equipment according to workplace and environmental procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Dispose of treatment waste according to environmental procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Maintain records according to workplace procedures and legislative and regulatory requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret textual information from a range of sources to identify relevant and key information to operate equipment, determine methods and rates for treatments</td>
</tr>
<tr>
<td>Writing</td>
<td>• Prepare treatment records using clear and accurate language and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform basic mathematical calculations to determine rates of application relevant to treatment option</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Oral Communication | • Use clear language and concepts, and tone and pace appropriate when communicating with supervisor
Navigate the world of work | • Recognise organisational expectations and follow explicit work procedures and protocols
Get the work done | • Follow clearly defined instructions and sequencing, and monitor own progress for the task, seeking assistance when necessary

Unit Mapping Information

<table>
<thead>
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<tr>
<td>AHCPMG201 Treat weeds Release 2</td>
<td>AHCPMG201 Treat weeds Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG201 Treat weeds

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has demonstrated that they have treated weeds using at least two different techniques, including:

- recognised and recorded target weeds and confirmed with supervisor
- discussed and selected control options with supervisor
- prepared control options and treatments following required procedures
- identified health, safety and environmental hazards and risks and applied controls according to workplace procedures
- identified, selected, fitted and used personal protective equipment
- applied treatments safely ensuring off-target species were unaffected
- shut down, cleaned and stored personal protective equipment and application equipment according to environmental procedures
- disposed of waste according to workplace procedures and environmental procedures
- maintained records according to workplace procedures and legislative and regulatory requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common weeds identification and naming conventions
- weeds and dispersal methods common to work area
- common weed treatment options, including:
  - cultural
  - chemical
  - mechanical
  - biological
• Integrated Pest Management
• basic environmental considerations when using chemicals for treating weeds, including:
  • spray drift and off target damage
  • inversion
  • re-entry period
  • residues
  • chemical handling
• regulatory requirements and responsibilities when applying weed treatments
• weed control equipment, capabilities and limitations
• health and safety in the workplace including personal protective equipment required for controlling weeds
• principles and methods for securing treatment sites including, caution or hazard signs and signals
• purpose and use of chemical labels and safety data sheets (SDS)
• environmental considerations when controlling and disposing of weeds and waste materials
• record keeping methods and requirements.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated on a site with weed infestation or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • weeds to be identified and controlled
  • tools and equipment suitable for control options and treatments
  • personal protective equipment
  • treatment materials
• specifications:
  • workplace documents including treatment and control procedures and processes and forms for recording treatments
  • use of manufacturers’ operating instructions for specific equipment, machinery used for weed control
  • SDS for treatment materials
  • specific regulations
• relationships:
  • supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG202 Treat plant pests, diseases and disorders

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to recognise plant pests, diseases and disorders, determine the treatment options and apply treatments under supervision.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well known parameters, providing solutions to a limited range of predictable problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare to treat plant pests, diseases and disorders</td>
<td>1.1 Identify and record details of pest, disease or disorder and confirm</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
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</tr>
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</table>

**disorders**

- with supervisor according to workplace procedures
- 1.2 Discuss and select appropriate control technique with the supervisor
- 1.3 Perform calculations according to control option and treatment requirements and confirm with supervisor
- 1.4 Select and prepare equipment for use according to workplace procedures, supervisor instructions and manufacturer specifications
- 1.5 Secure treatment area according to health and safety in the workplace procedures and supervisors instructions
- 1.6 Identify health and safety hazards and risks in the workplace and apply appropriate controls according to supervisor instructions

2. Apply treatments to plant pests, diseases and disorders

- 2.1 Identify, select, fit and use personal protective equipment according to according to workplace procedures and manufacturer instructions
- 2.2 Prepare treatments according to supervisor’s instructions, chemical label instructions, safety data sheets and manufacturer instructions
- 2.3 Apply treatments to minimise damage and exposure to off-target species according to workplace procedures, health and safety in the workplace and environmental legislative and regulatory requirements

3. Carry out post treatment operation

- 3.1 Clean and store personal protective equipment and application equipment according to workplace and environmental procedures
- 3.2 Dispose of treatment waste according to environmental procedures
- 3.3 Maintain records according to workplace procedures and legislative and regulatory requirements

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

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<tr>
<td>Reading</td>
<td>- Interpret textual information from a range of sources to identify relevant and key information to operate equipment, determine</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
Writing | Prepare treatment records using clear and accurate language and terminology
Numeracy | Perform basic mathematical calculations to determine rates of application relevant to treatment option
Oral Communication | Use clear language and concepts, and tone and pace appropriate when communicating with supervisor
Navigate the world of work | Recognise and apply organisational expectations and follows explicit workplace procedures and protocols
Get the work done | Follow clearly defined instructions and sequencing, and monitors own progress for the task, seeking assistance when necessary

Unit Mapping Information

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</table>

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG202 Treat plant pests, diseases and disorders

Modification History

<table>
<thead>
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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have treated plant pests and diseases, including:

- recognised and recorded target pests, diseases and disorders and confirmed with supervisor
- discussed and selected control options with supervisor
- prepared control options and treatments following required procedures
- identified health and safety in the workplace and environmental hazards and risks and applied controls according to workplace procedures
- identified, selected, fitted and used personal protective equipment
- applied treatments safely ensuring off-target species were unaffected
- shut down, cleaned and stored personal protective equipment and application equipment according to environmental procedures
- disposed of waste according to workplace procedures and environmental procedures
- updated records according to workplace procedures and legislative and regulatory requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- common pests, diseases and disorders identification
- pests, diseases and disorders and dissemination method common to work area
- pests, diseases and disorders treatment options, including:
  - cultural
  - chemical
Assessment Requirements for AHCPM202 Treat plant pests, diseases and disorders

- mechanical
- biological
- Integrated Pest Management

- basic environmental considerations when using chemicals for treating pests, diseases and disorders, including:
  - spray drift and off target damage
  - inversion
  - re-entry period
  - residues
  - chemical handling
- regulatory requirements and responsibilities when applying control measures
- pests, disease and disorders control equipment, capabilities and limitations
- health and safety in the workplace including personal protective equipment required for treating pests, disease and disorders
- principles and methods for securing treatment sites including, caution or hazard signs and signals
- purpose and use of chemical labels and safety data sheets (SDS)
- environmental considerations when treating pests, diseases and disorders, and disposing of waste materials
- record keeping methods and requirements.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in the field or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - samples of pests, diseases and disorders to be identified and controlled
  - tools and equipment suitable for control options and treatments
  - personal protective equipment
  - treatment materials
- specifications:
  - workplace documents including instructions, treatment and control procedures and processes and forms for recording treatments
  - manufacturers' operating instructions for specific equipment
  - SDS for treatment materials
  - specific regulations
- relationships:
  - supervisor.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG203 Work effectively in a pest management environment

Modification History

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Application

This unit of competency describes the skills and knowledge required to interpret and apply industry and workplace procedures and standards to daily work activities when working in the pest management sector. It requires the ability to identify and follow legislative and procedural requirements while under supervision.

The unit applies to individuals working in a broad range of job contexts who undertake defined routine activities under supervision. They exercise limited autonomy within established and well known parameters, providing solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Demonstrate basic understanding of pest management principles | 1.1 Identify common invasive pests according to workplace requirements  
1.2 Identify characteristics of pest species and their impacts on the community and environment  
1.3 Identify workplace pest management plans  
1.4 Recognise workplace strategies for pest management according to supervisor instructions  
1.5 Identify and recognise the effects of pests on workplace performance  
1.6 Identify and apply personal responsibilities according to workplace procedures and pest management practices |
| 2. Work within industry guidelines, procedures and legislation | 2.1 Assist with identifying key stakeholders and contribute to stakeholder engagement and consultation processes  
2.2 Apply health and safety in the workplace practices according to workplace procedures  
2.3 Identify and apply environmental, legislative, ethical and organisational requirements when working in the pest management sector  
2.4 Identify licenses, permits and permissions required to enter a property for the purpose of pest management activities  
2.5 Apply standard operating procedures and Codes of Practice to field of work  
2.6 Implement procedures ethically according to legislative, licensing and procedural requirements |
| 3. Use technology, equipment and tools to carry out work tasks | 3.1 Identify and use suitable navigational tools for workplace orientation  
3.2 Calibrate or prepare equipment for use according to workplace procedures  
3.3 Use communication devices according to workplace procedures  
3.4 Operate a range of equipment and tools required for work tasks according to workplace procedures  
3.5 Identify equipment faults and take corrective action according to workplace procedures  
3.6 Maintain records for pest control program according to |
### Elements

*Elements describe the essential outcomes.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>Workplace procedures</th>
</tr>
</thead>
</table>

4. Prioritise and undertake daily work activities

- 4.1 Clarify methods and target area for the pest management program with senior officer
- 4.2 Identify, prioritise and carry out work tasks within designated timeframes according to work instructions
- 4.3 Identify and select equipment required to carry out pest management program according to treatment option
- 4.4 Review and report factors affecting work task completion to your supervisor
- 4.5 Dispose of waste material in accordance with workplace procedures and biosecurity practices
- 4.6 Monitor worksite for pest management program effectiveness and report outcomes to your supervisor
- 4.7 Conduct all work activities according to health and safety in the workplace procedures

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret workplace instruction, processes and procedures to identify work requirements and expected standards</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete pest management records and reports using clear and accurate language and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform basic mathematical calculations to determine rates of materials and calibration of equipment for pest management activities</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Use clear language and concepts, and tone and pace appropriate when communicating with supervisor and stakeholders</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Recognise and apply organisational expectations and follows explicit work procedures and protocols</td>
</tr>
<tr>
<td></td>
<td>• Identify and accept responsibility for working within common</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>legal and ethical frameworks</td>
<td></td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Respond to clear requests and contributes to stakeholder engagement when invited to do so, initiating a connection through verbal, or nonverbal communication</td>
</tr>
</tbody>
</table>
| Get the work done        | • Follow clearly defined instructions and sequencing, and monitors own progress for the task, seeks assistance when necessary  
                          | • Use the main features and functions of digital tools to complete work tasks and access information                                            |

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| AHCPMG203 Work effectively in a pest management environment Release 2 | AHCPMG203 Work effectively in a pest management environment Release 1 | Minor changes to Performance Criteria for clarity  
Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG203 Work effectively in a pest management environment

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they can work effectively in a pest management environment, including:

- recognised common pests and identified the characteristics and impact on community
- identified and monitored effectiveness of pest management plans for pests recognised for impact on workplace performance
- identified, selected and safely used equipment required to implement pest management program
- identified and took corrective action for equipment faults
- recognised and implemented workplace strategies for controlling pests
- applied health and safety in the workplace and environmental practices and procedures ethically according to legislative requirements
- identified permissions, licences and necessary permits required prior to entering properties
- followed safe waste disposal procedures
- prepared and used communication and navigational equipment relevant to workplace requirements
- assisted with identifying key stakeholders and contributed to stakeholder engagement
- used communication strategies to engage with supervisor and stakeholders
- complied with designated timelines
- maintained pest management records according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
• common pest management methods, strategies and monitoring techniques for specific pest species
• standard operating procedures and codes of practice applicable to pest control
• invasive pest species common to field of work and their harmful impact, including:
  • signs and symptoms of active pests
  • effect of pests on work environment
• basic environmental considerations when controlling pests, including:
  • spray drift and off target damage
  • inversion
  • re-entry period
  • residues
  • chemical handling
• pest control strategies, including:
  • cultural
  • chemical
  • mechanical
  • biological
  • Integrated Pest Management
• risk factors, including human, health and environmental associated with the pest management activity
• record keeping and reporting processes and procedures, including:
  • databases
  • paper based
  • mandatory reporting
• licenses, permits and permissions when entering properties
• common equipment used for, controlling pests, navigating and communicating on properties, including:
  • calibration requirements
  • basic operation principles
  • maintenance and repairs
• health and safety in the workplace procedures and legislative requirements.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in the field or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live pests for identification and control
  • tools and equipment for pest control, navigation and communications
Assessment Requirements for AHCPMG203 Work effectively in a pest management environment

- personal protective equipment
- specifications:
  - workplace documents including policies, procedures, processes, instructions, records and forms
  - manufacturers' operating instructions for specific equipment, machinery
  - relevant legislation, regulations and codes of practice
- relationships:
  - industry stakeholders
  - supervisor
- timeframes:
  - according to the job requirements.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCPMG301 Control weeds

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to plan and coordinate weed control activities using appropriate strategies to provide effective, economic control while minimising environmental damage.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Assess weed infestation | 1.1 Identify and record weeds and potential weeds for target area  
1.2 Identify the scope, stage and size of the weed infestation impacting on target area  
1.3 Assess effect of weed infestation on target area  
1.4 Identify tolerable levels of infestation according to workplace requirements  
1.5 Investigate approaches to control weed infestation  
1.6 Identify non-target plant and animal species present in the area  
1.7 Assess the site for suitability of control measures according to health and safety in the workplace and environmental requirements |
| 2. Plan weed control measures | 2.1 Determine suitable control options according to workplace requirements and legislative and regulatory requirements  
2.2 Identify and assess hazards, risks and controls according to workplace procedures and regulations  
2.3 Identify appropriate resources for control options  
2.4 Identify, fit and use personal protective equipment in accordance with health and safety in the workplace procedures  
2.5 Select and prepare a plan for control measures according to workplace strategy and environmental legislative and regulatory requirements  
2.6 Document control measures according to workplace and legislative requirements |
| 3. Implement weed control | 3.1 Assess conditions for implementation of control plan and adjust plan according to conditions  
3.2 Implement control measures in accordance with workplace pest management plan and industry best practice  
3.3 Ensure that control measures minimise effect on non-target species and environmental damage  
3.4 Maintain records of the control measure according workplace procedures and regulatory requirements |
| 4. Monitor weed control measures | 4.1 Monitor weed control measures and identify adverse impact on non-target entities  
4.2 Assess effectiveness of weed control measures in accordance with |
### Elements

**Elements describe the essential outcomes.**

**Performance criteria describe the performance needed to demonstrate achievement of the element.**

<table>
<thead>
<tr>
<th>workplace procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Report results of assessment according to client or workplace procedures</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

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<thead>
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<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret plans, regulations, and other documentation and consolidate information to determine control plans and implement control measures</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately complete organisational records, plans and reports using clear language and industry terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform calculations for volumes, weights and measures for application rates of chemicals and materials</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Effectively participate in verbal exchanges using collaborative and inclusive techniques including active listening and questioning and reading of verbal and non-verbal signals to convey and clarify information</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following explicit and implicit policies, procedures, codes of practice and legislative requirements</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks and workload</td>
</tr>
<tr>
<td></td>
<td>• Make routine decisions and implements standard procedures for routine tasks, using formal decision making processes</td>
</tr>
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### Unit Mapping Information

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<td>Minor changes to</td>
<td>Equivalent unit</td>
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</table>
Control weeds
Release 3

Control weeds
Release 2

Performance Criteria
for clarity
Updated Performance
Evidence and
Knowledge Evidence

Links

Companion Volumes, including Implementation Guides, are available at VETNet: -
322cf72
Assessment Requirements for AHCPMG301 Control weeds

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has demonstrated on at least one occasion that they have controlled weeds, including:

- identified, recorded and assessed weeds and their impact on the target area
- investigated the suitability of weed control approaches and effect on site environment and non-target entities
- planned and coordinate weed control activities
- identified tolerable levels of weed infestation for the target site
- conducted a site hazard, risk assessment and identified controls for weed control
- ensured personal safety by using appropriate personal protective equipment
- selected and applied weed management methods appropriate to the target site
- maintained records of weed management activities
- monitored, recorded and reported the effectiveness of methods
- ensured control measures had minimal effect on non-target species and environment.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- weeds and their tolerable levels and impact on target area, including:
  - economic, aesthetic, health, fire hazard and environmental thresholds of common weeds
  - non-target entities common to the area
  - effect of weed infestation on required plant health and growth
• basic weed biology, including:
  • lifecycle and ecology of a range of weeds
  • cyclical nature of weeds and control programs
  • weed characteristics, morphology and dispersal
• weed management strategies and their selection criteria, including:
  • cultural
  • chemical
  • mechanical
  • biological
  • Integrated Pest Management
• risk factors including human, animal health and environmental associated with control measures
• factors that affect the efficacy of weed management strategies, including:
  • prevailing weather and atmospheric conditions
  • impact of off target damage on non-target entities
  • residues and maximum residue levels
• weed control activities and disturbance to other plant or animal species
• signs of adverse impact of control measures and ways to minimise their effect on non-target entities, including:
  • humans
  • animals
  • non-target plants
  • environment
• site-monitoring techniques that may be used to implement the weed control plan
• hazard and risks assessment and control methodologies
• equipment including personal protective equipment appropriate to control measure
• health and safety in the workplace requirements
• pest management planning and survey strategies
• legislative requirements relevant to weed control.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in the field or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live weeds
  • tools and equipment used for weed control program
  • personal protective equipment
• specifications:
• workplace documents including policies, procedures, processes and forms for record keeping
• manufacturers' operating instructions for specific equipment and machinery
• safety data sheets
• workplace instructions and client briefs
• specific regulations and codes of practice
• relationships:
  • clients.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

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AHCPMG302 Control plant pests, diseases and disorders

Modification History

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Application

This unit of competency describes the skills and knowledge required to identify and assess the effect to plants of plant pests, diseases and disorders and plan and coordinate control measures.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess pests, disease</td>
<td>1.1 Identify and record plant pests, diseases, disorders and beneficial</td>
</tr>
</tbody>
</table>

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Skills Impact
<table>
<thead>
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</tr>
<tr>
<td>and disorders</td>
<td>organisms in target area</td>
</tr>
<tr>
<td>1.2 Assess the scope, stage and size of the pests, diseases or disorders</td>
<td>1.3 Determine tolerable threshold of pests, diseases or disorders according to workplace requirements</td>
</tr>
<tr>
<td>2. Plan the implementation of plant pests, diseases and disorder control measures</td>
<td>2.1 Identify and select control options according to workplace requirements and environmental procedures</td>
</tr>
<tr>
<td>2.2 Select tools, equipment and machinery for control measures according to workplace procedures</td>
<td>2.3 Identify and assess health and safety in the workplace hazards, risks and implement controls according to workplace procedures</td>
</tr>
<tr>
<td>2.4 Select, fit, use and maintain personal protective equipment according to manufacturer instructions and health and safety in the workplace procedures</td>
<td>2.5 Ensure control measures comply with health and safety in the workplace policies and environmental regulations</td>
</tr>
<tr>
<td>3. Implement plant pests, diseases and disorder control measures</td>
<td>3.1 Coordinate control measures with work team, contractors and suppliers according to sequence and timing in consultation with supervisor</td>
</tr>
<tr>
<td>3.2 Implement control measures according to workplace procedures and industry best practice</td>
<td>3.3 Maintain records according to workplace procedures and legislative and regulatory requirements</td>
</tr>
<tr>
<td>4. Monitor plant pests, diseases and disorder control methods</td>
<td>4.1 Monitor control measures to identify off-target effects</td>
</tr>
<tr>
<td>4.2 Assess effectiveness of management measures against planned outcomes according to workplace procedures</td>
<td>4.3 Adjust control methods where effectiveness has been below expectations</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*
Skill | Description
--- | ---
Reading | • Read and interpret plans, regulations, and other documentation and consolidates information to determine and implement management measures
Writing | • Accurately complete organisational records, plans and reports using clear language and industry terminology
Navigate the world of work | • Take responsibility for following explicit and implicit policies, procedures, codes of practice and legislative requirements
Interact with others | • Select and use appropriate conventions and protocols when communicating with clients and co-workers in a range of work contexts
 | • Cooperate with others and contributes to work practices where joint outcomes are expected and deadlines are to be met
Get the work done | • Take responsibility for planning, sequencing and prioritising tasks and workload
 | • Make routine decisions and implements standard procedures for routine tasks, using formal decision making processes

Unit Mapping Information

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| AHCPMG302 Control plant pests, diseases and disorders Release 3 | AHCPMG302 Control plant pests, diseases and disorders Release 2 | Minor changes to Performance Criteria for clarity
Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

Links

Assessment Requirements for AHCPM302 Control plant pests, diseases and disorders

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has demonstrated that on at least one occasion they can control pests, disease and disorders, including:

- identified and recorded pests, diseases and disorders, beneficial organisms on host plants in target area
- assessed damage, threat and threshold of pests diseases or disorders on host plants according to client, market or environment requirements
- selected and implemented pest, disease and disorder control measures according to workplace, environmental and safe work practices
- identified and selected tools equipment and resources necessary to implement the control measure
- identified and assessed health and safety hazards and risks and incorporate and implemented in controls strategies according to health and safety procedures
- identified, fitted and used personal protective equipment according to workplace procedures
- monitored the effectiveness of pest and disease control
- adjusted control measure on crop and off-target entities where outcomes were below expectation
- maintained records of pest and disease control activities according to regulatory and workplace requirements
- coordinated the control strategy with others according to planned outcomes.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- pest, disease and disorder and symptom recognition of host stress
- economic, aesthetic or environmental thresholds for a range of plant pests, diseases and disorders
- control strategies for pests diseases and disorders, including:
  - chemical
  - biological
  - cultural methods
  - treatments available
  - Integrated Pest Management
  - industry best practice
- tools, equipment and machinery for implementing the control strategies and the importance of calibration
- site monitoring and analysis techniques used to implement a control strategy
- implications of control strategies for:
  - target and off-target
  - site limitations
  - environmental implications
  - end market and production
  - environmental objectives
- health and safety in the workplace responsibilities for employees and employers
- correct use, maintenance and storage of personal protective equipment
- health and safety in the workplace and environmental regulatory requirements including hazardous substances regulations
- basic communications skills
- workplace and mandatory record keeping requirements.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in the field or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - pests, diseases and disorders
  - tools and equipment for control program
  - personal protective equipment
- specifications:
• workplace documents including policies, procedures, processes and forms for record keeping
• manufacturers' operating instructions for specific equipment and machinery
• safety data sheets
• workplace instructions and client briefs
• specific legislation/codes of practice
• relationships:
  • clients
  • supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCPMG304 Use firearms to humanely destroy animals

Modification History

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Application

This unit of competency describes the skills and knowledge required to euthanise animals using firearms and techniques appropriate for the type and mobility of the animal.

The unit applies to individuals who hold a valid firearms license and work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions. Destruction of pest animals must comply with state animal cruelty legislation.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan for the shooting activity</td>
<td>1.1 Map location and boundaries for the shoot in accordance with the pest management plan and monitoring program</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm location of habitats, habits and range of movement of target animal</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1. Determine timing of the shoot based on the activity patterns of the target animal and estimate time required to complete the shoot.</td>
<td>1.3 Determine timing of the shoot based on the activity patterns of the target animal and estimate time required to complete the shoot.</td>
</tr>
<tr>
<td>1.4 Identify hazards and risks and apply control measures associated with the shoot according to workplace safety procedures.</td>
<td>1.4 Identify hazards and risks and apply control measures associated with the shoot according to workplace safety procedures.</td>
</tr>
<tr>
<td>1.5 Identify environmental and personal and public safety risks associated with the shoot.</td>
<td>1.5 Identify environmental and personal and public safety risks associated with the shoot.</td>
</tr>
<tr>
<td>1.6 Identify, fit and use suitable personal protective equipment and warning signs required for the activity.</td>
<td>1.6 Identify, fit and use suitable personal protective equipment and warning signs required for the activity.</td>
</tr>
<tr>
<td>2. Prepare for the shooting activity</td>
<td>2.1 Confirm anatomy and physical features identifying location of vulnerable organs of target animal.</td>
</tr>
<tr>
<td>2.2 Take precautions to minimise hazards and environmental risks associated with the shoot.</td>
<td>2.2 Take precautions to minimise hazards and environmental risks associated with the shoot.</td>
</tr>
<tr>
<td>2.3 Select vehicles, equipment and materials intended for use and check for serviceability.</td>
<td>2.3 Select vehicles, equipment and materials intended for use and check for serviceability.</td>
</tr>
<tr>
<td>2.4 Ensure firearm licences and permits are current and applicable to purpose.</td>
<td>2.4 Ensure firearm licences and permits are current and applicable to purpose.</td>
</tr>
<tr>
<td>2.5 Select firearm and ammunition types to comply with recommendations and workplace procedures for target animal.</td>
<td>2.5 Select firearm and ammunition types to comply with recommendations and workplace procedures for target animal.</td>
</tr>
<tr>
<td>2.6 Ensure firearms, ammunition, and stowage for transportation meets licensing requirements.</td>
<td>2.6 Ensure firearms, ammunition, and stowage for transportation meets licensing requirements.</td>
</tr>
<tr>
<td>2.7 Check and prepare firearm and ammunition.</td>
<td>2.7 Check and prepare firearm and ammunition.</td>
</tr>
<tr>
<td>2.8 Zero and test firearm according to workplace procedures.</td>
<td>2.8 Zero and test firearm according to workplace procedures.</td>
</tr>
<tr>
<td>2.9 Stow firearm for transport according to legislative and regulatory requirements and workplace procedures.</td>
<td>2.9 Stow firearm for transport according to legislative and regulatory requirements and workplace procedures.</td>
</tr>
<tr>
<td>3. Shoot animals</td>
<td>3.1 Carry firearm safely with muzzle pointing in safe direction at all times according to industry best practice and workplace procedures.</td>
</tr>
<tr>
<td>3.2 Load, discharge and unload firearm according to safety procedures.</td>
<td>3.2 Load, discharge and unload firearm according to safety procedures.</td>
</tr>
<tr>
<td>3.3 Aim firearm at vulnerable organ on the target animal and discharge firearm to kill using a single shot.</td>
<td>3.3 Aim firearm at vulnerable organ on the target animal and discharge firearm to kill using a single shot.</td>
</tr>
<tr>
<td>3.4 Check each target animal to ensure it is dead prior to selecting the next target animal.</td>
<td>3.4 Check each target animal to ensure it is dead prior to selecting the next target animal.</td>
</tr>
<tr>
<td>3.5 Euthanise target animals that have not been killed cleanly.</td>
<td>3.5 Euthanise target animals that have not been killed cleanly.</td>
</tr>
<tr>
<td>3.6 Handle carcases required for research or commercial use to minimise personal health and safety and biosecurity risks.</td>
<td>3.6 Handle carcases required for research or commercial use to minimise personal health and safety and biosecurity risks.</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
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<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>3.7 Dispose of animal carcases not required for research or other purposes according to enterprise procedures to minimise biosecurity or public safety and health risks</td>
<td></td>
</tr>
</tbody>
</table>

| 4. Clean and store equipment and material | 4.1 Clean and store carcases for research or commercial use  
4.2 Clean and store equipment and materials according to workplace practices  
4.3 Clean, maintain and store firearms in line with regulatory standards  
4.4 Store ammunition safely  
4.5 Report or record activity completion according to workplace practices |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>- Accurately completes organisational records and reports using clear language and industry terminology</td>
</tr>
</tbody>
</table>
| Navigate the world of work | - Takes responsibility for following explicit and implicit licencing requirements, policies, procedures, codes of practice and legislative requirements  
- Be up to date with state or territory and federal legislation related to the use of firearms licensing |
| Get the work done | - Takes responsibility for planning, sequencing and prioritising tasks and workload  
- Makes routine decisions and implements standard procedures for routine tasks, using formal decision making processes |
Unit Mapping Information

<table>
<thead>
<tr>
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<td>AHCPMG304 Use firearms to humanely destroy animals Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG304 Use firearms to humanely destroy animals

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated the skills to use a firearm to euthanise animals, including:

- planned the shoot within the boundaries and location of the target animal its range and habitat according to the timeframe, pest management plan and monitoring program
- ensured licences and permits were valid and applicable and environmental and public safety risks were mitigated
- identified target animal and its anatomical vulnerabilities for a clean kill
- operated a firearm safely in accordance with statutory requirements
- zeroed and test fired the firearm safely at a range under supervision at a distance that is commensurate with the target animals to be destroyed
- selected and checked serviceability of transport, equipment, firearms and ammunition, and stowed the firearm and ammunition safely for transport
- cleaned, maintained and stored equipment, firearms and ammunition safely and in accordance with statutory requirements
- checked target animal was dead, and euthanised immediately, if signs of life, according to relevant animal welfare codes of practice
- used personal protective equipment (PPE) to handle carcases to ensure health and safety in the workplace
- identified health and safety in the workplace hazards and risks and applied control measures and used PPE according to health and safety in the workplace procedures
- applied biosecurity measures when handling, transporting or disposing of carcases
- maintained records and reporting procedures.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- pest management plan and their purpose
- environmental hazards and risks associated with the use of firearms
- safety hazards and risk management strategies associated with shooting
- checking and preparing a firearm and ammunition
- checking target animal for life after discharging the firearm
- anatomy and physical features and vulnerable organs, or humane points on target animals
- procedures for the safe handling of carcases required for research or commercial use
- procedures for the safe disposal of animal carcases not required for other purposes
- reporting and recording procedures required by the pest management plan
- location and boundaries for the shoot
- habitats, habits and range of movement of target animals
- PPE required for the shoot
- firearm's licensing requirements
- firearm and ammunition types recommended for the target animal
- State and territory gun control laws, acts and regulatory requirements including firearms agreements and codes of practice, relating to the use of firearms for euthanising animals
- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice
- prevention of cruelty to animals legislation applicable to destruction of animals
- basic requirements for biosecurity in the context of destruction of animals.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an outdoor field environment with pest animals or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - pest animals, carcases or targets
  - firearms
  - PPE
- specifications:
  - workplace documents including procedures for firearm use
  - operating instructions for firearms
  - licences and permissions to discharge firearms
  - specific legislation and codes of practice for firearm use and animal welfare
- timeframes:
  - checked animal for signs of life after discharge of firearm.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

In addition, the following specific assessor requirements apply to this unit:

- must possess firearms licences
- appropriate experience in using firearms for pest control.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG305 Survey pests

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Application

This unit of competency describes the skills and knowledge required to survey pest abundance for plants, vertebrate or invertebrate animals. This will be carried out using a range of observation techniques in conjunction with workplace pest management plan, survey strategy and a monitoring program according to established standards and protocols.

The unit applies to individuals who work under broad direction and take responsibility for their own work use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to conduct survey</td>
<td>1.1 Access and interpret pest management plan, survey strategy and monitoring program documents according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Map location and boundaries for the count and obtain required</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

permits
1.3 Work with key stakeholders to develop trust and effective working relationships
1.4 Identify natural areas and features
1.5 Confirm location of habitats and the range of movement of the target pest
1.6 Determine items of direct evidence of the pest to be counted and survey method
1.7 Determine time and duration of the count and notify relevant personnel
1.8 Identify safety hazards and take precautions to minimise risks associated with the selected survey method
1.9 Identify environmental risks and take precautions to minimise risks associated with the count
1.10 Check serviceability of resources required to complete the count

2. Conduct survey and record observations | 2.1 Operate equipment according to workplace procedures and operator instructions
2.2 Conduct count within boundaries of specified location
2.3 Record observations of direct evidence of the target pest and report to supervisor
2.4 Clean and store equipment and materials according to workplace practices
2.5 Apply animal welfare policies and procedures when conducting survey

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret plans, strategies and other documentation and consolidates information to determine and implement surveys</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately complete organisational records of observations using clear language and industry terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform basic mathematical calculations to determine counts and preparing reports and records</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take personal responsibility for following explicit and implicit policies, procedures and permit requirements</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Select and use appropriate conventions and protocols when communicating with key stakeholders</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks and workload</td>
</tr>
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Assessment Requirements for AHCPMG305 Survey pests

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have surveyed pests, including:

- organised and completed a pest survey according to the organisation’s pest management plan and survey strategy
- recognised signs or evidence of common pests
- counted, calculated and recorded observations
- operated equipment safely and according to workplace and environmental procedures
- cleaned and stored the equipment at the conclusion of the job
- took appropriate safety and environmental precautions for all pest survey activities
- applied appropriate animal welfare practices.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- survey techniques and equipment appropriate to the geography and type of pest being surveyed
- health and safety considerations with survey techniques including aerial observation
- the basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice
- relevant parts of the organisation’s pest management plan and survey strategy
- permits and permissions required for survey work
- pest survey plans and their application
- pest behaviour and habitats including areas that have a high probability of infestation
- direct evidence requirements of range of pests included in pest management plan
- survey recording methods and procedures
• map reading techniques for survey work.

Assessment Conditions
Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated on a site with pests to be surveyed or an environment that accurately represents workplace conditions

• resources, equipment and materials:
  • live pests to be surveyed
  • survey tools and equipment
  • personal protective equipment

• specifications:
  • workplace documents including survey plans, procedures, survey records and forms
  • manufacturers' operating instructions for specific equipment
  • workplace instructions or briefs]
  • specific animal welfare codes of practice

• relationships:
  • team member, supervisor or key stakeholder.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG306 Determine pest control techniques

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Application

This unit of competency describes the skills and knowledge required to select a pest control technique for a strategic approach to pest management.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess targeted pest</td>
<td>1.1 Identify the biology and characteristics of the target pest</td>
</tr>
<tr>
<td></td>
<td>1.2 Observe and confirm the location and extent of the pest problem</td>
</tr>
<tr>
<td></td>
<td>1.3 Observe and confirm target pest behaviour and movement patterns</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
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<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1.4 Assess the impact of the pest on assets

2. Assess pest control techniques

2.1 Identify purpose of control program and determine desired outcomes
2.2 Discuss suitable pest control strategy with supervisor according to planned outcomes
2.3 Identify biosecurity risks associated with control methods
2.4 Determine legislative, economic or social constraints on pest control techniques
2.5 Identify non-target species and constraints that they may impose
2.6 Assess the impact that urban areas will have on the planning of pest control techniques

3. Plan the pest control

3.1 Source information on techniques applicable to the type of pest
3.2 Identify permits, licenses or clearances required to carry out pest control activities
3.3 Assess the relative humaneness of pest control techniques, where target pests include animals
3.4 Determine control measures to address identified constraints
3.5 Identify safety hazards associated with control measures and apply relevant health and safety in the workplace policies and procedures to manage risks
3.6 Discuss and confirm the most appropriate technique for the situation with the stakeholder, and the desired outcome
3.7 Determine monitoring techniques according to workplace practices

**Foundation Skills**

_This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria._

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Reading</td>
<td>• Analyse and consolidate technical information and data against defined criteria to determine planned outcomes</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Oral Communication</td>
<td>- Effectively participate in verbal exchanges including active listening and</td>
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<tr>
<td></td>
<td>questioning and reading of verbal and non-verbal signals to convey and</td>
</tr>
<tr>
<td></td>
<td>clarify information</td>
</tr>
<tr>
<td>Navigate the world of</td>
<td>- Take responsibility for following explicit and implicit policies,</td>
</tr>
<tr>
<td>work</td>
<td>procedures and for licencing and permit requirements</td>
</tr>
<tr>
<td>Get the work done</td>
<td>- Take responsibility for planning, sequencing and prioritising tasks</td>
</tr>
<tr>
<td></td>
<td>and workload for efficiency and effective outcomes</td>
</tr>
<tr>
<td></td>
<td>- Make routine decisions and implements procedures for routine tasks, using</td>
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<td>formal decision-making processes for more complex situations</td>
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<td>AHCPMG306 Determine pest control techniques Release 2</td>
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<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
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### Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG306 Determine pest control techniques

Modification History

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have determined pest control techniques, including:

- assessed the impact of pests on assets
- identified the target pest and its characteristics
- determined the desired outcomes, constraints and measures for pest control techniques
- planned and discussed appropriate humane pest control techniques with supervisor and stakeholder
- used a variety of monitoring techniques to determine pest numbers
- identified non-target species and biosecurity risks affected during a control program
- identified pest control permissions and licences required for pest control techniques
- determined the legal, economic and social constraints affecting pest control techniques
- included health and safety in the workplace policies and procedures when planning pest control techniques.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- pest lifecycles and behaviours, including modes of dispersal, biology and reproduction
- features of target and non-target species
- habitats of target and non-target pest animals
- impacts pest control activities can have on native species
- licenses, permits and clearances that may need to be obtained
- the impact pest control can have on nearby urban areas and off target species
- pest control techniques appropriate for different contexts
key conditions for the survival of pests and methods for eliminating or controlling those conditions

basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice, where target pests are vertebrate animals

pests and their impact on assets, including the environment and their acceptable population densities

types of constraints that apply to pest control techniques

legislation applicable to pest control including declared species.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in the field or an environment that accurately represents workplace conditions

- resources, equipment and materials:
  - live pests

- specifications:
  - workplace documents including survey plans, procedures, records and forms
  - workplace instructions or briefs
  - specific animal welfare codes of practice
  - technical information and resources applicable to pest.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCPMG307 Apply animal trapping techniques

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Application

This unit of competency describes the skills and knowledge required to trap and hold live animals for release, transportation or destruction. Trapped animals can be native animals, domestic animals, animals determined to be pests or feral animals.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare for trapping</td>
<td>1.1 Identify purpose of animal capture and set objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm the location and size of the area designated for trapping activities</td>
</tr>
</tbody>
</table>
### Elements

*Elements describe the essential outcomes.*

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1.3 Confirm target animal movement patterns, behaviour and lifecycles to determine trapping location and placement of equipment and appropriate timing of trapping activity</td>
</tr>
<tr>
<td>1.4 Identify potential non-target animals</td>
</tr>
<tr>
<td>1.5 Estimate time required to complete trapping activities</td>
</tr>
<tr>
<td>1.6 Identify and check method of transport, materials and equipment required for trapping</td>
</tr>
<tr>
<td>1.7 Select appropriate traps for target animal and the environment</td>
</tr>
<tr>
<td>1.8 Clean, maintain and prepare trapping equipment according to manufacturer specifications</td>
</tr>
<tr>
<td>1.9 Identify hazards, risks and controls for trapping and select appropriate personal protective equipment</td>
</tr>
<tr>
<td>1.10 Identify and manage environmental risks associated with trapping animals</td>
</tr>
<tr>
<td>1.11 Obtain relevant approvals, permits and permission to carry out trapping activities</td>
</tr>
<tr>
<td>1.12 Determine precautions for minimising trapping of non-target animals</td>
</tr>
</tbody>
</table>

2. Place and set traps

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Undertake site surveillance prior to setting traps</td>
</tr>
<tr>
<td>2.2 Select and prepare site to maximise opportunity for trapping target animals and minimise the chance of trapping non-target animals</td>
</tr>
<tr>
<td>2.3 Position, set and calibrate trapping equipment and check it for operation and safety</td>
</tr>
<tr>
<td>2.4 Apply lures, decoys, baits or toxins according to workplace procedures and permits</td>
</tr>
<tr>
<td>2.5 Camouflage traps according to workplace procedures</td>
</tr>
<tr>
<td>2.6 Apply precautions to prevent trapping of non-target animals</td>
</tr>
<tr>
<td>2.7 Set traps according to legislative requirements and animal welfare codes of practice</td>
</tr>
</tbody>
</table>

3. Check and remove traps

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>3.1 Inspect traps at the required frequency</td>
</tr>
<tr>
<td>3.2 Identify trapped animals then release, humanely destroy or prepare for transport according to trapping objectives and permits</td>
</tr>
<tr>
<td>3.3 Handle captured animals humanely according to animal welfare codes of practice</td>
</tr>
</tbody>
</table>
Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

3.4 Transport animals from site according to trapping objectives and animal welfare codes of practice
3.5 Observe health and safety in the workplace procedures and public safety requirements during trapping activities
3.6 Operate trap release mechanism safely and remove trap
3.7 Restore trap-site to its prior condition

4. Record data
4.1 Use global positioning system (GPS) loggers to record locations of trapped animals
4.2 Use recording instruments to record details of trapping activities according to trapping plan and workplace procedures

5. Clean and store equipment and material
5.1 Clean and store carcasses for research or other purposes
5.2 Clean and store equipment and materials according to safety data sheets, workplace and biosecurity procedures
5.3 Record target and non-target kills

6. Report completion of work
6.1 Report results of trapping activities and incidents according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Accurately record and complete organisational documentation using clear language, and terminology when reporting and maintaining animal trapping records</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform basic mathematical calculations to determine and record trapping data and GPS locations</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following explicit and implicit policies, procedures and legislative requirements</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks and workload for efficiency and effective trapping outcomes</td>
</tr>
</tbody>
</table>
Unit Mapping Information

<table>
<thead>
<tr>
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<tr>
<td>AHCPMG307 Apply animal trapping techniques Release 2</td>
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<td>Minor changes and removal of unnecessary Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
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Links

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Assessment Requirements for AHCPMG307 Apply animal trapping techniques

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have applied animal trapping techniques, including:

- determined objectives for trapping and confirmed target animal characteristics and trapping location and size
- estimated trapping period and identified, selected and prepared baits, equipment, traps and transport for trapping activities
- set and trapped animals humanely and released or destroyed animals according to workplace procedures and animal welfare code of practice
- identified presence of target and non-target animals
- identified environmental, health and safety in the workplace hazards, risks and applied controls according to workplace and environmental procedures
- checked method of transport, equipment and materials for serviceability and cleaned equipment before and after trapping activities
- selected, prepared and restored trapping site during trapping activities
- positioned, set, calibrated and checking trapping equipment according to workplace procedures
- applied lures or baits according to trapping plan
- selected, used and stored baits or toxins according to workplace procedures
- inspected traps in a timely manner and handled and euthanised captured animals in accordance with workplace procedures and animal welfare practices
- maintained records using global positioning system data
- summarised and presented trapping data and reports according to workplace procedures
- cleaned and stored equipment and carcases using approved chemicals according to safety data sheets (SDS) and workplace procedures to minimise biosecurity risks.
Knowledge Evidence
An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice
- purpose for trapping the animal
- target animals and non-target animals
- target animal’s range, movement patterns and behaviour and how to apply knowledge of these to selecting trapping location and equipment
- reproductive cycle of the target animal to determine appropriate timing of trapping activities
- food preferences, both general and local, of target animals
- capture and kill points for target animals
- traps and techniques for target animals
- permissions that may be required to undertake trapping
- principles relating to property, stock and duty of care when trapping
- precautions that need to be taken to minimise trapping of non-target animals
- trap camouflage materials and techniques
- trap types, setting and operating release to render them inactive
- health and safety in the workplace procedures that relate to trapping activities
- recording and reporting requirements
- use of decoys and lures
- baits or toxins types and preparation
- applicable state or territory legislation on the use and storage of baits or toxins
- applicable legislation on the capture and handling of animals
- suitable personal protective equipment
- transportation methods for captured animals.

Assessment Conditions
Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in the field or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - live animals in the field
  - traps appropriate to trapping technique required
  - baits, lures or poisons relevant to trapping context
  - methods of transport relevant to trapping context
  - cleaning products
- specifications:
• workplace documents including plans, procedures, records and forms
• workplace instructions or briefs
• specific regulations and animal welfare codes of practice
• technical information and resources applicable to pest
• specific SDS
• relationships:
  • supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

In addition, the following specific assessor requirements apply to this unit if firearms are used to destroy animals:
• must possess firearms licences
• appropriate experience in using firearms for pest control.

Links
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AHCPMG308 Implement pest management strategies

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Application

This unit of competency describes the skills and knowledge required to assist in the implementation of a pest management plan for weeds, vertebrate or invertebrate pests.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for pest management strategy implementation</td>
<td>1.1 Access and interpret the pest management plan and discuss requirements with supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine declared species in legislation</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify concepts of the pest management plan and impact on</td>
</tr>
</tbody>
</table>
### Elements

*Elements describe the essential outcomes.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>implementation</td>
<td>1.4 Identify key stakeholders and take into consideration their opinions about the pest management plan 1.5 Identify, select and prepare resources required for implementation 1.6 Identify health and safety hazards, risks and controls required according to health and safety in the workplace procedures 1.7 Identify select, fit, use and maintain personal protective equipment according to workplace procedures 1.8 Identify budgetary constraints for pest management plan and ensure planned activity is within budget</td>
</tr>
<tr>
<td>2. Assess targeted pest</td>
<td>2.1 Identify the targeted pest and determine pest characteristics 2.2 Identify pest management control method according to workplace procedures 2.3 Identify pest status according to location, land use, legislative requirements, benefits and damage caused 2.4 Assess target area for hazards, environmental risks and conflicting outcomes with pest management plan,</td>
</tr>
<tr>
<td>3. Implement the pest management plan</td>
<td>3.1 Use safeguards to ensure that the target pest is controlled, and other species remain unharmed according to plan outcomes 3.2 Assess and control environmental impacts and use biosecurity and sustainability principles as outlined in the plan 3.3 Use appropriate application processes and techniques to achieve desired period of control 3.4 Ensure animal welfare, property, stock and duty of care comply with federal and state legislation 3.5 Assess the effectiveness of the plan using relevant monitoring techniques and survey data 3.6 Apply follow-up controls to manage reinfestation according to procedures</td>
</tr>
<tr>
<td>4. Complete activities pertaining to the pest management plan</td>
<td>4.1 Dispose of pest waste according to workplace procedures and legislative requirements 4.2 Review and assess outcomes of the plan with supervisor to inform future pest management plans 4.3 Complete required documentation and make recommendations to</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

supervisor according to workplace procedures
4.4 Clean, store and maintain equipment, tools and machinery

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<tr>
<td>Reading</td>
<td>• Read and interpret pest management plans and other documentation to consolidate information to determine implementation requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately record and complete organisational documentation using clear language, and terminology for recording and reporting performance of management strategies</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculation to analyse budgetary information, costs and values to determine performance against budget</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Effectively participate in verbal exchanges including active listening and questioning and reading of verbal and non-verbal signals to convey and clarify information with supervisor</td>
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<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following explicit and implicit policies, procedures and legislative requirements</td>
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</tbody>
</table>
| Get the work done | • Take responsibility for planning, sequencing and prioritising tasks and workload for efficiency and effective outcomes  
• Make routine decisions and implements standard procedures for tasks, using formal decision-making processes for complex and non-routine situations |

Unit Mapping Information

| Code and title current version | Code and title previous version | Comments | Equivalence status |
| AHCPMG308 | AHCPMG308 | Minor changes to Performance Criteria for clarity
| Implement pest management strategies | Implement pest management strategies | Updated Performance Evidence and Knowledge Evidence |
| Release 2 | Release 1 | Equivalent unit |

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Assessment Requirements for AHCPMG308 Implement pest management strategies

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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has demonstrated that they have implemented a pest management strategy, including:

- accessed and interpreted pest management plan and discussed requirements
- identified declared species
- identified stakeholders, resources, health and safety in the workplace requirements and budgetary constraints of pest management plan
- assessed the target pest status, control technique and impact
- implemented the pest management plan using appropriate techniques ensuring safety of non-target species and environment
- applied the techniques to achieve long term outcomes
- applied standard monitoring techniques
- reviewed pest management plan and presented recommendations on improvements
- disposed of waste and cleaned, stored and maintained equipment according to workplace and legislative requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- appropriate legislative requirements with regards to declared species
- basic sustainability principles, including the ecological role provided by some pests
- federal and state legislation relating to property, animal welfare and duty of care
- risk management approaches
- stakeholder engagement and consultation strategies
• pest physiological and biological characteristics that influence on pest management, particularly with regard to pest populations and the ability of pests to rapidly recolonise
• pest management control methods and techniques and how they fit into an integrated pest management strategy
• standard monitoring techniques
• pest status in the context of location, land use, benefits and damage caused
• types of follow up techniques that may be required to minimise the possibility of reinestation
• information sources used for identifying and managing pests
• animal welfare requirements for vertebrate pest control
• legislative requirements for the destruction, movement and propagation of a declared species
• biosecurity principles, including prevention of pest spread
• requirements for ensuring the welfare of animals described in the relevant Codes of Practice
• conflicting and cross purpose land use resolution processes.

Assessment Conditions
Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live pests
  • vehicle, tools and equipment and resources appropriate to the control methods
  • personal protective equipment
• specifications:
  • workplace documents including procedures, processes, forms
  • manufacturers' operating instructions for specific equipment and machinery
  • safety data sheets where chemicals have been used
  • workplace instructions, job specifications or client briefs
  • specific legislation/codes of practice
  • financial budget for project
• relationships:
  • clients
  • supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

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AHCPMG309 Apply pest animal control techniques

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Application

This unit of competency describes the skills and knowledge required to apply control techniques for pest animals, in compliance with a pest management plan. This includes involving the use of vertebrate pesticides, traps (except leg hold traps), cages, lures and firearms with the animal humanely destroyed according to industry guidelines or protocols.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for pest control</td>
<td>1.1 Identify control techniques to be used in the pest management plan 1.2 Identify health and safety in the workplace hazards and risks</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

1.3 Identify health and safety hazards and risks in the workplace that could adversely impact on the environment, off-target animals and public and apply controls
1.4 Select and check materials, equipment and vehicles according to pest management plan
1.5 Clean, calibrate and prepare equipment according to workplace procedures
1.6 Obtain permits, permissions and licences for affected properties and follow appropriate notification plan for stakeholders
1.7 Prepare timeline for pest control operation according to industry best practise or protocols

2. Implement pest control
2.1 Identify target and non-target animals according to workplace procedures
2.2 Select site to maximise impact of control methods on target animals and minimise impact on non-target animals.
2.3 Check planned control technique applies to current target pest, site, current conditions and timing
2.4 Install notification and warning signage according to control plan and health and safety in the workplace procedures
2.5 Carry out control activities according to control plan and health and safety in the workplace procedures
2.6 Follow control timelines for control technique
2.7 Maintain records of control plan activities and outcomes according to workplace procedures
2.8 Monitor site according to control plan and local conditions
2.9 Euthanise animals according to pest control plan and workplace procedures

3. Complete the pest control work
3.1 Ensure equipment and unused resources are reconciled against plan and removed from site according to pest control plan and workplace procedures
3.2 Dispose of waste and animal carcasses and restore site according to pest control plan, workplace and environmental procedures
3.3 Clean, maintain and store equipment and materials according to workplace procedures
3.4 Report results of control activities according to workplace procedures and legislative and regulatory requirements

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

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<th>Skill</th>
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<tr>
<td>Reading</td>
<td>• Read and interpret plans, regulations, and other documentation and consolidates information to determine pest control plan and implement control measures</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately complete organisational records, plans and reports using clear language and industry terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform calculations for volumes, weights and measures for application rates of chemicals, baits and materials</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Effectively participate in verbal exchanges including active listening and questioning and reading of verbal and non-verbal signals to convey and clarify information to stakeholders</td>
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<tr>
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<td>• Take responsibility for following explicit and implicit policies, procedures, codes of practice and legislative requirements</td>
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<td>• Take responsibility for planning, sequencing and prioritising tasks and workload</td>
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<td>• Make routine decisions and implements standard procedures for routine tasks, using formal decision-making processes</td>
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<td>AHCPMG309 Apply pest animal control techniques</td>
<td>AHCPMG309 Apply pest animal control techniques Release 1</td>
<td>Minor changes to consolidate Performance Criteria for clarity</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-524b2322cf72
Assessment Requirements for AHCPM309 Apply pest animal control techniques

Modification History

<table>
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<tr>
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<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have applied a pest animal control technique, including:

- identified the control techniques and selected equipment and resources required
- identified hazards and risks and controls measure
- identified target and non-target animals
- obtained permits and licences and notified stakeholders of intended works
- checked vehicles, selected equipment and materials for serviceability and cleaned equipment before and after implementation
- prepared timeline and selected and prepared the site for control activity and restored it on completion
- prepared, installed and checked, safety warning signs, control equipment, materials according to plan
- applied controls according to timelines and control plan
- reconciled controls against plan within specified timeframes
- recorded details of control activities to comply with enterprise and legislative requirements
- reported results of control
- reconciled, cleaned and maintained equipment and disposed of waste according to workplace and environmental procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
• requirements for ensuring the welfare of animals described in the relevant Codes of Practice and standard operating procedures
• the purpose and scope of the animal control program
• suitable control techniques and timing of control activities based on:
  • the target animal's range, movement patterns, behaviour and habitats
  • the reproductive cycle of the target animal
  • target animal behaviours and biology relevant to control technique
  • food preferences, both general and local, of target animals
  • scent station and other animal tracks and traces
  • target pests and non-target native animals found in the area
  • the environment and terrain of the target area
• appropriate calibre of firearm required to euthanise animals
• euthanasia procedures, including capture and kill points for animals
• licencing, permissions and notification protocols
• precautions that need to be taken to minimise harm to non-target animals
• health and safety in the workplace procedures that relate to animal control activities including personal protective equipment
• recording and reporting requirements
• procedures for using, recording and reconciling baits and poisons
• relevant legislation for pest animal control activities
• transportation methods for captured animals or carcasses
• land reparation works, waste disposal and the environment.

Assessment Conditions
Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in the field or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live pest animals
  • tools and equipment used for pest animal control program
  • personal protective equipment
• specifications:
  • workplace documents including policies, procedures, processes and forms for record keeping
  • use of manufacturers’ operating instructions for specific equipment, machinery
  • safety data sheets
  • workplace instructions and client briefs
  • specific legislation and codes of practice.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

In addition, the following specific assessor requirements apply to this unit if firearms are used to destroy animals:

- must possess firearms licences
- appropriate experience in using firearms for pest control.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG310 Prepare, monitor and maintain biological agents

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare, monitor and maintain biological control agents for weed control prior to release in an experimental or field situation. Biological agents must be maintained and stored in an effective way to optimise its potency on targeted weed species.

All work is carried out to comply with the organisation’s pest management plan.

The unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare and propagate</td>
<td>1.1 Identify, select and access bioagent media to suit the host and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>bioagent media</td>
<td>target</td>
</tr>
<tr>
<td></td>
<td>1.2 Prepare required media</td>
</tr>
<tr>
<td></td>
<td>1.3 Apply laboratory policies and procedures for work health and safety, environmental sustainability and biosecurity</td>
</tr>
<tr>
<td>2. Obtain bioagent cultures</td>
<td>2.1 Procure cultures from established sources and maintain microclimate in transport to the laboratory</td>
</tr>
<tr>
<td></td>
<td>2.2 Transfer cultures to growing environment</td>
</tr>
<tr>
<td></td>
<td>2.3 Apply laboratory policies and procedures for work health and safety, environmental sustainability and biosecurity</td>
</tr>
<tr>
<td>3. Maintain and monitor cultures</td>
<td>3.1 Check cultures regularly</td>
</tr>
<tr>
<td></td>
<td>3.2 Maintain optimum environmental conditions to maximise culture growth and condition</td>
</tr>
<tr>
<td></td>
<td>3.3 Record observations and report abnormalities to the appropriate authority</td>
</tr>
<tr>
<td></td>
<td>3.4 Apply laboratory policies and procedures for work health and safety, environmental sustainability and biosecurity</td>
</tr>
<tr>
<td>4. Harvest and store cultures</td>
<td>4.1 Use routine monitoring of culture growth to identify the need for harvest and agent release</td>
</tr>
<tr>
<td></td>
<td>4.2 Determine harvesting program in line with program requirements</td>
</tr>
<tr>
<td></td>
<td>4.3 Complete harvest operations and transfer cultures to storage</td>
</tr>
<tr>
<td></td>
<td>4.4 Apply laboratory policies and procedures for work health and safety, environmental sustainability and biosecurity</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit has resulted from the merging of AHCPMG303A Maintain biological cultures and AHCPMG405A Implement pest management action plans and is not equivalent to either of these units.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG310 Prepare, monitor and maintain biological agents

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</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare and propagate biological agents according to laboratory policies and procedures
- transfer cultures to growing environment according to laboratory policies and procedures
- harvest and store biological agents according to laboratory policies and procedures
- monitor and keep records of observations and details of any abnormalities according to laboratory policies and procedures
- apply work health and safety policies and procedures in the context of own work
- apply appropriate sustainability and biosecurity practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- laboratory procedures
- the range of media available for culture maintenance
- culture and media preparation techniques
- available biological control agents and their use
- the range of pest species that are to be targeted with biological agents
- biosecurity and quarantine requirements

Assessment Conditions

Candidates must have access to bioagent media and cultures, appropriate equipment and resources for the purpose of assessment.

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCPM310 Prepare, monitor and maintain biological agents

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG311 Use firearms for pest control activities from aircraft

Modification History

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Application

This unit of competency describes the skills and knowledge required to conduct pest control activities from the air using firearms.

The unit applies to individuals who hold a valid firearms license and work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Undertake pre-flight procedures</td>
<td>1.1 Confirm location and boundaries for the activities with pilot</td>
</tr>
<tr>
<td></td>
<td>1.2 Obtain appropriate approvals and permits to conduct pest control activity according to regulations and the Civil Aviation Safety</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| Authority (CASA) | 1.3 Check time and duration of flight and notify relevant personnel  
1.4 Confirm flight plans and search and rescue operations with the pilot and ground crew  
1.5 Check on-board emergency equipment with pilot  
1.6 Check emergency landing procedures with pilot  
1.7 Check landing-site requirements  
1.8 Confirm intent to approach or leave the aircraft with pilot  
1.9 Approach aircraft according to aircraft and workplace health and safety procedures |
| 2. Prepare activity related to the use of a firearm | 2.1 Carry current firearm's license according to regulations  
2.2 Ensure the prescribed firearm is functioning correctly and sighted according to operation procedures  
2.3 Check the firearm to ensure it meets appropriate regulatory standards |
| 3. Use firearm from aircraft | 3.1 Stow equipment safely on aircraft according to health and safety in the workplace procedures and legislative and regulatory requirements  
3.2 Wear harnesses and helmet during pest control activities according to health and safety in the workplace procedures  
3.3 Plot route and location of activities on map  
3.4 Carry out pest control activity safely according to legislative and regulatory requirements, workplace procedures and instructions  
3.5 Ensure animal is humanely destroyed  
3.6 Observe and record pest numbers according to workplace procedures |
| 4. Complete work relating to the use of firearms for pest control | 4.1 Clean and store equipment and materials according to workplace procedures  
4.2 Dispose of waste and debris according to workplace procedures  
4.3 Document and report activities according to workplace instructions |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret plans, permits and conditions to ensure compliance with regulatory requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately complete organisational records and reports using clear language and industry terminology</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Use clear language and concepts, and tone and pace appropriate when communicating with pilot</td>
</tr>
</tbody>
</table>
| Navigate the world of work   | • Take responsibility for following explicit and implicit licencing requirements, policies, procedures, codes of practice and legislative requirements  
                                 • Be up to date with state or territory and federal legislation related to the use of firearms licensing |
| Get the work done            | • Take responsibility for planning, sequencing and prioritising tasks and workload |

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| AHCPMG311 Use firearms for pest control activities from aircraft Release 2 | AHCPMG311 Use firearms for pest control activities from aircraft Release 1 | Minor changes to Performance Criteria for clarity  
Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG311 Use firearms for pest control activities from aircraft

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have used a firearm to control pest animals from an aircraft, including:

- obtained and complied with approvals, permits and conditions for planned activity
- confirmed flight plan, emergency procedures and search and rescue operations with pilot
- checked, sighted and used a firearm safety to shoot pest animal targets from an aircraft
- applied air safety practices when entering and occupying aircraft
- stored firearms safely in an aircraft
- applied health and safety in the workplace practices
- checked accurate location, carried out pest control and ensured all animals were humanely destroyed according to animal welfare codes of practice and workplace procedures
- cleaned maintained and stored firearms and equipment and disposed of waste according to workplace procedures
- maintained records of pest numbers and reported outcomes according to workplace procedures.

Knowledge Evidence

- An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:
  - requirements for ensuring the welfare of animals described in relevant codes of practice and workplace procedures
  - map reading and plotting position
  - air safety principles and emergency procedures appropriate to firearms
  - approvals required for carrying firearms airside
  - firearms’ licensing requirements
Assessment Requirements for AHCPM311 Use firearms for pest control activities from aircraft

Date this document was generated: 18 March 2019

- health and safety in the workplace procedures
- environmental, animal welfare, prevention of cruelty to animals, and pest control legislation
- appropriate personal protective equipment (PPE)
- principles and methods of using firearms from an aircraft.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an aircraft suitable for pest animal control activities or an environment that accurately represents these conditions
- resources, equipment and materials:
  - live pest animals
  - appropriate firearms for pest animal management
  - suitable PPE for the individual's task
- specifications:
  - workplace and Civil Aviation Safety Authority documents such as policies, procedures, processes, forms and instructions
  - operating instructions for firearms
  - licences and permissions to discharge firearms from an aircraft
  - legislation, regulations and codes of practice for animal welfare and firearm use from aircraft
- relationships:
  - pilot and supervisors
- timeframes:
  - according to the specified flight plan.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and standards.

In addition, the following specific assessor requirements apply to this unit:

- the assessment team must include assessors with firearms licences and appropriate experience in using firearms from aircraft for pest control.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG312 Apply poison baits for vertebrate pest control in rural and environmental landscapes

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare pest animal baiting programs. This includes the safe preparation and distribution of poison baits for the control of vertebrate pest animals affecting the rural and natural environment according to legislative and regulatory requirements.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify vertebrate pests' species and prepare a poison baiting program</td>
<td>1.1 Identify the pest animal species and abundance in target area 1.2 Assess the type, availability and mode of action of poison for control of pest animal species in target area</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1.3 Identify key aspects of pest animal species ecology, habitat use and control program objectives to determine the timing and extent of baiting program</td>
<td>1.4 Assess public health, safety hazards, risks and regulatory restrictions for control options</td>
</tr>
<tr>
<td>1.5 Assess environmental conditions and off target risk for control options</td>
<td>1.6 Select appropriate control option, baiting technique, poison and delivery method appropriate for target pest species, location and landscape</td>
</tr>
<tr>
<td>1.7 Prepare baiting program to maximise pest animal control objectives according to legislative and regulatory requirements</td>
<td>1.8 Determine monitoring and reporting protocols to evaluate effectiveness of baiting program according to legislative and regulatory requirements</td>
</tr>
<tr>
<td><strong>2. Obtain and confirm approvals for accessing and using poison baits</strong></td>
<td><strong>2.1 Identify necessary approvals and notification requirements for the location of the baiting program and poison use according to legislative and regulatory requirements and toxin/poison label requirements</strong></td>
</tr>
<tr>
<td>2.2 Access and complete documentation to gain approvals for use of poisons and baits according to workplace procedures and legislative and regulatory requirements</td>
<td>2.3 Ensure approvals have been granted, received and filed according to workplace procedures and legislative and regulatory requirements</td>
</tr>
<tr>
<td>2.4 Notify stakeholders of intended baiting program according to workplace procedures and legislative and regulatory requirements</td>
<td><strong>3. Prepare, transport and store baits</strong></td>
</tr>
<tr>
<td>3.1 Determine the type of bait, quantity and dose rate of poison for the pest control program according to poison label and legislative and regulatory requirements</td>
<td>3.2 Select, ensure serviceability, fit and use personal protective equipment for baits according to chemical label and safety data sheets (SDS)</td>
</tr>
<tr>
<td>3.3 Select suitable location to prepare poison bait according to workplace procedures and legislative and regulatory requirements, codes of practice or guidelines</td>
<td>3.4 Prepare bait for the target species, bait substrate/material and poison according to label and legislative and regulatory requirements</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td></td>
<td>3.5 Transport poisons and prepared baits according to legislative and regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>3.6 Prepare baits for storage according to baiting program requirements, type of bait and legislative and regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>3.7 Store the treated baits safety according to workplace procedures, legislative and regulatory requirements and poison label directions</td>
</tr>
<tr>
<td></td>
<td>3.8 Clean and decontaminate bait preparation and distribution equipment according to operator instructions, SDS and legislative and regulatory requirements</td>
</tr>
<tr>
<td>4. Distribute and monitor baits in target area</td>
<td>4.1 Monitor and assess weather conditions and forecasts to ensure effective conditions for baiting to proceed</td>
</tr>
<tr>
<td></td>
<td>4.2 Ensure notifications have been communicated and signage installed prior to baiting program according to legislative and regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>4.3 Identify health and safety hazards and risks and implement controls when handling and distributing baits according to workplace procedures, poison label directions and SDS</td>
</tr>
<tr>
<td></td>
<td>4.4 Distribute baits in target area to maximise target pest access and minimise off target risk according to label directions and baiting program</td>
</tr>
<tr>
<td></td>
<td>4.5 Monitor bait uptake and control outcomes in a timely manner according to baiting program requirements, poison label directions and legislative and regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>4.6 Clean up and dispose of baits according to poison label instructions, workplace procedures and legislative and regulatory requirements</td>
</tr>
<tr>
<td>5. Recording and reporting on outcomes of baiting program</td>
<td>5.1 Record and report safety and environmental incidents according to workplace procedures and legislative and regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>5.2 Record details of poison bait application and outcomes according to workplace procedures and legislative and regulatory requirements</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

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<th>Skill</th>
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</thead>
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<tr>
<td>Reading</td>
<td>• Read and interpret SDS, poison labels, operating instruction, applicable legislation and regulations and other documentation and consolidates information to determine baiting requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete regulatory applications and forms for permissions according to legislation and regulations • Accurately record and complete organisational and legislative records using clear language and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculations to determine bait size and quantity relevant to the vertebrate animal population and scale of the program</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following policies, procedures and regulations • Identify and implement poison label requirements</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks required for baiting activities</td>
</tr>
</tbody>
</table>

Unit Mapping Information

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<tbody>
<tr>
<td>AHCPMG312 Apply poison baits for vertebrate pest control in rural and environmental landscapes</td>
<td>Not applicable</td>
<td>New Unit</td>
<td>No equivalent unit</td>
</tr>
</tbody>
</table>
Links

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Assessment Requirements for AHCPMG312 Apply poison baits for vertebrate pest control in rural and environmental landscapes

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</tbody>
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Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has on at least one occasion demonstrated the ability to apply poison baits for vertebrate pest animals in a rural or natural environmental landscape ensuring they have:

- identified pest animal species and abundance
- identified and assessed the availability, mode of action of poison and their application for control of vertebrate pest animal species
- identified and selected the poison and baits required for the target pest and calculated the requirements for bait size according to poison label and regulatory requirements
- determined the timing for undertaking a baiting program in consideration of target animal ecology, behaviour, location and landscape
- identified the various approaches to baiting for pest animal species and selects most appropriate form of baiting for target pest animal species and environment
- assessed environmental and off target hazards and risks
- developed a poison baiting program and monitoring protocol suitable for pest control objectives for target vertebrate pest and location
- identified and accessed legislative and regulatory forms and made application for approvals to access and implement a poison baiting program
- confirmed approvals and notified stakeholders of poison baiting program
- assessed health and safety in the workplace hazards, risks and implemented control procedures for applying and handling poison baits according to poison label, safety data sheets (SDS), legislative and regulatory requirements, and workplace procedures
- used personal protective equipment for all poison bait activities
- prepared baits for target species in a suitable location
- prepared bait for storage and stored the bait safely ready for distribution according to poison label and workplace procedures
- monitored and assessed weather to ensure effective baiting conditions according to workplace procedures and poison label
- transported baits according to legislative requirements
- installed signage and distributed baits ensuring effective target access and minimising off-target risks according to baiting program
- monitored bait stations in a timely manner according to poison label and baiting program
- cleaned equipment, spills, and disposed of waste and baits according to workplace and environmental procedures, SDS and poison labels
- maintained records and reported incidents according to workplace procedures and legislative and regulatory requirements.

### Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- vertebrate pests and their impact on the rural and environmental landscape
- vertebrate pesticides, toxins or poisons to control and manage pest animal species, including:
  - types
  - origin
  - mode of action
  - application
- application and use of pesticides in vertebrate animal baiting program
- baiting techniques for the delivery of vertebrate pesticide toxins or poisons to target species in a baiting program
- regulatory conditions for the use of vertebrate pesticides in pest animal baiting programs, including:
  - legal implications
  - requirements of poison labels
  - role of SDS
  - regulated poisons including Schedule 7
- federal, state or territory guidelines and codes of practice for the preparation and use of poison baits for pest animals
- types and characteristics of vertebrate pests and their impact on the human and natural environment, including:
  - life cycle
  - effect on farms and farmland
  - effect on natural ecosystem and landscape
  - effect on the urban environment
- options for controlling vertebrate pests for a control program, including:
  - poison baiting
  - fumigation
  - habitat destruction
  - concussive (explosive) force
  - trapping
• shooting
• fencing
• Integrated Pest Management
• guard animals
• aversions
• bait techniques and technologies, including:
  • grains
  • meat
  • fruits and vegetables
  • bait stations
  • baiting trails
  • replacement baiting programs
  • canid pest ejectors
  • aerial baiting
• legislation, regulations and licensing requirements in relation to access and use of poisons and poison baits, including:
  • application process for permits and licencing
  • roles and responsibilities of land owners, pest controllers and government agencies for using poison baits
• stakeholders and required notifications including, neighbours, staff and statutory notifications
• bait distribution techniques and considerations, including:
  • impact of weather
  • pest species and their habits
  • breeding cycle
  • feeding and caching (storing) behaviours
  • watering behaviours
• predation risk to rural and environmental assets being protected
• building baiting program into farm or park management activities
• factors that contribute to off target risks, including:
  • proximity to urban and peri urban environment
  • domestic animal behaviours
  • pest animal interactions
  • native birds and animal activities
• hazards of poisons and their application, including:
  • human and animal health
  • environmental contamination
  • residues in environment, plants and animals
  • timing for checking bait stations/sites
• safety requirements when handling, treating and distributing poisonous baits, including:
Assessment Requirements for AHCPM6312 Apply poison baits for vertebrate pest control in rural and environmental landscapes

Date this document was generated: 18 March 2019

- procedures
- personal protective equipment
- signage
- preparing poisonous baits, including:
  - bait types
  - sizes
  - preparation before and after treatment
  - equipment and methods of treating baits
- safe handling, transport and storage of treated baits and poison concentrates
- requirements for disposal of waste poison and baits, clearing spillages and equipment clean up.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a typical workplace environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - poison baits
  - personal protective equipment
- specifications:
  - workplace documents including work instructions and procedures for bait distribution and planning
  - poison labels and SDS
  - legislation and regulations relevant to the use of poisons and poison baits
  - access to weather forecasts or means to measure local weather.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG313 Prepare, monitor and maintain biological agents for weeds

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to prepare, monitor and maintain biological control agents for weed control prior to release in an experimental or field situation. Biological agents must be maintained and stored in an effective way to optimise their potency on targeted weed species.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare and propagate bioagent media | 1.1 Identify, select, fit and use personal protective equipment according to health and safety in the workplace procedures  
1.2 Identify, select and access bioagent media to suit the host and |
<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>target</td>
<td>1.3 Prepare required media according to workplace procedures according to laboratory policies and procedures, and health and safety in the workplace, environmental sustainability and biosecurity protocols</td>
</tr>
</tbody>
</table>
| 2. Obtain bioagent cultures | 2.1 Procure cultures from established sources and maintain microclimate in transport to the laboratory  
2.2 Transfer cultures to growing environment according to laboratory policies and procedures and health and safety in the workplace, environmental sustainability and biosecurity protocols |
| 3. Maintain and monitor cultures | 3.1 Check cultures according to workplace procedures  
3.2 Maintain optimum environmental conditions to maximise culture growth and condition according to laboratory policies and procedures and health and safety in the workplace, environmental sustainability and biosecurity protocols  
3.3 Record observations and report abnormalities according to workplace procedures |
| 4. Harvest and store cultures | 4.1 Monitor culture growth to identify the need for harvest and agent release according to workplace procedures  
4.2 Determine harvesting program according to program requirements  
4.3 Complete harvest operations and transfer cultures to storage according to laboratory policies and procedures for health and safety in the workplace, environmental sustainability and biosecurity |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Accurately complete organisational records of observations using clear language and industry terminology</td>
</tr>
</tbody>
</table>
| Numeracy | • Perform mathematical calculations for weights and measures in the
AHCPMG313 Prepare, monitor and maintain biological agents for weeds

Date this document was generated: 18 March 2019

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigate the world of work</td>
<td>• Take responsibility for following explicit and implicit policies, procedures and protocols for laboratory and health and safety with bioagents</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Take responsibility for planning, sequencing and prioritising tasks and workload</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| AHCPMG313 Prepare, monitor and maintain biological agents for weeds | AHCPMG310 Prepare, monitor and maintain biological agents | Minor change of title for clarity  
Minor changes to Performance Criteria for clarity  
Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPM G313 Prepare, monitor and maintain biological agents for weeds

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have prepared, monitored and maintained biological agents for weed control, including:

- prepared and propagated biological agents according to laboratory policies and procedures
- procured and transferred cultures to growing environment according to laboratory policies and procedures
- maintained, harvested and stored biological agents according to laboratory policies and procedures
- monitored and kept records of observations and details of any abnormalities according to laboratory policies and procedures.
- applied health and safety in the workplace procedures, environmental sustainability and biosecurity practices.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- context of biological agents used for weed control
- laboratory procedures for biological agents
- media available for culture maintenance
- culture and media preparation techniques
- available biological control agents and their use
- the range of pest species that are to be targeted with biological agents
- biosecurity and quarantine requirements
- health and safety in the workplace for laboratories and biological agents, including:
  - use of personal protection equipment (PPE)
- environmental sustainability and biosecurity practices when using biological agents.
Assessment Conditions

Assessment of skills must take place under the following conditions:

- **physical conditions:**
  - skills must be demonstrated in a laboratory suitable for handling biological agents or an environment that accurately represents workplace conditions
- **resources, equipment and materials:**
  - live biological agents
  - laboratory tools, equipment and materials to produce and store media
  - PPE
- **specifications:**
  - workplace and laboratory policies, procedures and processes
  - safety data sheets
  - workplace instructions and specifications.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG409 Implement a pest management plan

Modification History

<table>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to implement pest management plans for weeds, vertebrate or invertebrate pests.

The unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They use discretion and judgment in the selection, allocation and use of available resources.

State or territory licensing, legislative or certification requirements apply in some jurisdictions.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify and allocate resources for the pest management plan</td>
<td>1.1 Determine operational parameters and objectives in consultation with management</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine site operational parameters through site inspection</td>
</tr>
<tr>
<td></td>
<td>1.3 Consult stakeholders to provide advice and secure support on pest management plan</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>management activities</td>
<td>1.4 Identify budgetary allocations and determine the effect on resources and activities</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify health and safety, environmental and biosecurity hazards and risks and determine controls</td>
</tr>
<tr>
<td></td>
<td>1.6 Select and allocate pest management activities to personnel according to planned health and safety in the workplace standards, legislation</td>
</tr>
<tr>
<td></td>
<td>1.7 Procure machinery, equipment, tools and materials identified in the plan according to health and safety in the workplace standards and legislation</td>
</tr>
<tr>
<td>2. Brief personnel on pest management plan activities</td>
<td>2.1 Inform personnel of the requirements and expectations of the pest management plan according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Advise personnel of health and safety in the workplace standards and legislative and regulatory requirements to be applied when carrying out required activities</td>
</tr>
<tr>
<td>3. Implement the pest management plan</td>
<td>3.1 Ensure machinery, equipment, tools and materials are checked and serviceable</td>
</tr>
<tr>
<td></td>
<td>3.2 Ensure personal protective equipment is serviceable, fitted and used by personnel according to health and safety in the workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Manage pest control techniques according to pest management plan</td>
</tr>
<tr>
<td></td>
<td>3.4 Monitor procedures and processes employed by personnel for compliance with health and safety in the workplace procedures, animal welfare and environmental guidelines</td>
</tr>
<tr>
<td></td>
<td>3.5 Provide feedback, advice and coaching to personnel according to workplace procedures</td>
</tr>
<tr>
<td>4. Coordinate contingency management activities</td>
<td>4.1 Review and reschedule activities not completed according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>4.2 Notify personnel and stakeholders of changes to the schedule according to workplace procedures</td>
</tr>
<tr>
<td>5. Report progress in relation to pest management plan</td>
<td>5.1 Review reports and records supplied by personnel and assess performance against pest management plan</td>
</tr>
</tbody>
</table>
| | 5.2 Document and compile reports and records according to workplace
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. procedures 5.3 Provide regular progress reports to stakeholders according to workplace procedures and reporting schedule

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Critically analyse plans, reports and records and consolidate information to determine pest control actions</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document outcomes and changes to plans and generates reports using industry relevant and recognised terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Apply computational skills to identify budgetary information, determine time durations and human resource allocations</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Present complex information in formal situations using clear and convincing language, tone and pace appropriate when briefing personnel and conversing with management</td>
</tr>
</tbody>
</table>
| Navigate the world of work | • Work independently or with others in making decisions to achieve organisation outcomes  
• Contribute to roles and responsibilities of others  
• Take full responsibility for following policies, procedures and legislative requirements |
| Interact with others | • Implement strategies for a diverse range of colleagues in order to build rapport and foster strong relationships when allocating workload  
• Elicit feedback and provide feedback to others in order to improve workgroup behaviours and develop contingencies |
| Get the work done | • Accept responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness  
• Monitor progress of plans and schedules and review and change them to meet new demands and priorities  
• Apply systematic and analytical decision-making processes for complex and non-routine situations |
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| AHCPMG409 Implement a pest management plan Release 2 | AHCPMG409 Implement a pest management plan Release 1 | Updated to meet Standards for Training Packages
Minor changes to Performance Criteria for clarity | Equivalent unit |

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG409 Implement a pest management plan

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they can implement a pest management plan, including:

- determined all operational parameters and objectives and identified the budgetary allocations, health and safety in the workplace, biosecurity, human and operational resources required for the pest management plan
- supervised others to meet health and safety in the workplace, legislative and regulatory requirements in their work
- procured and ensured machinery, equipment tools and materials met operational and statutory requirements
- communicated with stakeholders and personnel on pest management activities
- supervised others to carry out pest management work according to the pest management plan and provided feedback, advice and coaching
- informed and advise personnel on duties and expected standards
- reviewed and rescheduled works and notified stakeholders of changed schedules
- reviewed and compiled outcomes of pest management plan and prepared reports to stakeholders on progress.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- pest management plans their structure and implementation
- factors affecting the selection of pest control methods and techniques, including:
  - pest biology and lifecycle
  - potential diseases and toxicity
• principles of sustainability
• herbicide resistance and the alternatives that are available
• pest status in the context of location, land use, benefits and damage caused
• pest management control programs and how to use them in an integrated manner, including:
  • key concepts of integrated pest management as a strategy
• contingency management principles
• risk assessment and management processes
• legal responsibilities of stakeholders including landowners
• local, regional, state and national pest management strategies
• federal, state or territory legislation and regulations relating to pest management activities
• the basic concepts and underpinning principles of the strategic approach to invasive pest management and how to manage damage caused by pests
• the basic principles and importance of monitoring and evaluating the effectiveness of invasive pest management and how to plan and implement an appropriate monitoring program for a pest management plan
• common causes of failure in pest management
• requirements for ensuring the welfare of animals described in relevant codes of practice
• relevant environmental and pesticides legislation as they apply to the workplace
• developing operational parameters and objectives, timelines and milestones
• reporting and recording requirements for the various stakeholders
• scheduling workload and developing work plans.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • live pest animals
  • tools and equipment required to implement the plan
  • personal protective equipment
  • baits and poisons
• specifications:
  • workplace documents including policies, procedures, processes
  • pest management plan
  • manufacturers' operating instructions for specific equipment and machinery
  • specific safety data sheets
  • workplace instructions and job specifications
  • specific legislation/codes of practice
• relationships:
• clients
• team member(s)/work crew
• supervisors/management
• timeframes:
  • schedules and planned completion dates for a pest management plan.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG410 Implement the pest monitoring and evaluation plan

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to implement the pest monitoring plan and evaluate and report on performance of pest management.

Pests may be weeds, vertebrate or invertebrate pests or a combination of these.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PM)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Obtain and collate all</td>
<td>1.1 Determine the objectives of the pest monitoring and evaluation</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
</tbody>
</table>
| available data | 1.2 Collate data on pest numbers, economic and environmental impacts of pests and pest management plan operating costs  
1.3 Consult with stakeholders about the pest management plan  
1.4 Identify pest signs and confirm if there is presence of recent pest activity around the site  
1.5 Identify signs of previous control activity |
| 2. Monitor the pest management plan | 2.1 Determine monitoring points in the monitoring plan  
2.2 Measure response to the control procedures used  
2.3 Confirm that work health and safety requirements are being followed  
2.4 Confirm that environmental requirements are being followed  
2.5 Record any corrective actions required, processes used and outcomes achieved and report to management |
| 3. Evaluate data against objectives and performance criteria | 3.1 Compare data with objectives and performance criteria in the monitoring plan  
3.2 Compare costs with budget  
3.3 Document costs and benefits |
| 4. Compile a report of the evaluation | 4.1 Isolate and examine indicators of good and poor performance  
4.2 Use clearly stated conclusions, supported by data, in relation to changes in pest abundance and impacts  
4.3 Compile a report that includes discussion of data analysis results |
| 5. Recommend modifications | 5.1 Make recommendations to modify or eliminate causes of poor performance or to enhance current performance  
5.2 Make recommendations to reduce impacts on land management and production processes  
5.3 Provide recommendations to management in the required format |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit has resulted from the merging of AHCPMG407A Monitor and evaluate the local pest management action plan, AHCPMG408A Assess and monitor weed, pest and/or disease control programs and AHCPMG505A Evaluate the pest management strategy and is not equivalent to any of these units.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG410 Implement the pest monitoring and evaluation plan

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- implement a pest monitoring and evaluation plan to organisational requirements
- collate data as required in the pest monitoring and evaluation plan
- conduct a site inspection
- consult with stakeholders about the plan
- measure responses to the organisation's pest control procedures
- analyse data against objectives and performance criteria
- produce a report on the results of monitoring operations and a report with evaluation results
- apply all monitoring techniques stipulated in the monitoring and evaluation plan
- apply work health and safety policies and procedures in all monitoring activities

Knowledge Evidence

The candidate must demonstrate knowledge of:
- how to compare data with objectives and performance criteria
- how to compare actual costs with budgeted costs
- environmental and economic impacts of pests on land management and production processes
- the organisation's pest management plan
- monitoring and evaluation principles and how they work in the pest management plan
- land management and production purposes
- range of pests identified in the pest management plan, their lifecycles, threshold levels and the effects of control methods upon them
Assessment Requirements for AHCPMG-410 Implement the pest monitoring and evaluation plan

- relevant local, regional, State or Territory and national pest management strategies
- Federal, State or Territory legislation and regulations relating to pest management activities
- principles of integrated pest management

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCPMG411 Ensure compliance with pest legislation

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to identify and investigate non-compliances with pest legislation and act on non-compliance issues.

Pests may be weeds, vertebrate or invertebrate pests or a combination of all three.

This unit applies to individuals who take responsibility for their own work. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify non-compliance with legislation</td>
<td>1.1 Identify non-compliance through complaint or other means, and record</td>
</tr>
<tr>
<td></td>
<td>1.2 Notify senior staff of non-compliance</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2. Investigate non-compliance</td>
<td>2.1 Determine land ownership or identity of stakeholder and confirm responsibilities of all parties</td>
</tr>
<tr>
<td></td>
<td>2.2 Obtain further information on possible non-compliance with legislation</td>
</tr>
<tr>
<td></td>
<td>2.3 Contact stakeholder to notify them of breach and provide advice on how to fulfil requirements for compliance</td>
</tr>
<tr>
<td></td>
<td>2.4 Provide stakeholder with estimates for pest control work</td>
</tr>
<tr>
<td></td>
<td>2.5 Adhere to policies of right of entry when communicating with stakeholders</td>
</tr>
<tr>
<td></td>
<td>2.6 Maintain accurate records</td>
</tr>
<tr>
<td>3. Act on non-compliance</td>
<td>3.1 Issue relevant notices</td>
</tr>
<tr>
<td>issues</td>
<td>3.2 Collect evidence and report findings</td>
</tr>
<tr>
<td></td>
<td>3.3 Provide advice to the stakeholder that is consistent with legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Provide support to stakeholders in the implementation of programs</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK404A Ensure compliance with pest legislation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPM411 Ensure compliance with pest legislation

Modification History

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</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed meeting with a stakeholder. All work must be carried out in accordance with relevant Federal, State or Territory legislation regarding pest management activities and the destruction and movement of declared pests.

The candidate must provide evidence that they can:

- identify a non-compliance issue
- provide advice to stakeholders of a non-compliance issue according to authority guidelines and in a manner and language appropriate to the situation
- provide advice and support to stakeholder to manage the issue in accordance with authority guidelines
- follow right of entry requirements
- investigate and collect evidence of breaches
- report findings of non-compliance and compliance according to legislative requirements
- issue relevant notices
- complete recording and reporting requirements to authority and workplace standards

Knowledge Evidence

The candidate must demonstrate a knowledge of:

- relevant Federal, State, Territory and local government legislation regarding pest management and the destruction and movement of declared species
- the legislative status of particular pests and how to identify whether a pest is a declared species
• the types of breaches that generally occur in the locality and the appropriate control options
• conflict avoidance and resolution techniques
• property owners’ rights
• delegations under the relevant Acts and Certificates of Authority
• control measures appropriate to the pests and environment in the area

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG412 Develop a pest management plan

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop a pest management plan for the management of pests, in the broader context of weeds, vertebrate or invertebrate pests and diseases. This includes identifying the activities required to meet objectives of the organisation through the coordination of human and physical resource requirements.

The unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine goals of the plan</td>
<td>1.1 Determine scope of the plan according to project requirements</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| pest management plan | 1.2 Conduct and document consultation with stakeholders to determine goals according to workplace procedures  
1.3 Determine realistic time frames for plan implementation |
| 2. Set specific objectives for the pest management plan | 2.1 Define and document objectives to be achieved in consultation with stakeholders  
2.2 Define roles and responsibilities of stakeholders in delivering objectives |
| 3. Identify activities required to achieve specific objectives relating to the pest management plan | 3.1 Determine and document activities required to achieve objectives by proposed deadlines in consultation with stakeholders  
3.2 Select and schedule activities according to critical control points and workplace activities  
3.3 Conduct risk management for community, environment, production and health and safety according to health and safety in the workplace procedures and biosecurity and environmental regulations  
3.4 Identify site clean-up requirements according to workplace procedures  
3.5 Develop contingency plans for identified risks and external influences according to health and safety in the workplace and biosecurity procedures and regulations  
3.6 Determine monitoring methods and procedures  
3.7 Determine control methods relevant to the plan |
| 4. Estimate resources required to complete required activities | 4.1 Determine human and physical resources required for plan  
4.2 Estimate and document cost of resources according to workplace procedures |
| 5. Finalise pest management plan | 5.1 Prioritise activities in plan  
5.2 Document and present plan to stakeholders for approval according to workplace procedures |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Document outcomes of discussions and produce plans using industry relevant terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Apply computational skills to determine costs of resources and determine time lines and activity schedules</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Present complex information in formal situations using clear and convincing language, tone and pace appropriate when consulting with stakeholders</td>
</tr>
</tbody>
</table>
| Navigate the world of work  | • Work independently or with others in making decisions to achieve organisation outcomes  
• Contribute to roles and responsibilities of others  
• Take full responsibility for following policies, procedures and legislative requirements |
| Get the work done           | • Accept responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness while developing plans and schedules  
• Apply systematic and analytical decision making processes for complex and non-routine situations |

**Unit Mapping Information**

<table>
<thead>
<tr>
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<th>Comments</th>
<th>Equivalence status</th>
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</thead>
</table>
| AHCPMG412 Develop a pest management plan Release 2 | AHCPMG412 Develop a pest management plan Release 1 | Minor changes to Performance Criteria for clarity  
Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet -  
Assessment Requirements for AHCPMG412 Develop a pest management plan

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have developed a pest management plan, including:

- developed the scope, goals and time frames for a pest management plan
- consulted with stakeholders in the development of the plan
- defined and documented the objectives, roles and responsibilities for the plan
- identified and documented the activities and developed a schedule of critical control points
- conducted a risk assessment for management of community, environment production and health and safety in the workplace and developed contingency plans
- determined and developed operational procedures and methods for monitoring the plan, control methods to be used, site clean-up strategy, and biosecurity
- identified resources and estimated cost of pest management plan
- prioritised activities according to budgetary constraints
- incorporated health and safety in the workplace, environmental and biosecurity procedures and regulations into pest management plan.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- project planning and management processes
- factors that impact on selection of pest management activities, including:
  - pests in the context of weeds, vertebrate and invertebrate animals and diseases
  - pest behaviour
  - pest population dynamics and economic and environmental thresholds
Assessment Requirements for AHCPMG412 Develop a pest management plan

Date this document was generated: 18 March 2019

- target pest biology and lifecycles
- potential diseases or toxicity risks
- relevant local, regional, state or territory and national pest management strategies
- the principles that underpin the strategic approach to managing pests
- land management and production processes of targeted area
- Federal, state or territory legislation and regulations relating to pest management activities including animal welfare
- chemical, biological, physical and habitat control techniques for pest management
- pest control methods and techniques
- critical control points in the target pests’ life cycle, land management and production activity cycles
- develop objectives for specific, measurable, achievable, realistic and time-based outcomes.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - technology and resources for documenting plans
- specifications:
  - workplace documents including policies, procedures, processes
  - pest management planning tools
  - workplace instructions and job specifications
  - specific legislation and codes of practice
- relationships:
  - clients
  - team member(s)/work crew
  - supervisors/management.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG413 Define the pest problem

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to apply a strategic pest management approach to define a weed, vertebrate or invertebrate pest problem for a target area.

The unit applies to individuals who use consultation and analysis to define the pest problem. They exercise autonomy in undertaking complex work and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>
| 1. Establish the background to the target pest problem | 1.1 Determine landscape and land use within target area  
1.2 Consult with stakeholders to identify and record views and issues for target pest |
<table>
<thead>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1.3 Define desired environmental management and production outcomes  
1.4 Collect and record information about management or production processes relating to pest problem  
1.5 Determine non-target species populations in target area according to ecological data | 2.1 Establish and document stakeholder views on the distribution of target pest within affected area  
2.2 Source and analyse information to validate stakeholder views for target pest population, damage, and distribution  
2.3 Identify environmental and pest biology factors which influence the target pest population and distribution  
2.4 Document the target pest lifecycle, optimum times, locations and behaviours that impact program effectiveness  
2.5 Identify non-target species populations and distribution  
2.6 Identify hazards, risks and controls for non-target species, environment, ecology and production in target area  
2.7 Identify potential ecological role of target pest |
| 3. Determine critical control points for management of the target pest problem | 3.1 Determine timing of control activities for periods of least risk to off target activities and conditions  
3.2 Identify periods of significant vulnerability during target pest lifecycle  
3.3 Determine appropriate time period for pest management activity |
| 4. Define and document the impacts of the target pest | 4.1 Estimate economic losses and environmental impacts of the pest presence  
4.2 Conduct a cost-benefit analysis of managing pest in accordance with workplace plans  
4.3 Prepare a report on outcomes of investigation for stakeholders according to workplace procedures  
4.4 Assess whether the pest problem warrants the need for a pest management plan |
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Critically analyse documents and data from a variety of sources and consolidates information to determine requirements for management plans</td>
</tr>
<tr>
<td>Writing</td>
<td>• Document outcomes of consultations and incorporates details into report</td>
</tr>
<tr>
<td></td>
<td>• Document report using industry relevant terminology, structure and format</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Perform mathematical calculations to analyse costs and values to accurately create a cost benefit analysis</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Determine and confirm client views and opinion using collaborative and inclusive techniques including active listening and questioning and reading of verbal and non-verbal signals to convey and clarify information and to confirm understanding</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Work independently or with others in making decisions to achieve organisation outcomes</td>
</tr>
<tr>
<td></td>
<td>• Take full responsibility for following, procedures and legislative requirements</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Accept responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness</td>
</tr>
<tr>
<td></td>
<td>• Apply systematic and analytical decision-making processes for complex and non-routine situations</td>
</tr>
</tbody>
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Unit Mapping Information

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<tr>
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<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
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Links

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Assessment Requirements for AHCPMG413 Define the pest problem

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have produced a written report that details the pest problem in a target area, including:

- identified and consulted with stakeholders
- collected information on pest impact and defined the pest problem in consultation with stakeholders
- determined the target pest population and distribution and factors impacting population and distribution
- determined non-target species populations and distribution in area
- accessed and analysed information to validate pest impact
- identified appropriate times for pest control activities and identified and documented pests' characteristics that impact on program effectiveness
- conducted a cost-benefit analysis for managing target pest
- prepared a report and assessed the viability for a pest management plan for pest population
- identified environmental impact of pest presence and pest management activity.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- impact of pests on environment, land use, land management and production processes
- behaviour of target pests, particularly those behaviours that impact pest susceptibility to being effectively managed
- animal welfare and related codes of practice and workplace procedures
Assessment Requirements for AHCPMG413 Define the pest problem

- pest biology and lifecycles of target pests
- principles that underpin the strategic approach to managing pests
- land management and production processes of targeted area
- ecology of targeted area
- performance criteria for measuring land management and production outcomes
- techniques used to validate the target pest population and distribution data supplied by stakeholders and sources of relevant data
- measuring or estimating economic implication and environmental impacts of pests
- potential ecological role some pests provide
- potential disease or toxicity risks
- relevant parts of local, regional, state or territory and national pest management strategies
- factors that influence pest population and distribution
- periods of vulnerability in the lifecycle of pests
- critical control points for management of pest problem
- range of pests, non-target species, plant pests and diseases.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - site with pests to evaluate
  - technology and resources for documenting reports and cost benefit analysis
- specifications:
  - workplace documents including policies, procedures, processes
  - research materials and data for pests
  - workplace instructions and job specifications
  - specific legislation and codes of practice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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AHCPMG414 Apply predator trapping techniques

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to effectively use leg hold traps to capture predator species, to release the animal unharmed as part of research programs or to humanely euthanase in accordance with pest management programs.

This unit primarily deals with the use of leg or foothold traps to capture predator pest species including dogs, foxes and cats. Animals may be native animals, domestic animals, animals determined to be pests or feral animals. Trapping techniques call for the use of a variety of equipment and may include the use of lures or attractants baits.

Trapping must be carried out in accordance with an approved pest management plan or research project plan.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

Some forms of traps are strictly regulated in some States and Territories in Australia. Specific determination should be sought through the relevant State or Territory authority.

Where feral animals are trapped they may need to be euthanased with a firearm. Firearms licensing conditions apply to this unit, in particular the use of either Cat A, B or C firearms. Specific approval should be sought through the relevant State or Territory Firearms licensing agency.

Appropriate firearms licences and training are also required for those involved in training and assessment against this unit.
In addition to legal responsibilities, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

**Pre-requisite Unit**

Nil.

**Unit Sector**

Pest Management (PMG)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for trapping</td>
<td>1.1 Identify purpose of animal capture and set objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm the location and extent of the pest problem</td>
</tr>
<tr>
<td></td>
<td>1.3 Confirm target animal movement patterns and behaviour to determine trapping location and placement of equipment</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify non-target animals present in the area</td>
</tr>
<tr>
<td></td>
<td>1.5 Estimate time required to complete trapping</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify and check vehicles, materials and equipment required for trapping</td>
</tr>
<tr>
<td></td>
<td>1.7 Clean and maintain trapping equipment and prepare traps for trapping</td>
</tr>
<tr>
<td></td>
<td>1.8 Identify hazards associated with trapping and select appropriate personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>1.9 Identify environmental risks associated with trapping animals</td>
</tr>
<tr>
<td></td>
<td>1.10 Determine correct protocols or requirements for entering and working on private and public land</td>
</tr>
<tr>
<td></td>
<td>1.11 Obtain relevant permissions and permits to enter property</td>
</tr>
<tr>
<td></td>
<td>1.12 Identify necessary precautions for minimising trapping of non-target animals</td>
</tr>
<tr>
<td></td>
<td>1.13 Tune, modify and prepare traps in working order to minimise non-target capture</td>
</tr>
<tr>
<td>2. Place and set traps</td>
<td>2.1 Undertake site surveillance prior to setting traps</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify and interpret signs of target animal</td>
</tr>
<tr>
<td></td>
<td>2.3 Select and prepare trap site to maximise opportunity for trapping target animals</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>2.4 Position, set and calibrate trapping equipment and check it for strength and security</td>
<td></td>
</tr>
<tr>
<td>2.5 Apply lures, decoys or baits and toxins as required</td>
<td></td>
</tr>
<tr>
<td>2.6 Camouflage traps as required</td>
<td></td>
</tr>
<tr>
<td>2.7 Apply precautions to prevent trapping of non-target animals</td>
<td></td>
</tr>
<tr>
<td>3. Check and remove traps</td>
<td>3.1 Inspect traps at the required frequency</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify trapped animals then release, destroy or prepare for transport as required</td>
</tr>
<tr>
<td></td>
<td>3.3 Handle captured animals humanely according to animal welfare Codes of Practice</td>
</tr>
<tr>
<td></td>
<td>3.4 Transport animals from site, when required, in a safe and appropriate manner</td>
</tr>
<tr>
<td></td>
<td>3.5 Observe work health and safety procedures and public safety requirements prior to and during trapping activities</td>
</tr>
<tr>
<td></td>
<td>3.6 Release trap mechanism safely and remove trap</td>
</tr>
<tr>
<td></td>
<td>3.7 Restore trap-site to its prior condition</td>
</tr>
<tr>
<td>4. Record data</td>
<td>4.1 Record details of trap sets and lures as well as target and non-target capture</td>
</tr>
<tr>
<td></td>
<td>4.2 Report results of trapping activities, including any incidents with animals</td>
</tr>
<tr>
<td></td>
<td>4.3 Report trapping results in relation to approved management plan</td>
</tr>
<tr>
<td></td>
<td>4.4 Record trap locations and capture using Global Positioning System (GPS) device, approved software or maps, where required</td>
</tr>
<tr>
<td>5. Clean and store equipment and material</td>
<td>5.1 Remove, retain or dispose of carcases as required</td>
</tr>
<tr>
<td></td>
<td>5.2 Clean and store and maintain equipment and materials</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG414 Apply predator trapping techniques

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<td>AHCv1.0</td>
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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- humanely trap animals and release or destroy the animals as required
- identify target and non-target animals in the field
- check vehicles, equipment and materials for serviceability and clean equipment before starting and on completing the job
- select and prepare the trapping site and restore it on completion of the job
- position, set, calibrate and regularly check trapping equipment
- manufacture and apply lures or attractants, if required
- handle and euthanase captured animals in accordance with animal welfare guidelines
- identify signs of target animals, using scent stations and other animal tracks and traces
- summarise and present trapping data to supervisor
- use appropriate data sheets or other recording instruments to record details of trap sets and lures as well as target and non-target capture
- apply work health and safety practices in the context of own work
- apply appropriate animal welfare practices in trapping and handling trapped animals

Knowledge Evidence

The candidate must demonstrate knowledge of:

- basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice and Standard Operating Procedures
- the purpose of the animal capture
- the target animals’ range, movement patterns and behaviour and how to apply knowledge of these to selecting trapping location and equipment
• Factors affecting choices around equipment and resources and timing of trapping activities, including:
  • the reproductive cycle of the target animal
  • food preferences, both general and local, of target animals
  • biology of non-target animals that may be impacted by trapping program in the area
  • permissions and permits that may be required
  • suitable traps for the target animal
  • precautions that need to be taken to minimise trapping non-target animals
  • capture and humane killing methods for target animals
  • principles relating to property, stock and duty of care
  • how to camouflage traps
  • how to safely set off traps to render them inactive
  • work health and safety procedures that relate to trapping animals
  • recording and reporting requirements
  • how to use decoys and lures
  • how to prepare toxins
  • applicable State or Territory legislation on the use and storage of toxins
  • applicable legislation on the capture and handling of pest animals
  • suitable personal protective equipment
  • transportation methods for captured animals

Assessment Conditions
Assessment must be conducted in a real work environment trapping live animals.

The assessment team must include assessors with firearms licences.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
AHCPM06 Manage the implementation of legislation

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage the implementation of legislation and provide support and advice to landholders to ensure compliance within organisational guidelines or legislative requirements.

This unit relates to management of pests, including weeds, vertebrate or invertebrate pests or a combination of these.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
## Element 1. Develop procedures to identify infestations and locations

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyse and interpret pest legislation</td>
</tr>
<tr>
<td>1.2 Develop procedures to identify land ownership, and responsibilities of all parties, in accordance with legislation</td>
</tr>
<tr>
<td>1.3 Develop procedures to contact landowners, and notify them of infestation and control requirements, consistent with organisational and regulatory guidelines</td>
</tr>
<tr>
<td>1.4 Confirm that record-keeping documents meet regulatory guidelines</td>
</tr>
<tr>
<td>1.5 Develop and implement procedures for serving notices</td>
</tr>
<tr>
<td>1.6 Develop and implement guidelines on collecting evidence and reporting findings</td>
</tr>
<tr>
<td>1.7 Establish organisational policy to provide assistance and advice to landholders in implementing pest management plans</td>
</tr>
</tbody>
</table>

## Element 2. Administer the implementation of legislation

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Interpret, analyse and evaluate existing policy and provide recommendations</td>
</tr>
<tr>
<td>2.2 Determine need for legal action</td>
</tr>
<tr>
<td>2.3 Explain, to relevant workers, the policies dealing with right of entry and ensure that workers can adequately communicate these policies to landowners</td>
</tr>
<tr>
<td>2.4 Confirm that monitoring program identifies infestations that contravene existing legislation</td>
</tr>
<tr>
<td>2.5 Issue and serve penalty notices when required</td>
</tr>
<tr>
<td>2.6 Provide pest management advice to landholders</td>
</tr>
<tr>
<td>2.7 Collate evidence and findings for presentation in court or to legal representatives</td>
</tr>
<tr>
<td>2.8 Prepare ministerial briefs</td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

This unit is equivalent to AHCPMG506A Manage the implementation of legislation.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPM506 Manage the implementation of legislation

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must demonstrate that they can:

- develop procedures to identify infestations in accordance with relevant legislation
- interact with landholders to explain the ramifications of legislation
- provide pest management advice to landholders which is consistent with organisational guidelines and legislative requirements
- explain policies detailing right of entry to relevant workers
- if required, serve penalty notices
- collate evidence and findings for presentation in a court or to legal representatives
- write ministerial briefs and responses to correspondence

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Commonwealth and State/ Territory legislation and regulation relevant to pest management
- relevant legislation regarding identification, destruction, movement, and propagation of declared species
- legislation relating to gathering and presenting evidence
- appropriate record-keeping systems
- environmental protection processes
- land management and production principles
- policy and procedure development techniques
- how to present evidence for court proceedings
- principles that underpin a strategic approach to managing pests
Assessment Requirements for AHCPM506 Manage the implementation of legislation

- pest control treatments relating to pests dealt with under legislation
- monitoring points in the pest management plan and evidence of infestations
- potential diseases and toxicity
- relevant local, regional, State/Territory and national pest management strategies

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCPMG507 Develop a regional pest management plan

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop a pest management plan that applies to a large or regional level. It also describes the skills and knowledge required to gain agreement and commitment from stakeholders to implement the plan.

Pest management plans are used by land managers who practice sustainable land management principles and require a collaborative approach with neighbouring landholders.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in specific technical areas, are able to analyse and synthesise information and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine goals of the plan | 1.1 Determine scope of the plan  
1.2 Determine the need for, and establish a steering committee, where necessary  
1.3 Determine consultation requirements  
1.4 Conduct and document consultation with stakeholders to determine goals  
1.5 Assess and document options for controlling pest populations, changing land management or production practices, in terms of economic factors, technical difficulty, practical feasibility, and social and environmental acceptability |
| 2. Set specific objectives for the pest management plan | 2.1 Define and document objectives to be achieved in consultation with stakeholders  
2.2 Define roles and responsibilities of stakeholders in delivering objectives |
| 3. Identify activities required to achieve specific objectives | 3.1 Determine and document activities required to achieve objectives in consultation with stakeholders  
3.2 Prioritise activities and seek commitment from relevant stakeholders, where relevant  
3.3 Conduct risk management for community, environment, work health and safety and production  
3.4 Ensure activities align with pest management plan, environmental sustainability policies and biosecurity plans or legislation  
3.5 Determine monitoring, evaluation and reporting methods |
| 4. Determine performance criteria for objectives | 4.1 Determine measurable performance criteria in terms of target pest population levels, economic impacts and environmental impacts |
| 5. Publish the plan | 5.1 Check the plan meets all biosecurity, legislative and national and State or Territory strategic policies  
5.2 Submit draft plan to stakeholders for review  
5.3 Finalise plan and seek endorsement by key stakeholders  
5.4 Publish and distribute plan according to organisational requirements |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit has resulted from the merging of AHCPMG402A Develop a pest management action plan within a local area and AHCPMG503A Develop a strategy for the management of target pests and is not equivalent to either of these units.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG507 Develop a regional pest management plan

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- produce a pest management plan that contains objectives and management options which comply with relevant legislation and best practice principles of pest management
- consult with stakeholders to reach agreed upon outcomes from identified objectives
- scope geographical area, landscape and land uses within area and with stakeholders
- develop pest management plan according to defined pest problem
- align pest management plan to biosecurity plans or legislation
- develop pest management plan in accordance with sustainable land use principles, economic feasibility, environmental acceptability and statutory requirements for pest control
- develop, evaluate and document all management options to control, eradicate or prevent pest populations
- achieve approval of the plan by key stakeholders
- conduct risk assessments and cost-benefit analyses of the range of management options available in order to select the best option for the specific context
- apply work health and safety policies and procedures in the context of own work
- include appropriate animal welfare Code of Practice and Standard Operating Procedures in the plan
- apply appropriate sustainability practices in the plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- planning techniques
• concepts of the strategic approach to pest management, the importance of monitoring and the effectiveness of management evaluation
• relevant local, regional, State/Territory and national pest management strategies
• Federal, State or Territory legislation and regulations relating to pest management activities
• principles of integrated pest management
• types of monitoring technology available
• land use processes, ecological systems and production systems
• pest management options and strategies
• techniques used to validate target pest population and distribution data supplied by stakeholders, and methods of obtaining other relevant data
• how to measure or estimate economic losses and environmental impacts from pest presence
• Federal and State or Territory legislation and regulations relating to property, stock and duty of care
• target pest biology and lifecycles
• potential diseases or toxicity risks
• pest population dynamics and economic and environmental thresholds
• wildlife issues and how to minimise risks to non-target species as well as deal with pest behaviour
• environmental protection legislation
• basic requirements for ensuring the welfare of animals described in the relevant Codes of Practice

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG508 Develop a system to monitor and evaluate the pest management plan

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop a pest monitoring and evaluation program.

Pests may be weeds, vertebrate or invertebrate pests or a combination of these.

The pest problem may be in a local or broader regional area.

This unit applies to individuals who take personal responsibility, and exercise autonomy, in undertaking complex work. They demonstrate deep knowledge in a specific technical area, are able to analyse and synthesise information and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Research and identify pest monitoring and evaluation requirements</td>
<td>1.1 Determine monitoring and evaluation requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess attitudes, and land management practices, of stakeholders for their relevance and usefulness to the monitoring and evaluation program</td>
</tr>
<tr>
<td></td>
<td>1.3 Document how results from monitoring and evaluation will be used</td>
</tr>
<tr>
<td>2. Develop procedures for monitoring and evaluation</td>
<td>2.1 Identify target pests and select monitoring sites</td>
</tr>
<tr>
<td></td>
<td>2.2 Specify timing of sampling, observation systems, level of accuracy required and sample size</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify economic and environmental impacts to be monitored</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify factors that would trigger an emergency response</td>
</tr>
<tr>
<td></td>
<td>2.5 Define how reporting will be carried out and how results of sampling will be verified and analysed</td>
</tr>
<tr>
<td></td>
<td>2.6 Develop procedures for monitoring and recording the economic and environmental impacts of pests</td>
</tr>
<tr>
<td></td>
<td>2.7 Develop procedures for monitoring and recording pest abundance</td>
</tr>
<tr>
<td></td>
<td>2.8 Confirm monitoring program includes a schedule that is aligned to milestones in the pest management plan</td>
</tr>
<tr>
<td>3. Document the monitoring program</td>
<td>3.1 Design recording documents and forms</td>
</tr>
<tr>
<td></td>
<td>3.2 Document all procedures and recording systems and make accessible to relevant personnel</td>
</tr>
<tr>
<td></td>
<td>3.3 Ensure pest monitoring program aligns with relevant local, regional, state and national pest management strategies</td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

This unit has resulted from the merging of AHCPMG403A Develop monitoring procedures for the local pest management strategy and AHCPMG504A Develop a system for monitoring the pest management strategy and is not equivalent to either of these units.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG508 Develop a system to monitor and evaluate the pest management plan

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a pest monitoring and evaluation program, in accordance with the local, regional, State or Territory and national pest management strategies
- consult with stakeholders to assess attitudes and land management practices, where relevant
- research and identify required operational and performance monitoring
- develop procedures for monitoring and evaluation, including how to access relevant techniques and adapt them for the pest management plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- procedures for monitoring and recording
- pest biology, behaviour and lifecycles and how they influence monitoring procedures
- pest population dynamics and economic and environmental thresholds
- relevant local, regional, State, Territory and national pest management strategies
- Federal, State or Territory legislation and regulations relating to pest management activities
- key concepts in the Integrated Pest Management strategy
- monitoring and evaluation principles and how they should be included in the management program
- reporting and recording procedures, including knowing how to appropriately package information in the correct format and at the appropriate level for the various target groups
- how to monitor and record pest abundance and the damage caused by the target pest
- target pests and monitoring points
• non-target species in the area
• potential economic and environmental impacts of pest population
• factors that would trigger an emergency response
• aims, objectives and milestones in the pest management plan
• requirements for ensuring the welfare of animals described in the relevant Codes of Practice, where monitoring plan involves pest animals
• potential diseases and toxicity relevant to the area and pests

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPMG509 Investigate a pest control failure

Modification History

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Application

This unit of competency describes the skills and knowledge required to investigate causes of pest control failure after the implementation of a pest management plan.

Pests may be weeds, vertebrate or invertebrate pests or a combination of these.

Treatment may be any measure used to decrease the pest population and the damage caused by it.

This unit applies to regional pest control officers and managers who take personal responsibility for their own work and exercise autonomy in undertaking complex work. They analyse and synthesise information and analyse, design and communicate solutions to sometimes complex problems.

Individuals operating in this field are required to hold current chemical handling certification and a first aid certificate. Other licensing conditions may also apply to this unit. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assess planning techniques used</td>
<td>1.1 Determine and assess management techniques used in the pest management plan&lt;br&gt;1.2 Assess the level of community and stakeholder consultation carried out&lt;br&gt;1.3 Evaluate the level of commitment gained from the community and stakeholders&lt;br&gt;1.4 Assess whether the definition of the pest problem is correct&lt;br&gt;1.5 Assess staff understanding of the pest and the damage caused&lt;br&gt;1.6 Determine monitoring techniques used and assess suitability</td>
</tr>
<tr>
<td>2. Assess treatment failure</td>
<td>2.1 Assess whether damage caused by the pest after treatment is within expectations&lt;br&gt;2.2 Determine pre-treatment and post-treatment pest infestation levels by monitoring pest management plan records and inspection&lt;br&gt;2.3 Determine expected pest population after treatment using available information&lt;br&gt;2.4 Assess the difference between expected and monitored population&lt;br&gt;2.5 Assess treatments and application techniques used&lt;br&gt;2.6 Determine whether failure is due to product failure or pesticide resistance if pesticides are involved&lt;br&gt;2.7 Determine operator’s qualifications and experience in applying a particular pest treatment where appropriate</td>
</tr>
<tr>
<td>3. Evaluate solutions to the failure</td>
<td>3.1 Assess possible solutions to the failure&lt;br&gt;3.2 Determine best option for solution based on cost, appropriateness to the problem and timing&lt;br&gt;3.3 Review pest management plans and implementation plans as required and advise stakeholders, personnel and contractors of the changes</td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is not equivalent to AHCPMG406A Investigate a reported pest treatment failure

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPMG509 Investigate a pest control failure

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- investigate and assess a pest treatment failure
- find solutions to the failure
- analyse pre-treatment and post-treatment pest infestation levels
- assess planning techniques used
- evaluate solutions to the failure

Knowledge Evidence

The candidate must demonstrate knowledge of:
- how to survey pest populations to determine infestation levels
- monitoring techniques
- how to assess whether the definition of the pest problem is correct
- range of pest treatments appropriate to context
- a deep understanding of a variety of pest control measures
- the principles that underpin the strategic approach to managing pests
- Federal, State or Territory legislation and regulations relating to pest management activities
- chemical, biological, physical and habitat techniques for pest management

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCPMG510 Develop a pest survey strategy

Modification History

<table>
<thead>
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<th>COMMENTS</th>
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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to develop a plant pest survey strategy to determine the presence, distribution and prevalence of a pest. Pests may be weeds, vertebrate or invertebrate pests or a combination of these.

The work may be conducted as part of an emergency response to an incursion or as part of routine surveillance, and must be conducted in accordance with established standards and protocols.

This unit applies to individuals who have been appointed or engaged to undertake a role within a pest incursion response. They may also be involved with planning responses to emergency animal diseases and aquatic animal diseases. Individuals take personal responsibility and exercise autonomy in undertaking complex work. They are accountable for the work of others within broad parameters and analyse information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. However, all units of competency dealing with animals in the AHC Training Package have the requirements for animals to be handled humanely to minimise stress and discomfort.

Pre-requisite Unit

Nil.

Unit Sector

Pest Management (PMG)
**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>
| 1. Obtain and analyse biological information for survey design | 1.1 Identify the biological and dispersal characteristics of the pest  
1.2 Determine impact of climate on reproduction rates and the predicted distribution of the pest  
1.3 Identify the geographical distribution of the host  
1.4 Analyse information to determine priority areas to be surveyed |
| 2. Develop survey methodology | 2.1 Determine particular type of survey to be designed according to phase of incursion  
2.2 Determine field data collection methodology in consultation with technical experts  
2.3 Incorporate quality assurance standards that apply to survey methodology and documentation  
2.4 Select appropriate diagnostic tests for use in confirming pest presence in samples  
2.5 Include procedure for sustainability and biosecurity in survey plan  
2.6 Develop instructions for survey teams |
| 3. Determine the resources required | 3.1 Determine and document resources required for survey activities in conjunction with technical experts |
| 4. Obtain approval for the survey design | 4.1 Document survey design according to protocols and standards  
4.2 Submit survey design to appropriate authorities for approval |
| 5. Determine post-survey review processes | 5.1 Determine review processes to evaluate implementation and effectiveness of survey program |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCPMG510 Develop a pest survey strategy Release 2</td>
<td>AHCPMG510 Develop a pest survey strategy Release 1</td>
<td>Minor typographical and layout errors corrected</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPM510 Develop a pest survey strategy

Modification History

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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- produce a pest survey strategy in accordance with local, regional, State/Territory and national pest management strategies
- write work instructions for survey teams
- work with other technical experts
- analyse biological information for survey design
- develop survey methodology appropriate for target pest, environment and terrain
- prepare plans to workplace and authority standards
- develop review processes according to workplace requirements
- apply biosecurity measures in the context of own work
- apply appropriate sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate detailed knowledge of:

- biometric principles to biological survey design
- the biology of groups of pests and pathogens relevant to the survey
- the types and distribution of hosts relevant to the survey
- requirements for ensuring the welfare of animals described in the relevant Codes of Practice
The candidate must demonstrate knowledge of:

- pest biology, behaviour and lifecycles
- diagnostic tests for use in confirming pest presence in samples
- resources required for survey activities

**Assessment Conditions**

Assessment must take place in a functioning control centre, or a control centre established for a pest response simulation exercise.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: -
AHCPRK201 Care for health and welfare of pigs

Modification History

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Application

This unit of competency describes the skills and knowledge required to care for the health and welfare of pigs. This unit applies to workers in pork production enterprises operating under routine supervision.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1. Check and assess pig health and welfare | 1.1 Check pig health and welfare regularly  
1.2 Recognise and report signs of ill health, diseases, parasite infestations and physical abnormalities  
1.3 Record pig health and welfare status  
1.4 Seek immediate advice where signs indicate an unusual disease |
| 2. Provide an optimal environment for pigs | 2.1 Operate and check temperature and other environment control equipment where appropriate  
2.2 Record relevant information on shed environmental conditions |
| 3. Establish and maintain hygiene | 3.1 Use and maintain personal protective equipment, and follow work health and safety procedures  
3.2 Follow biosecurity procedures  
3.3 Follow personal hygiene practices  
3.4 Clean work areas, machines and surfaces appropriately  
3.5 Remove and dispose of all waste and debris appropriately in line with enterprise environmental policies |
| 4. Administer medication to pigs | 4.1 Store labelled vaccines, veterinary medicines and other chemicals appropriately as directed  
4.2 Carry out routine disease or parasite prevention procedures  
4.3 Measure and administer medication under supervision  
4.4 Administer vaccines as required, and identify pigs that have been vaccinated  
4.5 Complete required documentation and records for administration of vaccines, medicines and chemicals |
| 5. Remove dead or non-viable pigs | 5.1 Dispose of dead pigs appropriately  
5.2 Recognise, report and carry out appropriate procedures for unhealthy or non-viable pigs  
5.3 Provide post-mortem assistance where necessary |
| 6. Report and complete records | 6.1 Complete all required documentation and records of diseases, pig losses and treatments clearly, promptly and accurately  
6.2 Report to enterprise where relevant so that prevention strategies can be planned and implemented |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPRK201A Care for health and welfare of pigs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK201 Care for health and welfare of pigs

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- check and assess pig health and welfare
- provide an optimal environment for pigs
- establish and maintain hygiene
- administer medication to pigs
- remove dead or non-viable pigs
- report and complete records
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies
- follow environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant regulatory requirements, codes of practice, industry standards and enterprise procedures for biosecurity
- relevant regulatory requirements, codes of practice, industry standards and enterprise procedures for animal welfare of pigs
- signs of health, signs of ill health, and methods for assessing pig health and welfare
- techniques and methods for humane handling and restraint of pigs
- common diseases of pigs, treatment regimes, prevention and management strategies
- criteria for handling compromised pigs
- relevant documentation, records and reports that are required
• types, functions and characteristics of housing, housing infrastructure and housing equipment for pigs, and the criteria and methods for determining that they are in working condition
• types, uses, handling, storage and routes of administration of commonly used vaccines, veterinary medicines and chemicals
• requirements, methods and procedures for removing and disposing of waste and debris
• procedures for conducting post-mortem examinations
• effects and impacts of individual pig health and welfare on herd health status and vice versa
• relevant work health and safety requirements and environmental practices

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPKR203 Move and handle pigs

Modification History

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Application

This unit of competency describes the skills and knowledge required to move and handle pigs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to workers in pork production enterprises operating under routine supervision within organisational guidelines.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Control and move pigs</td>
<td>1.1 Conduct moving, manual handling, lifting and restraining of pigs in a safe and appropriate manner in compliance with relevant work health and safety requirements</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
1.2 | Move and handle pigs either singly or in groups safely and humanely, using appropriate positive behavioural methods
1.3 | Monitor pigs constantly for signs of distress and take appropriate action
1.4 | Record as required
2.1 | Restrain pigs safely and humanely in line with enterprise animal welfare policies
2. | Restrain pigs
3.1 | Weigh individual pigs and groups of pigs as required, in line with enterprise biosecurity policies
3.2 | Read ear tag, ear notch or pen number to identify pigs
3. | Weigh or condition score pigs
4.1 | Return pigs to their housing or secure pigs at their final destinations as appropriate
4. | Return pigs to housing

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPRK203A Move and handle pigs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK203 Move and handle pigs

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- control and move pigs
- restrain pigs
- weigh and condition score pigs
- return pigs to housing
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- techniques and methods for humane handling and restraint of pigs
- relevant regulatory requirements, industry standards and codes of practice for ensuring animal welfare of pigs
- signs of health, signs of ill health, signs of distress and methods for assessing pig health, welfare and behaviour
- requirements, methods and procedures for weighing pigs
- types and methods of identifying pigs
- relevant work health and safety and biosecurity requirements

Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bfla-524b2322cf72
AHCPRK204 Care for weaner pigs

Modification History

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Application

This unit of competency describes the skills and knowledge required to care for weaner pigs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare accommodation for</td>
<td>1.1 Clean, disinfect and prepare appropriate accommodation for all classes of weaned pigs according to enterprise procedures and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>weaners</td>
<td>1.2 Check and adjust housing environment and conditions as required to ensure appropriate ventilation, temperature and humidity</td>
</tr>
<tr>
<td></td>
<td>1.3 Fill or prepare feeders and drinkers according to supervisor's instructions</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify problems with accommodation or environmental controls and report to the supervisor for appropriate action</td>
</tr>
<tr>
<td></td>
<td>1.5 Conduct all work according to enterprise requirements, work health and safety, biosecurity, animal welfare and industry regulations</td>
</tr>
<tr>
<td>2. Carry out weaner pig operations</td>
<td>2.1 Group pigs from different litters to form viable groups based on body weight and sex at stocking densities to achieve optimal productivity</td>
</tr>
<tr>
<td></td>
<td>2.2 Monitor behaviour, health and condition of weaners regularly and take appropriate actions</td>
</tr>
<tr>
<td></td>
<td>2.3 Provide weaners with water and appropriate feed according to the established feed schedule to meet nutritional and growth requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Record or report weaner mortalities to the supervisor and remove deceased stock according to enterprise policy</td>
</tr>
<tr>
<td></td>
<td>2.5 Administer preventative treatments according to enterprise schedules and the supervisor's instructions</td>
</tr>
<tr>
<td>3. Transition weaners to grower facility</td>
<td>3.1 Identify pigs for transition to grower facilities</td>
</tr>
<tr>
<td></td>
<td>3.2 Separate pigs not fit to load and take appropriate actions according to company policy</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify pigs that have been treated and record withholding periods (WHP) for grower facility</td>
</tr>
<tr>
<td></td>
<td>3.4 Complete documentation clearly, accurately and promptly</td>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCPRK204 Care for weaner pigs

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare accommodation for weaners
- carry out weaner pig operations
- transition weaners to grower facility
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies
- follow environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types, characteristics, requirements and care of weaner pigs
- types, functions, characteristics, cleaning and maintenance of relevant pig accommodation and production installations and equipment, such as feeders and drinkers
- range, effects and impacts of ventilation, temperature, humidity and other environmental parameters on weaner pig health and welfare
- optimal range of values for ventilation, temperature, humidity and other environmental parameters for weaner pigs and methods for measuring these values
- requirements and components of enterprise work routines for weaner pigs
- techniques and methods for humane handling and restraint of pigs
- requirements, methods and procedures for weaning piglets
- requirements, methods and procedures for formation of viable weaner groups, and the impacts of a viable group on individual pig health and production
- signs of health, signs of ill health, and methods for assessing pig health, welfare and behaviour
• nutritional requirements and methods and procedures for feeding and watering weaner pigs
• criteria and methods of assessing optimal stocking densities of weaner pigs
• criteria for assessing suitability of weaner pigs for transition to grower facilities
• requirements, methods and procedures for removal and disposal of pig carcasses
• types, uses and procedures of relevant veterinary and preventive treatments of weaner pigs
• withholding periods of veterinary chemicals and medicines and rationale for withholding periods
• types, handling, use and disposal of cleaning agents and disinfectants, work health and safety and environmental practices for these chemicals
• types of documentation and records that are required for weaner pig operations
• relevant work health and safety and biosecurity requirements and environmental practices

**Assessment Conditions**

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK205 Care for health and welfare of outdoor pigs

Modification History

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Application

This unit of competency describes the skills and knowledge required to care for the health and welfare of outdoor pigs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Check and assess pig</td>
<td>1.1 Check pig health and welfare regularly</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tbody>
</table>
| health and welfare                     | 1.2 Recognise and report signs of ill health, diseases, parasite infestations and physical abnormalities  
|                                        | 1.3 Record pig health and welfare status                                             |
|                                        | 1.4 Seek immediate advice where signs indicate an unusual disease                     |
| 2. Provide an optimal environment for pigs | 2.1 Check outdoor housing conditions and record relevant information where appropriate |
| 3. Establish and maintain hygiene      | 3.1 Use and maintain personal protective equipment, and follow work health and safety procedures  
|                                        | 3.2 Follow biosecurity procedures                                                     |
|                                        | 3.3 Follow personal hygiene practices                                                |
|                                        | 3.4 Clean work areas, machines and surfaces appropriately                            |
|                                        | 3.5 Remove and dispose of all waste and debris appropriately in line with enterprise environmental policies |
| 4. Administer medication to pigs       | 4.1 Store labelled vaccines, veterinary medicines and other chemicals appropriately as directed  
|                                        | 4.2 Carry out routine disease or parasite prevention procedures                       |
|                                        | 4.3 Measure and administer medication under supervision                                |
|                                        | 4.5 Administer vaccines as required, and identify pigs that have been vaccinated      |
|                                        | 4.6 Complete required documentation and records for administration of vaccines, medicines and chemicals |
| 5. Remove dead or non-viable pigs      | 5.1 Dispose of dead pigs appropriately                                               |
|                                        | 5.2 Recognise, report and carry out appropriate procedures for unhealthy or non-viable pigs |
|                                        | 5.3 Provide post-mortem assistance where necessary                                   |
| 6. Report and complete records         | 6.1 Complete all required documentation and records of diseases, pig losses and treatments clearly, promptly and accurately |
|                                        | 6.2 Report to enterprise where relevant so that prevention strategies can be planned and implemented |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - No equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK205 Care for health and welfare of outdoor pigs

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- check and assess pig health and welfare
- provide an optimal environment for pigs
- establish and maintain hygiene
- administer medication to pigs
- remove dead or non-viable pigs
- report and complete records
- follow work health and safety procedures
- follow biosecurity procedures
- follow animal welfare policies
- follow environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant regulatory requirements, codes of practice, industry standards and enterprise procedures for biosecurity and quarantine
- relevant regulatory requirements, codes of practice, industry standards and enterprise procedures for animal welfare of pigs
- signs of health, signs of ill health, and methods for assessing pig health and welfare
- techniques and methods for humane handling and restraint of pigs
- common diseases of pigs, treatment regimes, prevention and management strategies
- criteria for handling compromised pigs
- relevant documentation, records and reports that are required
• the types, functions and characteristics of housing, housing infrastructure and housing equipment for outdoor pigs, and the criteria and methods for determining that they are in working condition
• types, uses, handling, storage and routes of administration of commonly used vaccines, veterinary medicines and chemicals
• requirements, methods and procedures for removing and disposal of waste and debris
• procedures for conducting a post-mortem examination
• effects and impacts of individual pig health and welfare on herd health status and vice versa
• relevant work health and safety requirements and environmental practices

Assessment Conditions
Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK206 Conduct outdoor pig operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to conduct outdoor pig operations.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare housing</td>
<td>1.1 Follow enterprise work health and safety and biosecurity policies</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
|                          | 1.2 Clean, disinfect and prepare housing for pigs  
|                          | 1.3 Prepare and fill feeders and drinkers  
|                          | 1.4 Prepare appropriate outdoor environment amenities as required  
|                          | 1.5 Report problems with housing  
| 2. Provide for care and welfare of pigs | 2.1 Identify and check that care and welfare needs of pigs are met in compliance with the relevant legislation, codes of practice and industry standards and guidelines  
|                          | 2.2 Provide appropriate feed and water supplies for pigs  
|                          | 2.3 Carry out handling, husbandry and enterprise procedures safely and appropriately  
| 3. Carry out operational tasks | 3.1 Wean litter according to established enterprise schedules if required  
|                          | 3.2 Select pigs from different litters to form viable groups based on body weight and sex at optimal stocking densities for maximum productivity, if required  
|                          | 3.3 Check behaviour and condition of pigs regularly and report as required  
|                          | 3.4 Administer preventative treatments according to enterprise schedules and supervisor instructions  
|                          | 3.5 Carry out maintenance of production environment as required  
| 4. Check pigs            | 4.1 Check pig condition and health as part of regular routine  
|                          | 4.2 Check feeders and drinkers as part of regular routine  
|                          | 4.3 Check infrastructure and amenities, and carry out maintenance as required  
|                          | 4.4 Move pig groups as required in line with growth and condition  
|                          | 4.5 Remove poor performing pigs from existing groups and regroup  
|                          | 4.6 Isolate sick, injured or unhealthy pigs or identify for euthanasia  
|                          | 4.7 Apply health treatments when required  
|                          | 4.8 Remove dead pigs and report and record as required.  
|                          | 4.9 Check production environmental conditions, report and carry out maintenance as required  
| 5. Complete records      | 5.1 Complete required documentation and records accurately and promptly  
|                          | 5.2 Report to supervisor and management as required  

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

New unit - No equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK206 Conduct outdoor pig operations

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare housing
- provide for care and welfare of pigs
- carry out operational tasks
- check pigs
- complete records
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies
- follow environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- relevant legislation, codes of practice, industry standards and guidelines for outdoor pig production
- types, functions, characteristics, cleaning and maintenance of outdoor pigs
- requirements and components of enterprise work routines for outdoor pigs
- techniques and methods for humane handling and restraint of pigs in outdoor production environments
- requirements, methods and procedures for weaning piglets
- requirements, methods and procedures for formation of viable groups, and the impacts of a viable group on individual pig health and production
• signs of health, signs of ill health, and methods for assessing pig health, welfare and behaviour
• nutritional requirements and methods and procedures for feeding and watering outdoor pigs
• criteria and methods of assessing optimal stocking densities of pigs
• requirements, methods and procedures for removal and disposal of pig carcasses
• types, uses and procedures of relevant veterinary and preventive treatments of pigs
• types, handling, use and disposal of cleaning agents and disinfectants, work health and safety and environmental practices for these chemicals
• types of documentation and records that are required for pig operations
• requirements and maintenance of outdoor pig production environment
• relevant work health and safety and biosecurity requirements and environmental practices

Assessment Conditions
Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK301 Pregnancy test pigs

Modification History

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Application

This unit of competency describes the skills and knowledge required to test pigs for pregnancy.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for pregnancy testing</td>
<td>1.1 Prepare pregnancy testing work site and relevant documentation 1.2 Select, use and maintain personal protective equipment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.3</td>
<td>Identify pigs to be tested according to the breeding program</td>
</tr>
<tr>
<td>1.4</td>
<td>Assemble required resources and manpower</td>
</tr>
<tr>
<td>1.5</td>
<td>Isolate individual pigs for testing or marking as required</td>
</tr>
<tr>
<td>2.1</td>
<td>Handle individual pigs safely and humanely while testing and check breeding records</td>
</tr>
<tr>
<td>2.2</td>
<td>Use ultra sound equipment for pregnancy diagnosis</td>
</tr>
<tr>
<td>2.3</td>
<td>Apply knowledge of relevant anatomy and physiology</td>
</tr>
<tr>
<td>2.4</td>
<td>Use strict hygiene procedures between individual pigs in line with enterprise biosecurity policies</td>
</tr>
<tr>
<td>2.5</td>
<td>Complete records and report outcomes</td>
</tr>
<tr>
<td>2.6</td>
<td>Assess and record individual pig health and condition for input to herd health management</td>
</tr>
<tr>
<td>3.1</td>
<td>Identify pigs as pregnant or not pregnant</td>
</tr>
<tr>
<td>3.2</td>
<td>Return pigs to their appropriate destination</td>
</tr>
<tr>
<td>3.3</td>
<td>Clean work site, remove and dispose of waste and debris appropriately in line with enterprise environmental policies</td>
</tr>
<tr>
<td>3.4</td>
<td>Check pigs post testing regularly for health and condition</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPRK301A Pregnancy test pigs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK301 Pregnancy test pigs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare for pregnancy testing
- carry out pregnancy testing procedures
- carry out post pregnancy testing procedures
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies
- follow environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- techniques and methods for humane handling and restraint of pigs
- requirements, methods and procedures for pregnancy testing of pigs
- requirements and types of relevant documentation and records
- information required from breeding records for pregnancy testing
- reproductive anatomy, reproductive physiology, pregnancy development and embryological/foetal development in pigs
- types, methods and procedures for pregnancy diagnosis of pigs
- types, handling, use and disposal of cleaning agents and disinfectants, work health and safety and environmental practices for these chemicals
- methods and procedures for hygiene practices during pregnancy diagnosis
- signs of health, signs of ill health, and methods for assessing pig health, welfare and behaviour
- effects and impacts of individual pig health and welfare on herd health status and vice versa
• types and methods of identifying pigs
• requirements, methods and procedures for cleaning work sites
• relevant work health and safety and biosecurity requirements and environmental practices

Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK302 Treat rectal prolapse in pigs

Modification History

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Application

This unit of competency describes the skills and knowledge required to treat rectal prolapse in pigs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Respond to signs of rectal prolapse</td>
<td>1.1 Recognise signs of rectal prolapse 1.2 Remove pig from pen</td>
</tr>
</tbody>
</table>
### Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine treatment based on severity of injury and animal’s health and condition</td>
<td></td>
</tr>
<tr>
<td>1.4 Seek supervisor’s, veterinary or other expert advice where required</td>
<td></td>
</tr>
<tr>
<td>1.5 Prepare work site, required resources and materials for treatment</td>
<td></td>
</tr>
<tr>
<td>1.6 Isolate pig in hospital pen where required</td>
<td></td>
</tr>
<tr>
<td>1.7 Follow enterprise animal welfare and biosecurity policies</td>
<td></td>
</tr>
<tr>
<td>1.8 Recognise outbreaks of rectal prolapse in a herd and notify management</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Treat rectal prolapse</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Select, use and maintain appropriate personal protective equipment</td>
</tr>
<tr>
<td>2.2 Apply knowledge of relevant animal anatomy and physiology</td>
</tr>
<tr>
<td>2.3 Clean prolapses appropriately</td>
</tr>
<tr>
<td>2.4 Treat as prescribed by veterinary advice</td>
</tr>
<tr>
<td>2.5 Recognise and treat rectal strictures where appropriate</td>
</tr>
<tr>
<td>2.6 Administer antibiotics to pigs with rectal prolapse where required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Report and reduce incidence of rectal prolapse</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Report incidents and treatments to supervisor or management</td>
</tr>
<tr>
<td>3.2 Identify possible causes of prolapse</td>
</tr>
<tr>
<td>3.2 Implement changes to pig management to reduce incidence of rectal prolapse</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCPRK302A Treat rectal prolapse in pigs.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK302 Treat rectal prolapse in pigs

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- respond to signs of rectal prolapse
- treat rectal prolapse
- report and reduce incidence of rectal prolapse
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- signs, causes, treatment, management and prevention of rectal prolapse
- anatomy and physiology of relevant organs and tissues
- techniques and methods for humane handling and restraint of pigs for rectal prolapse
- signs of health, signs of ill health, and methods for assessing pig health, welfare and behaviour
- work site requirements, resources and materials for treatment of rectal prolapse
- characteristics, signs, management and control of rectal prolapse outbreaks
- relevant work health and safety requirements for treatment of rectal prolapse
- signs, causes, treatment, management and prevention of rectal strictures
- requirements, functions and procedures for setting up hospital pens
- relevant biosecurity requirements
Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK303 Artificially inseminate pigs

Modification History

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Application

This unit of competency describes the skills and knowledge required to artificially inseminate pigs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for artificial insemination | 1.1 Follow appropriate hygiene and biosecurity procedures  
1.2 Follow enterprise work health and safety policies |
### Element | Performance criteria
--- | ---
| 1.3 | Obtain semen supplies and resources |
| 1.4 | Follow artificial insemination program and procedures |
| 2.1 | Identify sows for insemination and ensure they are at the correct stage of their oestrus cycles |
| 2.2 | Handle pigs humanely in line with enterprise animal welfare policies |
| 2.3 | Prepare pigs for artificial insemination |
| 2.4 | Apply knowledge of relevant animal anatomy and physiology |
| 2.5 | Conduct insemination using appropriate hygiene procedures |
| 2.6 | Complete required documentation and records promptly and accurately |
| 3.1 | Return pigs to designated area |
| 3.2 | Dispose of waste and debris appropriately in line with enterprise environmental policies |
| 3.3 | Clean work area appropriately |
| 3.4 | Clean, maintain and store equipment appropriately |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCPRK303A Artificially inseminate pigs.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK303 Artificially inseminate pigs

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for artificial insemination
- inseminate pigs and record data
- clean work area and equipment
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies
- follow environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- resource and manpower requirements, biosecurity requirements, industry standards, codes of practice and procedures for artificial insemination of pigs
- relevant animal welfare practices for the conduct of artificial insemination in pigs
- procurement, transportation, handling, maintenance, storage and use of porcine semen for artificial insemination
- anatomy and physiology of reproductive organs and structures in pigs
- relevant documentation and records that are required
- relevant environmental and sustainability requirements, and procedures for disposal and management of wastes and debris
- requirements and procedures for cleaning and maintaining work areas
- types, uses, maintenance, servicing and storage of equipment
- methods and procedures for cleaning and disinfection of equipment used for artificial insemination
- procedures for handling, measurement and usage of cleaning chemicals, disinfectants and sanitisers
- work health and safety and biosecurity requirements and environmental practices

**Assessment Conditions**

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessments must be conducted on live animals.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK304 Mate pigs and monitor dry sow performance

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage the mating of pigs and monitor dry sow performance.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine condition of pigs and adjust | 1.1 Determine and record condition scores of pigs  
1.2 Rank pigs according to scores and adjust nutritional requirements |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| nutrition for mating | to ensure pigs are in optimum condition at mating  
1.3 Ensure feeding strategies are appropriate for the housing environment and seasonal conditions  
1.4 Monitor and assess condition of pigs regularly |
| 2. Facilitate mating | 2.1 Apply knowledge of relevant animal anatomy and physiology  
2.2 Carry out oestrus inducement and detection procedures  
2.3 Follow enterprise work health and safety and biosecurity policies  
2.4 Ensure mating areas are secure and provide for access during joining  
2.5 Use mating procedures and handling techniques that maximise welfare of pigs  
2.6 Supervise mating and intervene when required to maximise conception rates |
| 3. Complete mating procedures | 3.1 Carry out regular post-mating heat detection to identify sows returning to oestrus  
3.2 Complete mating records promptly and accurately |
| 4. Determine and provide adequate nutrition for pregnant sows | 4.1 Determine nutritional needs of pregnant sows using the enterprise feeding plan  
4.2 Provide adequate and suitable feed and feed supplements in accordance with the feeding plan and sow condition |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCPRK304A Mate pigs and monitor dry sow performance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK304 Mate pigs and monitor dry sow performance

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- determine condition of pigs and adjust nutrition for mating
- facilitate mating
- complete mating procedures
- determine and provide adequate nutrition for pregnant sows
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- criteria and methods for body condition scoring of pigs
- nutritional requirements, types of feed and feeding methods for pregnant and non-pregnant sows
- methods and procedures for determining nutritional requirements of pregnant and non-pregnant sows
- relevant husbandry and management practices for pregnant and non-pregnant sows
- relevant anatomy and physiology of sows
- reproductive physiology and pregnancy development of sows
- methods and procedures for oestrus detection in sows
- requirements, methods, procedures and management of mating in pigs
- methods and management of conception rates in pigs
- relevant animal welfare practices for mating of pigs
• methods and procedures for pregnancy diagnosis in sows
• relevant documentation and records that are required
• relevant work health and safety and biosecurity requirements

**Assessment Conditions**

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK305 Care for grower and finisher pigs

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Application

This unit of competency describes the skills and knowledge required to care for grower pigs.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Prepare accommodation for</td>
<td>1.1 Clean and prepare accommodation for new grower stock according to enterprise procedures</td>
</tr>
</tbody>
</table>
## Element | Performance criteria
--- | ---
Growers | 1.2 Follow enterprise work health and safety policies  
1.3 Control and monitor environment in line with established enterprise biosecurity and environmental policies  
1.4 Fill or prepare feeders and drinkers according to instructions  
1.5 Identify problems with accommodation and/or environmental controls and report to supervisor for appropriate action

2. Carry out grower and finisher pig operations | 2.1 Monitor pig condition and health regularly as an integral part of daily routines  
2.2 Check feeders and drinkers regularly as part of daily routines  
2.3 Move pig groups as required in line with growth, condition and stocking density  
2.4 Remove poor performing pigs from groups and reassign in line with enterprise policy  
2.5 Isolate sick, injured or unhealthy pigs in a quarantine area or identify for euthanasia according to enterprise animal welfare policies  
2.6 Apply health treatments when required and according to supervisor’s instructions and enterprise policy  
2.7 Record or report grower mortalities to the supervisor and remove deceased stock according to enterprise policy.

3. Identify and select sale pigs | 3.1 Identify pig according to enterprise market requirements  
3.2 Assess pigs for transportation prior to loading  
3.3 Complete or verify property banding for every sale animal  
3.4 Separate pigs not fit to load and take appropriate action according to enterprise policy  
3.5 Complete pig pass and other documentation for accurately and consistently

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
New unit - No equivalent.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK305 Care for grower and finisher pigs

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare accommodation for growers
- carry out grower and finisher pig operations
- identify and select sale pigs
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies
- follow environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types, characteristics, requirements and care of grower and finisher pigs
- types, functions, characteristics, cleaning and maintenance of relevant pig accommodation and production installations and equipment, such as feeders and drinkers
- range, effects and impacts of ventilation, temperature, humidity and other environmental parameters on grower pig health and welfare
- optimal range of values for ventilation, temperature, humidity and other environmental parameters for grower pigs and methods for measuring these values
- requirements and components of enterprise work routines for grower pigs
- techniques and methods for humane handling and restraint of pigs
- requirements, methods and procedures for formation of viable grower groups, and the impacts of a viable group on individual pig health and production
- signs of health, signs of ill health, and methods for assessing pig health, welfare and behaviour
Assessment Requirements for AHCPRK305 Care for grower and finisher pigs

- nutritional requirements and methods and procedures for feeding and watering grower pigs
- criteria and methods of assessing optimal stocking densities of grower pigs
- requirements, methods and procedures for removal and disposal of pig carcasses
- types, uses and procedures of relevant veterinary and preventive treatments of grower pigs
- types, handling, use and disposal of cleaning agents and disinfectants, work health and safety and environmental practices for these chemicals
- types of documentation and records that are required
- criteria, methods and procedures for assessing suitability of pigs for transport and loading
- features and requirements of property banding and PigPass
- relevant work health and safety and biosecurity requirements and environmental practices

**Assessment Conditions**

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCPRK306 Monitor and maintain outdoor pig production

Modification History

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<tr>
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</table>

Application

This unit of competency describes the skills and knowledge required to monitor and maintain outdoor pig production.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for work in the production area</td>
<td>1.1 Confirm work to be undertaken from work program where necessary, and clarify with supervisor if required</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| 1. Identify work health and safety hazards, assess risks and implement suitable controls | 1.2 Identify work health and safety hazards, assess risks and implement suitable controls  
1.3 Select and use suitable personal protective equipment  
1.4 Select, check and maintain tools and equipment suitable for the work to be undertaken  
1.5 Communicate the personal protective equipment and other safety requirements to staff and contractors, and obtain confirmation of understanding  
1.6 Monitor weather and carry out preparations or adjustments to work program as required |
| 2. Coordinate work activities and monitor progress                       | 2.1 Communicate the work required to staff and contractors clearly and unambiguously following the production plan and program  
2.2 Meet work schedules, plans and priorities according to the needs of the organisation or situation  
2.3 Ensure the allocation of work optimises resources and the existing competencies of staff  
2.4 Communicate with operational staff and any contractors regularly to ensure smooth operation and progress  
2.5 Provide feedback to staff and management on request, or as necessary |
| 3. Monitor pig health                                                    | 3.1 Observe pigs for signs of ill health, and record and report changes  
3.2 Observe and monitor pig behaviour, and record and report abnormalities  
3.3 Ensure that welfare and care needs of pigs are adequately provided  
3.4 Ensure that pigs have access to clean and adequate water supply  
3.5 Examine dead pigs for evidence of disease through post-mortem techniques in line with regulatory and industry standards and veterinary advice  
3.6 Identify disease status of herd and request staff or veterinary assistance when required  
3.7 Check components of biosecurity procedures for compliance |
| 4. Monitor pig housing, sheds, shelters and infrastructure              | 4.1 Monitor outdoor pig housing, sheds or shelters for wear and tear, and carry out maintenance and repair as required  
4.2 Monitor outdoor facilities and infrastructure such as fencing, feeders and drinkers, and carry out maintenance or repair as required |
| 5. Monitor effluent and waste removal, storage and treatment            | 5.1 Remove manure and litter if required, and store or treat appropriately  
5.2 Remove, store and treat liquid effluent appropriately and as needed |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>5.3 Check that manure and effluent storage and treatment systems are operated according to the production program and manufacturer’s instructions</td>
</tr>
<tr>
<td></td>
<td>5.4 Ensure that all waste and used consumables are removed from production site and disposed of in line with enterprise environmental policies</td>
</tr>
<tr>
<td></td>
<td>5.6 Ensure work, health and safety requirements are being observed and followed</td>
</tr>
<tr>
<td>6. Monitor and maintain production environment</td>
<td>6.1 Identify and monitor production environment components</td>
</tr>
<tr>
<td></td>
<td>6.2 Observe production environment for signs of deterioration, and record and report to management</td>
</tr>
<tr>
<td></td>
<td>6.3 Monitor nutrient, soil and water conditions of production environment, report and carry out maintenance as required</td>
</tr>
<tr>
<td></td>
<td>6.4 Coordinate or carry out maintenance of production environment as required.</td>
</tr>
<tr>
<td>7. Complete records and documentation</td>
<td>7.1 Collate information gathered throughout production operations</td>
</tr>
<tr>
<td></td>
<td>7.2 Document collated information where required, and prepare for reporting to supervisor or manager</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - No equivalent.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK306 Monitor and maintain outdoor pig production

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for work in the production area
- coordinate work activities
- monitor daily operations
- monitor herd health
- monitor production environment
- complete records and documentation
- follow work health and safety policies
- follow biosecurity policies
- follow animal welfare policies
- follow environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant legislation, codes of practice, industry standards and guidelines for outdoor pig production
- features and uses of enterprise production plans, enterprise work programs, environmental management plan and nutrient management plan
- requirements, maintenance, mitigation and protection measures for nutrients, soils, ground and surface water
- significance, effects and control measures for chemicals, gaseous emissions and odours that impact on the production environment and surrounding community
- relevant regulatory, industry and enterprise work health and safety requirements, codes of practice and standards
• use and maintenance of personal protective equipment
• types, functions, cleaning and maintenance of relevant tools and equipment
• types, requirements for and methods for determining allocation of enterprise resources
• strategies for communicating with and providing feedback to staff, contractors and management
• effects and impacts of weather elements on enterprise work programs and outdoor production environments, and preparations and adjustments to mitigate such impacts
• types, functions, characteristics, cleaning and maintenance of relevant outdoor pig housing and production installations and equipment, such as fencing, feeders and drinkers
• requirements, methods and procedures for manure and litter removal and treatment
• types, characteristics, functions, operation and maintenance of effluent storage and treatment systems
• requirements, methods and procedures for waste removal and disposal
• common diseases signs of health, signs of ill health, and methods for assessing individual pig and herd health and condition
• requirements, methods and procedures for conducting post mortem examination of pigs
• relevant regulatory, industry and enterprise biosecurity requirements, codes of practice and standards
• relevant regulatory, industry and enterprise environmental and sustainability requirements, codes of practice and standards
• criteria, methods and procedures for monitoring environmental health and condition
• relevant documentation, records and reports that are required
• relevant animal welfare requirements

Assessment Conditions
Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK401 Implement a feeding strategy for pig production

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to implement a feeding strategy for pig production.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine feed rations and schedules | 1.1 Determine feed quantities required from the production program  
1.2 Use relevant laboratory results when determining quantities and |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>ration formulation of stockfeed</td>
</tr>
<tr>
<td></td>
<td>1.3 Schedule and allocate responsibility for feeding in line with the production program and other operations in the facilities</td>
</tr>
<tr>
<td></td>
<td>1.4 Determine methods of providing feed to livestock</td>
</tr>
<tr>
<td>2. Manage storage of feed</td>
<td>2.1 Develop a plan for secure and hygienic storage of feed in line with enterprise biosecurity policies</td>
</tr>
<tr>
<td></td>
<td>2.2 Select storage location with safe access</td>
</tr>
<tr>
<td></td>
<td>2.3 Organise rotation and replenishment of feedstock supplies to ensure freshness</td>
</tr>
<tr>
<td></td>
<td>2.4 Formulate feeding plan to suit the needs of livestock, their nutritional requirements and the equipment available in the organisation</td>
</tr>
<tr>
<td></td>
<td>2.5 Collect and prepare samples of feed for testing according to the production program</td>
</tr>
<tr>
<td></td>
<td>2.6 Supervise calibration of measuring equipment and calculation of quantities regularly</td>
</tr>
<tr>
<td></td>
<td>2.7 Check that suitable personal protective equipment are appropriately used and maintained, and enterprise work health and safety policies are followed</td>
</tr>
<tr>
<td>3. Supervise feeding</td>
<td>3.1 Ensure that rations are supplied according to the production program and feeding plan.</td>
</tr>
<tr>
<td></td>
<td>3.2 Ensure continuous supplies of potable water are available to livestock</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor the health and condition of livestock and their production levels; and report any reaction or change to a change in feed types, ingredients or schedules</td>
</tr>
<tr>
<td></td>
<td>3.4 Provide advice to enterprise staff on the feeding of livestock when requested, or when the need arises</td>
</tr>
<tr>
<td></td>
<td>3.5 Remove and dispose of all waste and debris from the facilities appropriately in line with enterprise environmental policies</td>
</tr>
<tr>
<td></td>
<td>3.6 Complete required documentation and records</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCPRK401A Implement a feeding strategy for pig production.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK401 Implement a feeding strategy for pig production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- determine feed rations and schedules
- manage storage of feed
- supervise feeding
- implement work health and safety policies
- implement biosecurity policies
- implement animal welfare policies
- implement environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles of nutrition, feeding strategies and feeding management of pigs
- types, characteristics and quality assessments of feed ingredients, and the methods for assessing their nutritional value in meeting the needs of pigs
- types, forms and characteristics of pig feeds
- correlation and application of nutritional test results in formulating feeding strategies and feeding plans
- criteria, requirements, types of and principal considerations for feed storage
- features, criteria and requirements for formulating a feeding plan
- requirements, methods and procedures for collecting, preparing and transporting feed samples for testing
- types, calibration and use of measuring equipment
- relevant work health and safety requirements and selection, use and maintenance of personal protective equipment
Assessment Requirements for AHCPK401 Implement a feeding strategy for pig production

- requirements, types and maintenance of potable water supplies to pigs
- signs of health, ill health, good condition and poor condition in livestock, and methods for assessing pig health and condition in relation to nutrition and feeding
- possible production changes in relation to changes in nutrition, feeds and feeding strategies
- types of and disposal methods for organic and non-organic waste
- relevant documentation and records that are required
- relevant animal welfare and biosecurity requirements and environmental practices

Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCPRK402 Maintain outdoor pig production environment

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to maintain outdoor pig production environment.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Pork (PRK)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify components of production</td>
<td>1.1 Identify relevant legislation, codes of practice, industry standards</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td><strong>environment and work required</strong></td>
<td>and guidelines for outdoor pig production environments</td>
</tr>
<tr>
<td>1.2 Access enterprise environment management plan and nutrient management plan where available</td>
<td></td>
</tr>
<tr>
<td>1.3 Apply biosecurity requirements, guidelines and enterprise policies</td>
<td></td>
</tr>
<tr>
<td>1.4 Identify components of the production environment relevant to the enterprise and confirm with management on the work required for these components</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify and assess work health and safety risks, and carry out suitable controls</td>
<td></td>
</tr>
<tr>
<td>1.6 Select, use and maintain suitable personal protective equipment</td>
<td></td>
</tr>
<tr>
<td><strong>2. Check and maintain outdoor pig housing and infrastructure</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Check pig housing, sheds or shelters and carry out maintenance or repair as required</td>
<td></td>
</tr>
<tr>
<td>2.2 Check outdoor facilities and infrastructure such as fencing, feeders and drinkers, and carry out maintenance or repair as required</td>
<td></td>
</tr>
<tr>
<td><strong>3. Carry out manure, effluent and waste operations</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Carry out removal, storage, treatment or spreading of manure and effluent appropriately</td>
<td></td>
</tr>
<tr>
<td>3.2 Remove waste and debris from production environment, and dispose of appropriately in line with enterprise environmental policies</td>
<td></td>
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<tr>
<td><strong>4. Check and maintain production environmental conditions</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 Confirm nutrient, soil and water monitoring/test results with supervisor where applicable</td>
<td></td>
</tr>
<tr>
<td>4.2 Carry out maintenance work or mitigation measures to maintain or improve production environment</td>
<td></td>
</tr>
<tr>
<td>4.3 Carry out control measures for chemicals, gaseous emissions and odours where required</td>
<td></td>
</tr>
<tr>
<td><strong>5. Complete records</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 Complete required documentation and records accurately and promptly as required</td>
<td></td>
</tr>
<tr>
<td>5.2 Report and provide feedback to management as required</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - No equivalent.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCPRK402 Maintain outdoor pig production environment

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify components of production environment and work required
- check and maintain outdoor pig housing and infrastructure
- carry out manure, effluent and waste operations
- check and maintain production environmental conditions
- complete records
- implement work health and safety policies
- implement biosecurity policies
- implement environmental policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- relevant legislation, codes of practice, industry standards and guidelines for outdoor pig production environments
- characteristics, features and use of environment management plans and nutrient management plans
- regulatory requirements, codes of practice, guidelines, industry standards and enterprise policies for biosecurity
- components of outdoor pig production environment and their effects, impacts, maintenance programs, mitigation measures and protection measures
- relevant regulatory, industry and enterprise work health and safety requirements, codes of practice and standards
- types, functions, characteristics, cleaning and maintenance of relevant outdoor pig housing and production installations and equipment, such as fencing, feeders and drinkers
• requirements, methods and procedures for manure and litter removal and treatment
• types, characteristics, functions, operation and maintenance of effluent storage and treatment systems
• requirements, methods and procedures for waste removal and disposal
• significance, effects and control measures for chemicals, gaseous emissions and odours that impact on the production environment and surrounding community
• relevant documentation, records and reports that are required
• relevant environmental practices

Assessment Conditions

Competency is to be assessed in the workplace OR workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSAW201 Conduct erosion and sediment control activities

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to control erosion and sediment using earthworks construction and other land forming activities.

Construction is often carried out using a single earth-moving machine in varied conditions and terrains that requires the plant operator to develop skills that are unique to this sector.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work, they undertake defined routine activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

<table>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to work</td>
<td>1.1 Read work instructions relating to the activity and clarify purpose</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.2</td>
<td>Prepare tools and equipment and use as instructed by supervisor</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify manual handling and other work health and safety hazards, tell supervisor and apply safe work practices to minimise risks</td>
</tr>
<tr>
<td>1.4</td>
<td>Select personal protective equipment and clothing and ensure correct fit</td>
</tr>
<tr>
<td>2.1</td>
<td>Identify erosion and sediment risks at a site and confirm with supervisor</td>
</tr>
<tr>
<td>2.2</td>
<td>Assemble structures to prevent erosion and control sediment at site</td>
</tr>
<tr>
<td>2.3</td>
<td>Carry out sediment control and maintenance activities</td>
</tr>
<tr>
<td>2.4</td>
<td>Operate tools, machinery and equipment as instructed</td>
</tr>
<tr>
<td>3.1</td>
<td>Dispose of or recycle soil and waste material from the site to minimise damage to the environment</td>
</tr>
<tr>
<td>3.2</td>
<td>Clean, store and maintain all tools and equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSAW201A Conduct erosion and sediment control activities

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSAW201 Conduct erosion and sediment control activities

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- conduct erosion and sediment control activities as instructed by a supervisor
- identify hazards and follow safe operating procedures
- identify erosion and sediment control structures, measures and practices
- carry out routine work with control measures and structures
- identify areas at risk of erosion
- operate or use machinery tools and equipment required for the tasks involved safely and efficiently

Knowledge Evidence

The candidate must demonstrate knowledge of:
- the need for erosion and sediment control, including:
  - the cost of erosion and sedimentation to the community
  - the effect of loss of habitat
  - how water quality is affected
  - how soil erosion can cause loss of production, assets and amenities
  - re-occurring maintenance, repair and monitoring requirements for controls
  - agents and processes of erosion and sedimentation and ways to control them
  - types of erosion and sediment control structures and techniques for constructing them
  - role of vegetation in erosion control
  - basic catchment issues
  - characteristics of soils with an emphasis on erodible soils
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCSAW301 Construct conservation earthworks

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to use specialised earthmoving techniques to achieve fine tolerances in the construction of conservation earthworks.

Construction is often carried out using a single earthmoving machine in varied conditions and terrains that requires the plant operator to develop skills that are unique to this sector.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

Special vehicle licenses may apply to this unit, dependent on the type of machinery being used. Specific determination should be sought through the relevant State or Territory.

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare for</td>
<td>1.1 Confirm construction details and sequence</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| construction                  | 1.2 Identify and locate worksite, site indicators and survey pegs according to maps and plans of the site  
                                | 1.3 Confirm work readiness of machinery and equipment  
                                | 1.4 Assess and minimise risks to others and the environment  
                                | 1.5 Select and use appropriate personal protective equipment  
                                | 1.6 Verify that equipment and attachments match terrain and program tasks |

2. Carry out conservation earthworks construction work

| 2.1 Follow industry endorsed earthwork methods and patterns for specific machines  
| 2.2 Monitor and maintain optimum machinery loads in accordance with prevailing conditions  
| 2.3 Ensure that safe machinery operating techniques are deployed to match terrain, site conditions, other operators and workers  
| 2.4 Ensure that excavation, transport, dumping and compaction of material is conducted appropriately and according to enterprise, client and legislative requirements  
| 2.5 Carry out work in accordance with work health and safety policies and procedures |

3. Apply finishing techniques

| 3.1 Finish batters and surfaces  
| 3.2 Retain site features and vegetation  
| 3.3 Clear site and remove debris  
| 3.4 Complete topsoiling of disturbed areas and surfaces |

4. Finalise work

| 4.1 Complete work records  
| 4.2 Clean, store and maintain machinery, tools and equipment |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSAW301A Construct conservation earthworks
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSAW301 Construct conservation earthworks

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe operating procedures
- prepare for construction according to construction plans and enterprise requirements
- carry out planned earthworks, minimising damage to natural areas
- apply finishing techniques
- read maps and plans to identify and peg out construction sites
- identify work site, site indicators and survey pegs
- determine soil properties and types
- use specialist earthmoving equipment relevant to the task
- follow work health and safety policies and procedures in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- erosion and sediment control standards
- soils and soil formation
- principles of conservation earthwork construction and erosion and sediment control including:
  - catchment management and soils
  - earthmoving principles
  - levels and levelling
  - natural area protection (including topsoil) and rehabilitation
  - design
  - natural area protection (particularly topsoil) and rehabilitation principles
- types and application of personal protective equipment
• application of legislation and regulations relating to own role in conservation earthwork construction
• enterprise work health and safety procedures
• risk factors including human health and environmental damage
• environmental impacts and controls for constructing conservation earthworks

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSAW302 Implement erosion and sediment control measures

Modification History

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Application

This unit of competency describes the skills and knowledge required to construct, install and maintain a range of measures specified on erosion and sediment control plans.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for implementation and construction</td>
<td>1.1 Confirm that erosion and sediment control plan and schedule of works match site conditions&lt;br&gt;1.2 Identify survey pegs and site indicators on site&lt;br&gt;1.3 Match equipment and tools to program works and terrain on site&lt;br&gt;1.4 Verify work readiness of selected equipment and tools</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.5</td>
<td>Assess and minimise risks to others and the environment</td>
</tr>
<tr>
<td>1.6</td>
<td>Select and use appropriate personal protective equipment</td>
</tr>
<tr>
<td>1.7</td>
<td>Select materials to complete proposed works in line with construction schedule</td>
</tr>
<tr>
<td>2.1</td>
<td>Plan work sequence</td>
</tr>
<tr>
<td>2.2</td>
<td>Construct earthworks</td>
</tr>
<tr>
<td>2.3</td>
<td>Install erosion and sediment control products and materials</td>
</tr>
<tr>
<td>3.1</td>
<td>Monitor site, identify issues and carry out repairs as necessary</td>
</tr>
<tr>
<td>3.2</td>
<td>Complete maintenance procedures as required</td>
</tr>
<tr>
<td>3.4</td>
<td>Clean and store machinery, tools and equipment</td>
</tr>
<tr>
<td>3.5</td>
<td>Complete work records</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSAW302A Implement erosion and sediment control measures

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSAW302 Implement erosion and sediment control measures

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- construct, install and maintain a range of erosion and sediment control measures
- identify hazards and implement safe work procedures
- prepare for implementation and construction
- read and follow plans to carry out implementation and construction
- identify survey pegs and site indicators on site and on the plans
- carry out repairs and maintenance procedures to enterprise standards
- select equipment and materials appropriate for the task
- operate equipment and machinery according to safe work practices and manufacturer instructions
- clean and store equipment, machinery and tools according to organisational requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- materials cartage pollution control
- sequence of working and timing/duration
- work health and safety issues relating to the equipment and the site
- equipment used
- materials suitable for constructing erosion and sediment control measures and where to source them on site
- limitations of structures including timing of maintenance, structure life cycle, specifications and standards
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSAW401 Set out conservation earthworks

Modification History

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Application

This unit of competency describes the skills and knowledge required to set out standard structures using specialised pegging and marking techniques, for erosion and sediment control earthworks.

This unit applies to individuals who take responsibility for their own work and use discretion and judgement in the selection, allocation and use of available resources. This includes undertaking a range of routine and non-routine activities and work in known and changing contexts.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

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<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Interpret plans and specifications</td>
<td>1.1 Determine overall plan in consultation with landholder and surveyor</td>
</tr>
<tr>
<td></td>
<td>1.2 Establish earthworks specifications in consideration of desired</td>
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</tbody>
</table>
### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCSAW401A Set out conservation earthworks

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSAW401 Set out conservation earthworks

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- set out conservation earthworks
- identify hazards and ensure the safety of self, field operators and any other person on site
- interpret plans and specifications
- relate plan to site
- measure out site dimensions precisely and peg project
- protect site

Knowledge Evidence

The candidate must demonstrate knowledge of:
- different types of survey equipment
- civil engineering and survey techniques applicable to conservation earthworks
- erosion control and design principles
- principles of native topsoil conservation and protection
- interpretation of plans and general and technical specification

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSAW403 Supervise implementation of conservation earthworks plans

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise the on-site implementation of earthworks designed to control erosion and sediment at a given site.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. This includes using discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan efficient implementation of erosion and sediment control works</td>
<td>1.1 Review plans and specifications and relate to the work site</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine personnel and other resources required to undertake the work</td>
</tr>
<tr>
<td></td>
<td>1.3 Plan and record work sequences to meet with proposed work</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>schedule</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify the need for weed control and plan the use of chemicals</td>
</tr>
<tr>
<td></td>
<td>1.5 Order materials to complete proposed works in line with construction schedule</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify potential regulatory planning and environmental impacts of the work and notify senior management</td>
</tr>
<tr>
<td></td>
<td>1.7 Identify work health and safety hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td>2. Direct and monitor work</td>
<td>2.1 Communicate clear instructions to plant operators to ensure work meets and maintains quality standards</td>
</tr>
<tr>
<td></td>
<td>2.2 Provide on the job training for staff that require it</td>
</tr>
<tr>
<td></td>
<td>2.3 Confirm the use of modified techniques to minimise the effect of site limitation in achieving job requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify issues likely to cause delays or alter the scope of the work and record and report to senior management</td>
</tr>
<tr>
<td></td>
<td>2.5 Inspect work periodically to confirm work outcomes are being achieved and adjust activity or plan if required</td>
</tr>
<tr>
<td></td>
<td>2.6 Monitor safe machine operations to ensure they meet relevant work health and safety requirements</td>
</tr>
<tr>
<td></td>
<td>2.7 Monitor the work site to ensure it is being kept in a clean and safe condition</td>
</tr>
<tr>
<td></td>
<td>2.8 Monitor application of work health and safety, environmental sustainability and biosecurity practices</td>
</tr>
<tr>
<td></td>
<td>2.9 Liaise with the media, community and special interest groups where required</td>
</tr>
<tr>
<td>3. Complete work</td>
<td>3.1 Inspect site prior to completion of work to confirm all work has been undertaken</td>
</tr>
<tr>
<td></td>
<td>3.2 Note any work that does not comply with specifications and organise rectification work</td>
</tr>
<tr>
<td></td>
<td>3.3 Supervise the maintenance of machinery and equipment</td>
</tr>
<tr>
<td></td>
<td>3.4 Complete a report of work undertaken and forward to senior management</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is not equivalent to AHCSAW402A Supervise on-site implementation of conservation earthworks. No equivalent unit.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSAW403 Supervise implementation of conservation earthworks plans

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- supervise the implementation of conservation earthworks
- identify hazards and implement safe systems of work
- plan efficient implementation of works
- protect natural areas from damage
- direct the implementation of planned works
- monitor job specifications
- identify and address risks to achieving planned outcomes
- provide information to the media, community and special interest groups about work undertaken
- providing on the job training to staff where required
- ensure work health and safety policies and procedures are adhered to by all personnel and contractors on site
- monitor application of biosecurity measures and sustainability practices in work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- erosion and sediment control standards and principles
- natural area topsoil protection and rehabilitation principles
- supervision techniques
- erosion control and design principles
- sediment control principles
- earthmoving principles
• principles for machine operation
• work sequence knowledge
• equipment most suitable to the constructing of erosion and sediment control works
• quality assurance systems, processes and practices
• staff deployment, supervision and training
• application of work health and safety and environmental legislation, codes of practice and enterprise requirements to work site

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSAW501 Design control measures and structures

Modification History

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Application

This unit of competency describes the skills and knowledge required to design erosion and sediment control measures and structures.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. This includes analysing, designing and communicating solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify measures or structures to be designed | 1.1 Review the erosion and sediment control plan for technical accuracy and environmental impacts  
1.2 Confirm adherence to regulations and legislation and note on works plans  
1.3 Confirm budget constraints for project with management or client |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1.4 Apply design criteria in line with industry standards</td>
</tr>
<tr>
<td>2. Apply design procedures</td>
<td>2.1 Calculate catchment characteristics to required accuracy</td>
</tr>
<tr>
<td></td>
<td>2.2 Determine design specifications</td>
</tr>
<tr>
<td></td>
<td>2.3 Develop draft design for structure that meets budget constraints</td>
</tr>
<tr>
<td></td>
<td>2.4 Modify structure design in response to application of design procedures and accepted industry practices</td>
</tr>
<tr>
<td></td>
<td>2.5 Ensure design applies environmentally sustainable practices</td>
</tr>
<tr>
<td>3. Prepare specification</td>
<td>3.1 Confirm that provided documentation aligns with the plan and follows industry standards</td>
</tr>
<tr>
<td>schedule</td>
<td>3.2 Confirm suitability of design specifications to comply with the category of work and legislative requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSAW501A Design control measures and structures

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSAW501 Design control measures and structures

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- produce a design for erosion and sediment control measures and structures
- identify measures to be designed
- apply design procedures
- prepare specification schedule
- cost the project and provide recommendations in line with budget constraints
- use computer design programs
- determine design specifications using methods that meet industry standards
- develop design plan to meet client, organisational and regulatory requirements
- consult with management or client to confirm design meets requirements
- identify how the design applies sustainability principles

Knowledge Evidence

The candidate must demonstrate knowledge of:
- erosion control and design principles:
  - soils and soil formation
  - levels and levelling
  - earthmoving principles
  - total catchment issues
  - managing peak water flows
- subsurface and surface drainage principles and systems
- environmental issues related to the design
- the limitations of design aids provided for industry
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSAW502 Plan erosion and sediment control measures

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop erosion and sediment control plans.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish suitability of development proposal</td>
<td>1.1 Compile data concerning suitability of development site 1.2 Note alterations or modifications to the development proposal and report to developer or consent authority 1.3 Establish compliance with relevant regulatory planning authority and environmental legislation</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.4 Confirm development proposal meets erosion and sediment control guidelines</td>
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</tbody>
</table>

| 2. Develop erosion and sediment control strategy | 2.1 Develop erosion control measures  
2.2 Develop sediment control measures  
2.3 Apply work health and safety and environmentally sustainable practices to strategy  
2.4 Establish erosion and sediment control strategies and document in co-operation with the developer and relevant consent authority |

| 2.3 | Apply work health and safety and environmentally sustainable practices to strategy |

| 3. Prepare an erosion and sediment control plan | 3.1 Check selection criteria for earthwork structures or measures against industry guidelines  
3.2 Develop erosion and sediment control plan, incorporating design specifications for structures  
3.3 Confirm the erosion and sediment control plan and supporting documentation follow industry guidelines |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSAW502A Plan erosion and sediment control measures

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSAW502 Plan erosion and sediment control measures

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a plan for erosion and sediment control measures that meets regulatory requirements and industry standards
- establish suitability of development proposal to location and environment
- prepare reports on erosion and sediment control plans to enterprise standards
- develop erosion and sediment control measures consistent with industry principles and selection criteria
- prepare an erosion and sediment control plan to industry standards and to comply with relevant regulatory planning authority

Knowledge Evidence

The candidate must demonstrate knowledge of:

- application of relevant environmental, planning and groundwater legislation in erosion and sediment control work
- planning process for erosion and sediment control
- erosion control and design principles:
  - soils and soil formation
  - levels and levelling
  - earthmoving principles
  - total catchment issues
  - how to manage peak water flows
  - subsurface and surface drainage principles and systems
• permits or consents potentially required for developing erosion and sediment control structures
• environmental issues related to erosion and sediment
• awareness of the limitations of design aids provided for industry
• work health and safety implications of implementing plans

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCSAW503 Plan conservation earthworks

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop a conservation earthworks plan to control runoff to prevent soil erosion, safely store and distribute water, and rehabilitate eroded or disturbed areas.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. This includes analysing, designing and communicating solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soil and Water Conservation (SAW)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Establish client needs | 1.1 Consult with land holder regarding the proposed land use  
1.2 Review and discuss the catchment characteristics with consideration of the proposed land use  
1.3 Explain to the landholder how legislation and policies impact on |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Determine budget constraints for the project</td>
</tr>
<tr>
<td>1.</td>
<td>Discuss the possible strategies with the landholder</td>
</tr>
<tr>
<td>1.</td>
<td>Confirm the proposed land use and agreed strategy with landholder in writing</td>
</tr>
<tr>
<td>2.</td>
<td>Develop property ownership and boundary by checking maps and titles</td>
</tr>
<tr>
<td>2.</td>
<td>Determine profile of catchment from survey and aerial photographs</td>
</tr>
<tr>
<td>2.</td>
<td>Develop earthworks concept that is consistent with industry principles and selection criteria</td>
</tr>
<tr>
<td>2.</td>
<td>Establish final water disposal points in line with proposed strategy</td>
</tr>
<tr>
<td>2.</td>
<td>Test proposed location of structures by survey and discuss with landholder</td>
</tr>
<tr>
<td>2.</td>
<td>Document preferred strategy</td>
</tr>
<tr>
<td>3.</td>
<td>Apply selection criteria for earthwork structures or measures that align with industry standards</td>
</tr>
<tr>
<td>3.</td>
<td>Cost project and develop schedule for plan</td>
</tr>
<tr>
<td>3.</td>
<td>Communicate design of relevant structures with specific details to qualified designer</td>
</tr>
<tr>
<td>3.</td>
<td>Prepare and present plan and relevant documentation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSAW503A Plan conservation earthworks

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSAW503 Plan conservation earthworks

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- produce a plan of conservation earthworks that meets client needs, conforms to industry standards and complies with legislation and policy requirements
- establish client needs through consultation
- carry out site investigations using surveys, aerial photographs and maps
- negotiate agreed project outcomes
- explain legislation and policies that may impact on the project to the landholder
- develop a strategy to protect natural areas consistent with industry principles and that comply with regulatory requirements
- develop the strategy to utilise earthworks consistent with industry principles and that comply with regulatory requirements
- prepare detailed project costing that meets client’s budget
- prepare a detailed works plan
- communicate design requirements to designer to achieve desired outcomes

Knowledge Evidence

The candidate must demonstrate knowledge of:

- how relevant environmental, planning and groundwater legislation impacts on the development of conservation earthworks planning
- environmental, planning and earthwork construction standards and Codes of Practice relevant to planning conservation earthworks projects
- earthwork structures
- erosion control and design principles
- natural areas (particularly topsoil) protection and rehabilitation principles
- soils and soil formation
- levels and levelling survey plans and titles
- earthmoving principles
- total catchment issues
- land use and land development strategies
- environmental issues
- how to manage peak water flows
- subsurface and surface drainage principles and systems
- limitations of design aids provided for industry

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCSDP301 Undertake preparation of land for seed crop production

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare land for seed crop production. It applies to workers on properties where commercial seed production is undertaken. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SDP)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for cultivation</td>
<td>1.1 Confirm work requirements from the planting plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine the method of cultivation from the planting plan</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1.3 Identify work health and safety hazards,    | 1.3 Identify work health and safety hazards, assess risks and implement suitable controls  
| assess risks and implement suitable controls    | 1.4 Select, use and maintain suitable personal protective equipment (PPE)  
| 1.5 Identify environmental implications of     | 1.5 Identify environmental implications of cultivating the site, assess likely outcomes and take responsible action                                                                                               |
| cultivating the site, assess likely outcomes    |                                                                                                                                                        |
| and take responsible action                     |                                                                                                                                                                                                                        |
| 2. Prepare the cultivating equipment             | 2.1 Clean and inspect vehicles, machinery and equipment according to certified seed production procedures  
| 2.2 Service and adjust vehicles and equipment   | 2.2 Service and adjust vehicles and equipment for the conditions and replace worn parts  
| for the conditions and replace worn parts       | 2.3 Dispose of all containers, leftover fluids, waste and debris from the maintenance and servicing work  
| 2.4 Record maintenance and servicing            | 2.4 Record maintenance and servicing                                                                                                                                       |
| 3. Cultivate soil                               | 3.1 Remove, incorporate or burn previous crop debris  
| 3.2 Follow and complete the cultivation plan    | 3.2 Follow and complete the cultivation plan for each paddock                                                                                                            |
| for each paddock                                | 3.3 Select, use and maintain suitable personal protective equipment (PPE)                                                                                                                                                |
| 3.4 Operate vehicles and equipment              | 3.4 Operate vehicles and equipment in a safe, effective and efficient manner at speeds to suit the conditions                                                                                                        |
| 3.5 Ensure the quality of cultivation is       | 3.5 Ensure the quality of cultivation is maximised by continually checking and adjusting the vehicles and equipment as necessary                                                                                   |
| maximised by continually checking and           | 3.5 Meet all timelines, resource and quality requirements of the planting plan                                                                                                                                         |
| adjusting the vehicles and equipment as         |                                                                                                                                                                                                                        |
| necessary  
| 3.6 Meet all timelines, resource and quality    |                                                                                                                                                                                                                        |
| requirements of the planting plan               |                                                                                                                                                                                                                        |
| 4. Prepare site for planting                    | 4.1 Complete the planting layout as required by the planting plan  
| 4.2 Undertake weed and pest control as required | 4.2 Undertake weed and pest control as required                                                                                                                            |
| 4.3 Apply fertilisers, ameliorants, and/or     | 4.3 Apply fertilisers, ameliorants, and/or other pre-planting treatments as required                                                                                                                                    |
| other pre-planting treatments as required       | 4.4 Identify the environmental implications of site preparation, assess likely outcomes and, if necessary, take responsible action                                                                                                                                                  |
| 5. Complete land preparation operations         | 5.1 Clean and store machinery and equipment according to manufacturer specifications, organisational procedures and regulations  
| 5.2 Dispose of all containers, leftover fluids, | 5.2 Dispose of all containers, leftover fluids, waste and debris from the cleaning and maintenance work                                                                                                                |
| waste and debris from the cleaning and          | 5.3 Complete all required records and documentation accurately and promptly                                                                                                                                             |
| maintenance work                               |                                                                                                                                                                                                                        |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCSDP301A Undertake preparation of land for seed crop production.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP301 Undertake preparation of land for seed crop production

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for cultivation
- complete pre- and post-operational checks on tools, vehicles and equipment
- interpret production or planting plans
- produce standards, quality specifications and work procedure documents
- measure materials and site plan specifications
- cultivate soil in accordance with paddock cultivation plans
- service, operate, adjust and calibrate cultivation equipment safely
- complete records and documentation accurately and promptly

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for preparing land for seed crop production
  - pre-planting treatments, their purpose and method of application
  - environmental issues of cultivating soil for planting, such as drainage and irrigation systems, soil amelioration and waste disposal procedures
  - methods of cultivating a range of soil types
  - operation and maintenance of planting equipment
  - procedures and standards for certified seed
  - work health and safety guidelines, procedures and principles, including manual handling and exposure to hazardous substances
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDP302 Establish seed crops

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish seed crops. It applies to workers on properties where commercial seed production is undertaken. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SPD)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Prepare machinery and equipment for use</td>
<td>1.1 Select and confirm machinery and equipment against the work plan and prepare to manufacturer specifications</td>
</tr>
<tr>
<td></td>
<td>1.2 Attach and calibrate equipment for operation</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
1.3 | Identify existing and potential work health and safety hazards in the workplace, assess and control risks
2. Prepare for seed crop establishment | 2.1 Monitor soil and weather conditions for optimal seeding conditions  
2.2 Recognise and confirm soil conservation and sustainable land management practices and procedures  
2.3 Prepare, to seed certification specifications, seeding, fertiliser and pest and weed control requirements  
2.4 Prepare contingency plans for unusual seasonal conditions
3. Sow the crop | 3.1 Select, use and maintain suitable personal protective equipment  
3.2 Undertake seeding and fertiliser applications  
3.4 Coordinate pest and weed control treatment with seeding and fertiliser applications  
3.5 Identify environmental implications associated with sowing operations, assess impacts and adopt procedures
4. Complete seeding operations | 4.1 Maintain seeding, machinery and equipment operation records  
4.2 Report machinery and equipment damage, malfunctions or irregular performance  
4.3 Clean, secure and store machinery and equipment in line with manufacturer specifications and seed certification requirements

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCSDP302A Establish seed crops.

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP302 Establish seed crops

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- carry out sowing operation and fertiliser application
- carry out tillage and apply pre-planting treatments
- clean, secure and store machinery and equipment
- keep records of the sowing operation
- monitoring the environmental impacts of establishing the crop
- prepare and service machinery and equipment

Knowledge Evidence
The candidate must demonstrate knowledge of:
- principles and practices of seed crop establishment
  - effects of weather conditions (normal and adverse) on seeding and fertilising applications
  - enterprise policies with regard to seeding operations, and recording and reporting routines
  - fertiliser types, rates of application and crop nutrient requirements
  - operating principles and operating methods for machinery and equipment
  - positive environmental practices, negative environmental impacts and minimisation measures associated with seeding operations
  - personal protective equipment (PPE) and when and how it should be used
  - pre-operational and safety checks, servicing and maintenance procedures for seeding machinery and equipment
  - principles of weight distribution with regard to load shifting and vehicle movement
  - procedures for cleaning, securing and storing machinery, equipment and materials
• record keeping for certified seed
• relevant state/territory legislation and regulations with regard to licensing requirements and the use and control of machinery and equipment
• relevant state/territory legislation, regulations and codes of practice with regard to workplace health and safety and the use and control of hazardous substances
• seed crop types, preparation of seeds, seeding methods and application techniques
• sustainable land management and soil conservation techniques

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDP303 Maintain seed crops

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain seed crops. It applies to workers on properties where commercial seed production is undertaken. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SPD)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Assess seed crop condition, growth and</td>
<td>1.1 Monitor crops to assess their condition and needs and report observations 1.2 Identify, monitor and report pests and diseases at nominated</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>requirements</td>
<td>threshold levels 1.3 Establish sites for regular measurement of soil moisture in consultation with directions 1.4 Use soil probe to measure moisture levels and soil water percentage calculated</td>
</tr>
<tr>
<td>2. Apply fertiliser and amendments</td>
<td>2.1 Identify work health and safety hazards, assess risks and implement suitable controls 2.2 Select, use and maintain suitable personal protective equipment (PPE) 2.3 Apply specialist sprays according to label directions and industry standards for growth stages 2.4 Carry out chipping or spot spraying as required 2.5 Assess, record and report crop growth stages 2.6 Apply water according to the identified need 2.7 Undertake all applications in the full consideration of adverse environmental impacts</td>
</tr>
<tr>
<td>3. Monitor crop condition, growth and requirements</td>
<td>3.1 Monitor crop maturity and report the possible need for further applications 3.2 Monitor the health of the crop and report deviation from expected growth and vigour 3.3 Report observations of crop ripening for the timing of harvest to be determined by contractors and property manager</td>
</tr>
<tr>
<td>4. Complete cleaning and hygiene operations</td>
<td>4.1 Clean equipment in accordance with certified seed procedures 4.2 Dispose of all containers, leftover fluids, waste and debris from the maintenance and servicing work 4.3 Complete records and documentation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDP303A Maintain seed crops.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP303 Maintain seed crops

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- implement pest and disease control strategies
- monitor crops for levels of pests and diseases and moisture
- monitor the health and maturity of the crop
- complete records and documentation accurately and promptly

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of seed crop maintenance
  - appropriate legislative requirements, manufacturer's instructions and organisation procedures/instructions
  - contractor machinery cleanliness
  - environmental impacts associated with the operation of machinery and equipment in a harvesting context
  - general machine maintenance procedures
  - hygiene requirements for agricultural crops and equipment that comes into contact with the crop
  - machinery operating principles and safe operating methods
  - organisation recording and reporting procedures
  - potential hazards associated with the operation of basic tools and equipment
  - signs of pest and disease infestation (such as bacterial wilt in lucerne), moisture stress and nutrient deficiencies
  - symptoms of crop lacking health and vigour
• types and uses of herbicides, insecticides and other pesticides and alternative pest control methods (non-chemical)
• work health and safety and pesticides legislative and enterprise requirements

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDP304 Harvest seed crops

Modification History

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Application

This unit of competency describes the skills and knowledge required to harvest seed crops. It applies to workers on properties where commercial seed production is undertaken. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SPD)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare to harvest seed crops</td>
<td>1.1 Confirm harvest requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify work health and safety hazards, assess risks and implement risk controls for the harvesting operation</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>---------</td>
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</tr>
<tr>
<td>1.3</td>
<td>Select, use and maintain personal protective equipment (PPE)</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify the environmental impacts of harvesting the crop and take action</td>
</tr>
<tr>
<td>1.5</td>
<td>Sample crop for moisture content to assess timing of harvest</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify from the harvest strategy or the crop storage plan the hygiene standards for the crop and the paddock</td>
</tr>
<tr>
<td>2. Prepare the harvesting equipment</td>
<td>2.1 Clean harvesting machinery and other equipment of pests and other contaminants to maintain crop and paddock hygiene standards</td>
</tr>
<tr>
<td></td>
<td>2.2 Assess machinery and equipment for reliability</td>
</tr>
<tr>
<td></td>
<td>2.3 Service, adjust and replace parts of machinery and equipment for harvesting conditions</td>
</tr>
<tr>
<td></td>
<td>2.4 Dispose of all containers, leftover fluids, waste and debris from the maintenance and servicing work</td>
</tr>
<tr>
<td></td>
<td>2.5 Document all maintenance and servicing according to the requirements of the organisation</td>
</tr>
<tr>
<td>3. Harvest crops</td>
<td>3.1 Follow and complete the harvest strategy for each paddock</td>
</tr>
<tr>
<td></td>
<td>3.2 Operate harvesting machinery at speeds to suit crop conditions</td>
</tr>
<tr>
<td></td>
<td>3.3 Maintain the hygiene of all surfaces that come into contact with the crop</td>
</tr>
<tr>
<td></td>
<td>3.4 Check and adjust the harvester height and other settings</td>
</tr>
<tr>
<td></td>
<td>3.5 Take fire prevention measures as described in the harvest strategy</td>
</tr>
<tr>
<td>4. Complete harvesting operations</td>
<td>4.1 Clean equipment in accordance with manufacturer’s specifications, organisational procedures and regulations</td>
</tr>
<tr>
<td></td>
<td>4.2 Clean and store attachments and other ancillary equipment according to manufacturer’s specifications and regulations</td>
</tr>
<tr>
<td></td>
<td>4.3 Apply insecticides as required by the harvest strategy</td>
</tr>
<tr>
<td></td>
<td>4.4 Dispose of all containers, leftover fluids, waste and debris from the maintenance and servicing work</td>
</tr>
<tr>
<td></td>
<td>4.5 Move harvesting equipment in compliance with legislation that includes hygiene requirements</td>
</tr>
<tr>
<td></td>
<td>4.6 Complete all required records and documentation accurately and promptly</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSDP304A Harvest seed crops.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP304 Harvest seed crops

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- complete pre and post operational checks on tools, harvesting machinery and equipment
- handle and manoeuvre harvesting equipment
- monitor efficiency of harvesting equipment and make adjustments to height and other settings
- perform routine safety, service and maintenance procedures on tools, harvesting machinery and equipment
- sample crops to assess moisture content and maturity/ripeness of the crop
- transport, clean and store harvesting equipment
- complete records and documentation accurately and promptly

Knowledge Evidence
The candidate must demonstrate knowledge of:
- principles and practices of seed crop harvesting
  - appropriate legislative requirements, manufacturer’s instructions and organisation procedures/instructions
  - certified seed procedures
  - environmental impacts associated with the operation of machinery and equipment in a harvesting context
  - fire prevention strategies
  - general machine maintenance procedures
  - hygiene procedures for harvesting machinery and equipment
  - machinery operating principles and operating methods
• organisation moisture and hygiene requirements for the crop and equipment that comes into contact with the crop such as bins, augers, trucks and harvesters
• organisation recording and reporting procedures
• pests and signs of pest infestation in the crop
• potential hazards and safe operating procedures for basic tools and equipment
• pre-operational and safety checks, servicing and maintenance procedures for tools and equipment
• requirements for harvesting machinery and equipment transport
• safe operating procedures and standards for harvesting and ancillary equipment
• seed quality and the impact of harvesting practices (such as on lucerne seed)

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDP401 Plan a seed crop establishment program

Modification History

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<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to plan a seed crop establishment program. It applies to workers on properties where commercial seed production is undertaken.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SPD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine requirements of the</td>
<td>1.1 Determine paddock suitability for a seed crop from its history 1.2 Identify species and cultivars that meet production needs, cost the</td>
</tr>
</tbody>
</table>
### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCSDP401A Plan a seed crop establishment program.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP401 Plan a seed crop establishment program

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess site factors
- determine resources and equipment for planting and post-planting care
- identify threats to pasture establishment including weeds, pests and diseases
- select suitable pasture species and cultivars

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for planning seed crop establishment
  - environmental impacts of seed crop establishment
  - establishment techniques of specific seed crop species and cultivars
  - maintenance requirements and practices for specific seed crop species and cultivars after initial establishment
- planning process, including costing and scheduling of works
- plant identification of seed crops and weed species
- role of crops in sustainable land use
- seed crop varieties and their characteristics, requirements and production potential
- seed production contracts
- the advantages and disadvantages of seed crop establishment procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDP402 Supervise seed crop establishment

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to supervise seed crop establishment. It applies to workers on properties where commercial seed production is undertaken.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SPD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare planting plan</td>
<td>1.1 Determine from the organisation’s production plan the seed crop and method of planting to be used</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.2 Assess and calculate the resources required for the planting operations from the area to be sown, the method of planting to be used, and the available timelines</td>
<td></td>
</tr>
<tr>
<td>1.3 Set the target dates for planting, including the sequencing for planting across paddocks or crop areas, in line with the overall production/management planning for the organisation</td>
<td></td>
</tr>
<tr>
<td>1.4 Select and organise the chemical applications required pre- and post-planting to occur at an appropriate time</td>
<td></td>
</tr>
<tr>
<td>1.5 Prepare the plan to ensure that any potential detrimental environmental impacts are minimised or eliminated, including the proper disposal of containers, drums and other waste</td>
<td></td>
</tr>
<tr>
<td>1.6 Identify and assess Occupational Health and Safety (OHS) hazards</td>
<td></td>
</tr>
<tr>
<td>1.7 Implement and oversee staff carrying out safe work practices for planting</td>
<td></td>
</tr>
<tr>
<td>1.8 Seek, identify and obtain any approvals required for the planting operations</td>
<td></td>
</tr>
<tr>
<td>1.9 Determine measurable indicators, specifications and targets, based on the production/management plan and the method, resources, and seed to be used</td>
<td></td>
</tr>
<tr>
<td>2. Determine scheduling and key responsibilities</td>
<td>2.1 Determine scheduling for planting, taking into consideration the range of geographic and resourcing factors, as well as operations that will be occurring at the same time as the planting</td>
</tr>
<tr>
<td></td>
<td>2.2 Determine the key responsibilities for specific preparatory processes that are required before planting</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine key responsibilities for specific implementation processes</td>
</tr>
<tr>
<td></td>
<td>2.4 Determine and put in place recordkeeping requirements and procedures to ensure compliance with the range of applicable regulations</td>
</tr>
<tr>
<td></td>
<td>2.5 Clearly document the plan, including scheduling and key responsibilities relating to the type, format, frequency and detail of any reporting required by both managers and operators</td>
</tr>
<tr>
<td>3. Monitor and adjust the planting plan</td>
<td>3.1 Adhere to monitoring points outlined in the implementation plan</td>
</tr>
<tr>
<td></td>
<td>3.2 Carry out checks to ensure that OHS procedures are being observed and followed</td>
</tr>
<tr>
<td></td>
<td>3.3 Carry out checks to ensure that the site environmental requirements are being observed and followed</td>
</tr>
<tr>
<td></td>
<td>3.4 Communicate regularly with operational staff and contractors to ensure smooth operation and progress</td>
</tr>
<tr>
<td></td>
<td>3.5 Carry out checks to ensure that the documentation required by the organisation, or other regulating bodies, is completed clearly and</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
|  | accurately during the progress of the planting process
|  | 3.6 Initiate and take action where any corrective action or amendment to the planting plan is required

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDP402A Supervise seed crop establishment.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP402 Supervise seed crop establishment

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine planting scheduling for planting and the key responsibilities for preparatory and implementation processes
- carry out pest, weed and disease control either pre- or post-planting if required
- identify the seasonal conditions which affect crop establishment
- plan the planting operation including timing and resources required
- supervise staff and monitor the planting operation
- monitor the planting operation
- adjust the planting plan

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for supervising seed crop production
  - crop establishment requirements
  - environmental controls and codes of practice applicable to the enterprise
  - equipment servicing requirements
  - integrated pest and weed management techniques
  - legislation, codes of practice and enterprise procedures for workplace health and safety and environmental management
  - management practices and processes to minimise environmental impacts such as noise, soil degradation and debris from planting operations
  - Plant Breeder’s Rights and open market seed
the equipment that is required for a range of tillage methods, and pest and weed control prior to planting

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDP403 Plan and implement seed crop maintenance

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to plan and implement seed crop maintenance. It applies to workers on properties where commercial seed production is undertaken.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SPD)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine condition of seed crops</td>
<td>1.1 Calculate soil water percentage from an assessment of soil moisture</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.2</td>
<td>Calculate water requirement according to soil analysis data, standing crop and forecast weather conditions</td>
</tr>
<tr>
<td>1.3</td>
<td>Assess nutrient requirements and availability for crops and identify deficiencies</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify factors affecting crop capacity</td>
</tr>
<tr>
<td>1.5</td>
<td>Implement sustainable land management</td>
</tr>
<tr>
<td>2.1</td>
<td>Assess evidence of pests and disease and determine integrated control measures appropriate to type and species of infestation</td>
</tr>
<tr>
<td>2.2</td>
<td>Locate areas of weed infestation and identify species</td>
</tr>
<tr>
<td>2.3</td>
<td>Select integrated control methods to control pests and weeds</td>
</tr>
<tr>
<td>2.4</td>
<td>Schedule control methods at the optimum time</td>
</tr>
<tr>
<td>2.5</td>
<td>Record severity of infestations and keep treatment records</td>
</tr>
<tr>
<td>3.1</td>
<td>Maintain crop water and nutritional requirements</td>
</tr>
<tr>
<td>3.2</td>
<td>Monitor the weed and pest control program and modify as required</td>
</tr>
<tr>
<td>3.3</td>
<td>Assess benefits from soil and plant inputs and treatments and document for analysis in future management programs</td>
</tr>
<tr>
<td>3.4</td>
<td>Monitor cropping programs for efficiency and effectiveness and document for future best practice</td>
</tr>
<tr>
<td>3.5</td>
<td>Document relevant data for continual analysis and effective crop management</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDP403A Plan and implement seed crop maintenance.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP403 Plan and implement seed crop maintenance

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess crop needs
- carry out crop cultural practices and treatments
- determine time of harvest with specialist advice
- determine water requirements from survey advice and weather forecasts
- measure soil moisture and interpret data
- monitor and assess crop maturity

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of seed crop maintenance
  - chemical use if applicable
  - crop growth requirements compared to soil nutrient status
  - crop growth stages and keys
  - factors leading to development of chemical resistance
  - fertiliser and soil ameliorant types and application times, methods and rates
  - integrated pest management strategies
  - legislation and codes of practice with regard to environmental protection
  - life-cycles of pest, diseases and weeds
  - relevant codes of practice with regard to the use and control of hazardous substances
  - work health and safety legislative requirements
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDP404 Supervise seed crop harvesting

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise seed crop harvesting. It applies to workers on properties where commercial seed production is undertaken.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SPD)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for harvesting</td>
<td>1.1 Assess crop maturity and quality for harvesting 1.2 Inspect harvesting machinery for seed contaminants and ensure</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>machinery clean downs have been done</td>
</tr>
<tr>
<td></td>
<td>1.3 Obtain machinery licences or permits as required</td>
</tr>
<tr>
<td></td>
<td>1.4 Assess insurance requirements and plan and implement risk management strategies as required</td>
</tr>
<tr>
<td>2. Determine harvest strategy</td>
<td>2.1 Assess crop maturity to determine best time to harvest</td>
</tr>
<tr>
<td></td>
<td>2.2 Determine resource requirements based on estimated crop size</td>
</tr>
<tr>
<td></td>
<td>2.3 Organise labour and equipment to carry out harvesting operations</td>
</tr>
<tr>
<td></td>
<td>2.4 Determine fire prevention and control requirements</td>
</tr>
<tr>
<td>3. Coordinate the harvest strategy</td>
<td>3.1 Ensure effective communication strategies for smooth workflow and personnel safety</td>
</tr>
<tr>
<td></td>
<td>3.2 Implement and adjust harvesting operations according to weather, equipment and staff requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Coordinate equipment operations for maximum efficiency and monitor for performance effectiveness</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify and control existing and potential hazards</td>
</tr>
<tr>
<td>4. Complete harvest operation</td>
<td>4.1 Locate storage resources for efficient operations and identify strategies for drying grain if necessary</td>
</tr>
<tr>
<td></td>
<td>4.2 Monitor quality of grain for moisture content according to grain classification standards</td>
</tr>
<tr>
<td></td>
<td>4.3 Evaluate harvesting operations and outcomes against harvest strategy</td>
</tr>
<tr>
<td></td>
<td>4.4 Document relevant information for analysis and effective planning</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDP404A Supervise seed crop harvesting.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP404 Supervise seed crop harvesting

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- arrange storage and delivery requirements
- assess crop maturity and quality in readiness for harvesting
- establish strategies, procedures and controls for crop harvesting, including fire prevention and control plans
- estimate crop yields
- maintain budgetary controls
- negotiate and arrange contracts and agreements
- segregate grain for quality and monitor for moisture content

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of seed crop harvesting
  - crop maturity and yield potential
  - crop measurement techniques and parameters
  - environmental controls and codes of practice applicable to harvesting operations
  - functions and limitations of harvesting equipment
  - grain or seed quality
  - hygiene requirements for certified seed
  - location and relative skills and abilities of available contractors
  - market information and sources
  - relevant legislation, codes of practice and enterprise requirements for work health and safety, contractor engagement, environment and pesticides
- supervisor responsibilities in managing the safety of a workplace
- weather conditions which may affect the harvest

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDP405 Inspect a seed crop for quality assurance purposes

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to undertake a field inspection and prepare a report on a commercial seed production crop. It applies to workers on properties where commercial seed production is undertaken.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed production (SPD)

Elements and Performance Criteria

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for field inspection</td>
<td>1.1 Research paddock history and crop type before inspection</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine inspection date according to suitable crop growth stage</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria and related activities</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>1.3</td>
<td>Arrange a suitable time for crop inspection with grower</td>
</tr>
<tr>
<td>1.4</td>
<td>Check and prepare vehicle, machinery, equipment and recording materials before undertaking crop inspection</td>
</tr>
<tr>
<td>2.1</td>
<td>Identify weed species visually and record weed counts or density</td>
</tr>
<tr>
<td>2.2</td>
<td>Inspect visually and record insect/disease damage</td>
</tr>
<tr>
<td>2.3</td>
<td>Inspect visually and record the varietal identity of crop</td>
</tr>
<tr>
<td>2.4</td>
<td>Inspect visually and record varietal purity of crop, i.e. the presence of off-types</td>
</tr>
<tr>
<td>2.5</td>
<td>Estimate yield by counting crop plants using a quadrat or rule</td>
</tr>
<tr>
<td>2.6</td>
<td>Undertake a visual analysis of a commercial seed crop</td>
</tr>
<tr>
<td>2.7</td>
<td>Inspect visually and record insect/disease damage</td>
</tr>
<tr>
<td>2.8</td>
<td>Inspect visually and record the varietal identity of crop</td>
</tr>
<tr>
<td>2.9</td>
<td>Inspect visually and record varietal purity of crop, i.e. the presence of off-types</td>
</tr>
<tr>
<td>2.10</td>
<td>Estimate yield by counting crop plants using a quadrat or rule</td>
</tr>
<tr>
<td>2.11</td>
<td>Complete an inspection report</td>
</tr>
<tr>
<td>2.12</td>
<td>Document and analyse results of visual inspection</td>
</tr>
<tr>
<td>2.13</td>
<td>Determine the quality and suitability of the crop for commercial and/or regulatory production</td>
</tr>
<tr>
<td>2.14</td>
<td>Record the determination in a crop inspection report and forward to relevant parties</td>
</tr>
<tr>
<td>2.15</td>
<td>Complete decontamination procedure prior to leaving site</td>
</tr>
<tr>
<td>2.16</td>
<td>Check and clean vehicles, machinery and equipment of seeds, soil and other contaminants</td>
</tr>
<tr>
<td>2.17</td>
<td>Check and clean clothing and footwear of seeds, soil and other contaminants</td>
</tr>
<tr>
<td>2.18</td>
<td>Dispose of contaminants and other foreign materials</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDP405A Inspect a seed crop for quality assurance purposes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDP405 Inspect a seed crop for quality assurance purposes

Modification History

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<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare for a field inspection
- visually analyse a commercial seed crop
- complete a crop inspection report
- classify seed to species and/or variety level
- update seed reference collection
- use taxonomic terms to describe seed
- carry out decontamination prior to leaving a site

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of seed crop inspection
  - concepts of disease pressure
  - concepts of pest pressure
  - crop sampling techniques and use of quadrats
  - crop/seed certification systems for example Organisation for Economic Co-operation and Development (OECD), Australian Seed Authority (ASA)
  - field inspectors reports
  - hygiene requirements for crop inspectors
  - plant breeders’ rights
  - relevant health, safety and environment requirements
  - requirements of Australian Quarantine Inspection service (AQIS) and AQIS Authorised Officers (AAO) phytosanitary reports
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT301 Prepare a working sample

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to obtaining a working sample from a seed sample submitted for testing. It applies to seed analysts working within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Receive submitted sample</td>
<td>1.1 Receive submitted sample and verify with submitted documentation 1.2 Notify supervisor if type, condition or quantity of sample is unsatisfactory</td>
</tr>
</tbody>
</table>
**Element** | **Performance criteria**
---|---
1.3 | Check paperwork and complete labelling and data entry
1.4 | Prepare submitted sample for testing as soon as practicable
1.5 | Handle submitted sample and, if necessary, store under optimum species specific conditions

2. Reduce sample | 2.1 Check working area and equipment for cleanliness
2.2 | Reduce submitted sample to equal or greater than the required working sample size
2.3 | Undertake sample reduction using prescribed apparatus and methods
2.4 | Use mechanical dividers where appropriate
2.5 | Present working sample for testing
2.6 | Complete labelling and records

3. Store working sample after testing | 3.1 Check and verify records and labels for tested samples before storing
3.2 | Handle samples according to enterprise guidelines where live insects have been detected before storage
3.3 | Store samples after testing in environmental conditions that minimise changes in seed quality traits

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT301A Prepare a working sample.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT301 Prepare a working sample

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- obtain a working sample from a seed sample submitted for testing
- receive submitted samples
- reduce samples
- store submitted and working samples after testing

Knowledge Evidence

The candidate must demonstrate knowledge of:
- enterprise standard operating procedures (SOPs)
- mechanical dividers and their applications
- procedures for obtaining working samples for different tests
- relevant work health, safety and environment requirements
- sample reduction methods and apparatus
- seed handling and storage
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT302 Identify seeds

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to recognise and identify seeds and contribute samples to the seed reference collection. It applies to seed analysts working within enterprise requirements and procedures.

It applies to individuals who take responsibility for their work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for seed identification | 1.1 Confirm seeds requiring identification  
1.2 Prepare resources and equipment for use in identification  
1.3 Identify, select and prepare for use, processes for seed identification |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify seed</td>
<td>2.1 Identify specified seeds according to their general characteristics</td>
</tr>
<tr>
<td></td>
<td>2.2 Record botanical name of seed to species level where possible</td>
</tr>
<tr>
<td></td>
<td>2.3 Seek advice when necessary and where appropriate to confirm identification</td>
</tr>
<tr>
<td>3. Update the reference</td>
<td>3.1 Consult supervisor about possible addition to the reference collection</td>
</tr>
<tr>
<td>collection</td>
<td>3.2 Document information and add the seed to the reference collection if appropriate</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT302A Identify seeds.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT302 Identify seeds

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare for seed identification
- recognise or identify seed to genus and, where possible, species level
- contribute to enterprise seed reference collection

Knowledge Evidence

The candidate must demonstrate knowledge of:
- binomial nomenclature
- concepts of seed identification
- enterprise and/or legal traceability requirements
- enterprise standard operating procedures (SOPs)
- relevant work health, safety and environment requirements
- seed identification techniques
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT303 Perform a fluorescence test on seeds

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to perform tests that determine the presence of seeds of annual ryegrass species in seedlots of perennial ryegrass. It applies to seed analysts working within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for a fluorescence test | 1.1 Identify seed to be tested and complete records  
1.2 Prepare working sample from submitted sample  
1.3 Prepare the required number of replicates of 100 seeds  
1.4 Prepare substrate as prescribed for a germination test using |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>dormancy breaking treatments if necessary</td>
</tr>
<tr>
<td></td>
<td>1.5 Place replicates in a germination cabinet/room</td>
</tr>
<tr>
<td>2. Assess germinated seeds</td>
<td>2.1 Count off and record all un-germinated seeds and abnormal seedlings</td>
</tr>
<tr>
<td></td>
<td>2.2 Examine normal seedlings under ultra violet light</td>
</tr>
<tr>
<td></td>
<td>2.3 Count off and record normal seedlings that have fluorescent roots under ultra violet light</td>
</tr>
<tr>
<td></td>
<td>2.4 Count off and record normal seedlings that do not have fluorescent roots under ultra violet light</td>
</tr>
<tr>
<td></td>
<td>2.5 Minimise exposure of bare skin to ultra violet light</td>
</tr>
<tr>
<td></td>
<td>2.6 Complete enterprise worksheet</td>
</tr>
<tr>
<td>3. Maintain a safe work environment</td>
<td>3.1 Record, calculate and report results of test</td>
</tr>
<tr>
<td></td>
<td>3.2 Collect and dispose of laboratory and hazardous waste safely</td>
</tr>
<tr>
<td></td>
<td>3.3 Clean and store apparatus and equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT303A Perform a fluorescence test on seeds.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT303 Perform a fluorescence test on seeds

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare for a fluorescence test
- assess seedlings using ultra violet light
- count and record test results
- prepare replicates from working sample
- test to determine the presence of seeds of annual ryegrass species in perennial ryegrass seedlots
- maintain a safe work environment

Knowledge Evidence

The candidate must demonstrate knowledge of:
- enterprise and/or legal traceability requirements
- enterprise standard operating procedures (SOPs)
- fluorescence testing procedures
- relevant work health, safety and environment requirements
- seed biology
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT304 Perform a seed purity analysis

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to test the analytical purity of seed in a working sample to infer the composition of a seed lot. It applies to seed analysts working within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for a purity test | 1.1 Identify samples, test methods and equipment to perform the test  
1.2 Clean and calibrate equipment and working spaces  
1.3 Prepare a working sample using mixing and dividing processes  
1.4 Check and record sample details on worksheets and sample |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Assess working samples | 2.1 Separate the working sample into its component parts using appropriate equipment  
2.2 Separate pure seed using visual characteristics, mechanical or pressure aids appropriate to the type of seed  
2.3 Handle seeds carefully so as not impair their capacity for germination  
2.4 Weigh separated component parts and matter to the number of decimal places required by enterprise guidelines  
2.5 Identify contaminant seeds |
| 3. Process and interpret data | 3.1 Add and compare weights of all components’ parts with original working sample weight  
3.2 Undertake a retest if required  
3.3 Refer to a supervisor seeds that cannot be identified  
3.4 Calculate the percentage weight of various component parts to one decimal place  
3.5 Add percentages of all fractions together and round to 100%  
3.6 Report results of test |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT304A Perform a seed purity analysis.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT304 Perform a seed purity analysis

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare a working sample
- report percentages of component parts
- round off calculations to enterprise requirements
- separate a working sample into component parts
- test the analytical purity of seed to infer the composition of a seed lot

Knowledge Evidence

The candidate must demonstrate knowledge of:

- enterprise and/or legal traceability requirements
- enterprise standard operating procedures (SOPs)
- materials and apparatus used in seed purity tests
- relevant work health, safety and environment requirements
- seed biology
- seed identification
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCSDT304 Perform a seed purity analysis

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT305 Perform a seed moisture test

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to determination of the moisture content of seeds by an oven method for routine use. It applies to seed analysts working within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for testing</td>
<td>1.1 Check submitted sample is in an intact, moisture-proof container with as much air as possible excluded</td>
</tr>
<tr>
<td></td>
<td>1.2 Select appropriate apparatus for seed moisture testing</td>
</tr>
<tr>
<td></td>
<td>1.3 Equilibrate temperature of submitted sample to that of the testing</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.4</td>
<td>Reduce exposure of sample to the atmosphere of the laboratory to an absolute minimum, according to the species and ISTA requirements</td>
</tr>
</tbody>
</table>
| 2. Prepare samples for drying | 2.1 Mix submitted sample thoroughly  
2.2 Take a minimum of three subsamples and combine to form a working sample of the required size  
2.3 Limit exposure to air to thirty seconds during sample reduction  
2.4 Where cutting or grinding is required, prepare one working sample so that two replicates can be drawn from the cut/ground material  
2.5 Undertake pre-drying where moisture content exceeds International Seed Testing Association (ISTA) requirements  
2.6 Weigh containers and lids before and after filling  
2.7 Ensure weighing procedures conform with ISTA requirements and express weight in grams to at least three decimal places  
2.8 Keep lids on containers until samples are placed in oven |
| 3. Dry and weigh sample | 3.1 Distribute working sample evenly over the surface of the container  
3.2 Rapidly place open containers and their lids into an oven maintained at the required temperature for the species being tested  
3.3 Commence drying period once oven returns to the required temperature after placement of containers  
3.4 Replace lids before cooling to ambient temperature in desiccators at the end of prescribed drying period  
3.5 Weigh the containers with lids and dried contents after cooling |
| 4. Calculate results | 4.1 Express moisture content as a percentage of the weight of the original sample  
4.2 Report result of test |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSDT305A Perform a seed moisture test.

Links
Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT305 Perform a seed moisture test

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- calculate weights and percentages
- cut and grind seeds
- determine the moisture content of seeds for routine use by an oven method
- prepare working samples
- weigh containers and seed samples
- calculate and report results

Knowledge Evidence

The candidate must demonstrate knowledge of:
- apparatus used in seed moisture testing
- enterprise and/or legal traceability requirements
- enterprise standard operating procedures (SOPs)
- relevant health, safety and environment requirements
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT306 Perform a seed germination test

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to performing germination tests on a seed sample under laboratory conditions. It applies to seed analysts working within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Interpret and schedule test requirements</td>
<td>1.1 Identify seeds to be germinated, test methods and equipment</td>
</tr>
<tr>
<td></td>
<td>1.2 Recognise hazards and enterprise control measures associated with the sample, seed pre-treatment, test methods, reagents and/or equipment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.3 Plan work sequences</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Prepare materials for test               | 2.1 Draw prescribed number of replicates  
2.2 Select and prepare growing media  
2.3 Pre-treat seed to break physiological dormancy where necessary  
2.4 Check water quality and pH is within required tolerances  
2.5 Check and prepare apparatus and equipment for germinating seeds |
| 3. Plant and maintain seeds                 | 3.1 Plant seed on or into selected media  
3.2 Monitor temperature and light conditions of germination apparatus in accordance with test procedures |
| 4. Evaluate test results                    | 4.1 Categorise seedlings and count as normal or abnormal  
4.2 Assess un-germinated seed as hard, fresh or dead  
4.3 Assess other determinations for un-germinated seed if required  
4.4 Record and report results                |
| 5. Maintain a safe work environment        | 5.1 Use safe work practices and personal protective equipment (PPE)  
5.2 Minimise wastes and environmental impacts  
5.3 Collect and dispose of laboratory and hazardous waste  
5.4 Clean and store equipment and reagents    |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT306A Perform a seed germination test.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT306 Perform a seed germination test

Modification History

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<tr>
<td>1</td>
<td>AHCv1.0</td>
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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- Prepare for seed germination testing
- Assess seed germination
- Perform germination tests on a seed sample under laboratory conditions
- Prepare growing media
- Record and report test results

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Assessment of germination and determining need for retesting
- Calculations, tolerances and rounding results
- Enterprise and/or legal traceability requirements
- Enterprise standard operating procedures (SOPs)
- Relevant health, safety and environment requirements
- Seed biology
- The role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT307 Perform a 'Determination of Other Seeds by Number' test

Modification History

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Application

This unit of competency describes the skills and knowledge required to estimate the number of other species of seeds either generally (e.g. all other species) or by reference to one category or species of seed. It applies to seed analysts working within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare a working sample</td>
<td>1.1 Identify seed to be tested and complete records 1.2 Prepare a working sample from submitted sample</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>1.3 Ensure that size of working sample conforms with International Seed Testing Association (ISTA) rules</td>
<td></td>
</tr>
<tr>
<td>1.4 Select the extent of determination of other species based on client requirements, seed quantity or seed characteristics</td>
<td></td>
</tr>
<tr>
<td>2. Examine seeds in working sample</td>
<td>2.1 Search working sample for seeds of all other species or of certain stated species as required</td>
</tr>
<tr>
<td></td>
<td>2.2 Count number of seeds found for each species</td>
</tr>
<tr>
<td>3. Calculate results</td>
<td>3.1 Express result as the number of seeds belonging to each stated species or category found in the quantity examined</td>
</tr>
<tr>
<td></td>
<td>3.2 Calculate the number of seeds per unit weight</td>
</tr>
<tr>
<td></td>
<td>3.3 Express result as total number of seeds found in total weight examined where two or more tests are carried out</td>
</tr>
<tr>
<td></td>
<td>3.4 Make comparison of result with other determinations in the same or in a different laboratory</td>
</tr>
<tr>
<td>4. Report results</td>
<td>4.1 Report result under ‘other determinations’</td>
</tr>
<tr>
<td></td>
<td>4.2 Record actual weight of seed examined</td>
</tr>
<tr>
<td></td>
<td>4.3 Record the scientific name and number of seeds of each species sought and found in the actual weight of seed examined</td>
</tr>
<tr>
<td></td>
<td>4.4 Record the extent of other species of seed</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT307A Perform a 'Determination of Other Seeds by Number' test.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT307 Perform a 'Determination of Other Seeds by Number' test

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare a working sample
- examine seeds in working sample
- estimate the number of seeds of other species generally or by reference to one category or species of seed
- calculate test results
- report test results

Knowledge Evidence

The candidate must demonstrate knowledge of:
- enterprise and/or legal traceability requirements
- enterprise standard operating procedures (SOPs)
- relevant health, safety and environment requirements
- seed biology
- seed identification
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT401 Maintain a quarantine approved laboratory

Modification History

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Application
This unit of competency describes the skills and knowledge required to maintain and monitor a quarantine-approved laboratory that meets Department of Agriculture (DA) certification.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Seed testing (SDT)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Interpret and communicate quarantine | 1.1 Keep and update information on quarantine requirements impacting on laboratory  
1.2 Distribute clear information on the responsibilities of individuals |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Explain to all personnel the implications of non-compliance within the laboratory</td>
</tr>
</tbody>
</table>
| 2. Ensure that work practices are compliant | 2.1 Plan work practices to ensure compliance  
2.2 Implement testing procedures so that methods and equipment are fit for purpose  
2.3 Implement systems to ensure the accuracy and/or efficiency of equipment  
2.4 Coach and mentor team members to manage their responsibilities around maintaining quarantine compliance in the laboratory |
| 3. Monitor, analyse, adjust and report performance | 3.1 Identify, rectify and report actual and potential problems with quarantine compliance  
3.2 Minimise potential non-compliance through on-going analysis and supervision activities  
3.3 Advise laboratory personnel of strategies to improve compliance  
3.4 Communicate new and improved procedures to laboratory personnel  
3.5 Maintain systems, records and reporting procedures according to DA requirements |
| 4. Investigate, rectify and report non-conformance | 4.1 Investigate and manage incidents and occurrences of non-compliance  
4.2 Provide on and/or off job training for laboratory personnel to acquire and apply competencies to meet compliance  
4.3 Redesign or adjust work practices to ensure that non-compliance is not repeated |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT401A Maintain a quarantine approved laboratory.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT401 Maintain a quarantine approved laboratory

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- maintain and monitor a quarantine approved laboratory that meet Department of Agriculture (DA) certification
- initiate appropriate action to rectify potential problems or instances of non-compliance
- keep required records complete, current and secure as required by DA
- design and negotiate changes to work processes and procedures to meet DA compliance
- provide coaching and mentoring support to laboratory personnel to change work practices
- provide information to laboratory staff on DA compliance

Knowledge Evidence

The candidate must demonstrate knowledge of:

- DA requirements for a quarantine approved laboratory
- compliant laboratory systems, records and reporting procedures
- enterprise standard operating procedures (SOPs)
- relevant health, safety and environment requirements
- statutory and legal compliance requirements
- coaching and mentoring strategies

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT402 Prepare and maintain a seed reference collection

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare and maintain a seed reference collection that can be used in the identification of seeds and which enables the quality control of laboratory procedures. This unit does not include the identification of seeds.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Acquire responsibility</td>
<td>1.1 Review standard operating procedures for maintaining a seed</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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<td>---------------------</td>
</tr>
<tr>
<td>1. Check existing seed reference materials to ensure labels and records are up to date</td>
<td></td>
</tr>
<tr>
<td>1.3 Confirm procedures for introducing new seeds to the collection</td>
<td></td>
</tr>
<tr>
<td>1.4 Establish record keeping and staff access arrangements</td>
<td></td>
</tr>
<tr>
<td>2. Maintain a seed reference collection</td>
<td></td>
</tr>
<tr>
<td>2.1 Review storage conditions to ensure that they comply with SOPs</td>
<td></td>
</tr>
<tr>
<td>2.2 Monitor storage conditions to ensure specimens remain in good condition</td>
<td></td>
</tr>
<tr>
<td>2.3 Update collection and records as new seeds are added</td>
<td></td>
</tr>
<tr>
<td>2.4 Advise management of indicators of deterioration of seeds in collection</td>
<td></td>
</tr>
<tr>
<td>3. Update the reference collection</td>
<td></td>
</tr>
<tr>
<td>3.1 Update reference collection as new seeds are identified and identification has been appropriately verified</td>
<td></td>
</tr>
<tr>
<td>3.2 Document information about seed specimen and add to the reference collection</td>
<td></td>
</tr>
<tr>
<td>3.3 Source new verified specimens as required to maintain currency and relevance of the collection</td>
<td></td>
</tr>
<tr>
<td>4. Provide seed reference materials on request</td>
<td></td>
</tr>
<tr>
<td>4.1 Provide seed reference material with action taken to prevent contamination</td>
<td></td>
</tr>
<tr>
<td>4.2 Verify external requests for access to the seed reference collection and seek approval before being processed</td>
<td></td>
</tr>
<tr>
<td>4.3 Maintain records of access to collection and removal of seeds from collection</td>
<td></td>
</tr>
<tr>
<td>5. Maintain a safe work environment</td>
<td></td>
</tr>
<tr>
<td>5.1 Observe safety and biosecurity protocols when handling and processing seed reference materials</td>
<td></td>
</tr>
<tr>
<td>5.2 Dispose of redundant, diseased and outdated seed safely and appropriately</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT402A Prepare and maintain a seed reference collection.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT402 Prepare and maintain a seed reference collection

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- communicate with clients and others
- keep workplace records
- prepare, maintain and update a seed collection for the identification of seeds
- source new materials

Knowledge Evidence

The candidate must demonstrate knowledge of:

- enterprise Standard Operating Procedures (SOPs)
- quarantine and isolation procedures
- relevant health, safety and environment requirements
- seed biology
- seed reference collections - what they are, when and why they should be used
- storage requirements of different seed varieties
- taxonomic nomenclature

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT403 Perform an Anguina test on annual ryegrass seed

Modification History

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Application

This unit of competency describes the skills and knowledge required to test annual ryegrass seed for nematode gall (Anguina spp.).

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for Anguina testing</td>
<td>1.1 Review test request to identify samples to be tested, required test methods, equipment and staff to be involved in the test</td>
</tr>
<tr>
<td></td>
<td>1.2 Clean and calibrate equipment and working space</td>
</tr>
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</table>
### AHCSDT403 Perform an Anguina test on annual ryegrass seed

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Prepare the working sample or sub-samples using mixing and dividing processes</td>
</tr>
<tr>
<td>1.4</td>
<td>Record sample details on worksheets and sample packets</td>
</tr>
<tr>
<td>2.1</td>
<td>Inspect a prescribed sample weight of ryegrass seed on a diaphanoscope for the presence of galls</td>
</tr>
<tr>
<td>2.2</td>
<td>Separate any galls present into yellow and black galls, count and report separately</td>
</tr>
<tr>
<td>3.1</td>
<td>Soak galls in water for prescribed period</td>
</tr>
<tr>
<td>3.2</td>
<td>Dissect galls and examine under a microscope for the presence of nematodes</td>
</tr>
<tr>
<td>3.3</td>
<td>Record the presence of nematodes</td>
</tr>
<tr>
<td>4.1</td>
<td>Review testing procedures carried out by analysts</td>
</tr>
<tr>
<td>4.2</td>
<td>Issue a report of ‘no galls found’ where no galls are found on the prescribed weight of seed</td>
</tr>
<tr>
<td>4.3</td>
<td>Report as ‘number of galls per sample weight’ where galls containing nematodes have been detected</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT403A Perform an Anguina test on annual ryegrass seed.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT403 Perform an Anguina test on annual ryegrass seed

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify galls on ryegrass seed
- inspect seed samples using a diaphanoscope
- plan and delegate testing tasks
- use a microscope to detect nematode gall (*Anguina spp.*)

Knowledge Evidence

The candidate must demonstrate knowledge of:
- basic nematode identification
- enterprise standard operating procedures (SOPs)
- recording and reporting protocols
- relevant health, safety and environment requirements
- seed biology

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT403 Perform an Anguina test on annual ryegrass seed

Date this document was generated: 18 March 2019
AHCSDT404 Develop and implement laboratory policy and procedures

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop and implement workplace policies and procedures in a seed testing laboratory, including modifying policy to suit changed circumstances.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and who demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Develop workplace</td>
<td>1.1 Define scope of policy and procedures</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| policy and procedures | 1.2 Identify and consult stakeholders as a key component of the development process  
1.3 Review operational strategies relevant to all stages of work covered by the policy  
1.4 Propose recommendations for policy and procedures options based on likely effectiveness, timeframes and cost  
1.5 Reflect the organisation’s purpose and operational goals in the policy and procedures  
1.6 Seek agreement on implementation strategy |
| 2. Communicate the policy | 2.1 Promote the policy and procedures and the expected outcome to key stakeholders  
2.2 Assign the expected outcomes, activities to be undertaken and responsibilities and inform those involved in implementing the policy and procedures |
| 3. Implement the policy | 3.1 Develop and communicate processes to help implement the policy and procedures  
3.2 Establish record system for tracking adoption of policy and procedures |
| 4. Review policy implementation | 4.1 Provide outcomes and feedback to key personnel and stakeholders  
4.2 Identify issues and non-conformances that may require remedial action  
4.3 Investigate success or otherwise of policy and procedures  
4.4 Modify policy and/or procedures as required |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT404A Develop and implement laboratory policy and procedures.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT404 Develop and implement laboratory policy and procedures

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- develop and implement workplace policies and procedures
- modify policy to suit changed circumstances
- monitor and analyse effectiveness of policy and procedures
- prepare strategies for communicating and implementing policy and procedures

Knowledge Evidence
The candidate must demonstrate knowledge of:
- enterprise standard operating procedures (SOPs)
- equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy/s being developed
- legislation, protocols and rules impacting on the laboratory workplace
- relevant policy and procedure development and implementation processes
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT405 Handle and store quarantinable seeds

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Application

This unit of competency describes the skills and knowledge required to store and handle seeds subject to quarantine or isolation in accordance with laboratory procedures and in compliance with Australian Department of Agriculture (DA) or other regulatory requirements.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Handle and test quarantinable seed</td>
<td>1.1 Plan work practices involving the handling and testing of quarantinable seed to ensure compliance</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.2</td>
<td>Undertake seed testing procedures so that methods and equipment are fit for purpose</td>
</tr>
<tr>
<td>1.3</td>
<td>Implement procedures to ensure the accuracy, efficiency and DA compliance of equipment</td>
</tr>
<tr>
<td>1.4</td>
<td>Supervise and mentor team members to ensure DA compliance</td>
</tr>
<tr>
<td>2.1</td>
<td>Identify DA and laboratory requirements for storage facilities and associated document processes</td>
</tr>
<tr>
<td>2.2</td>
<td>Store quarantinable seeds in accordance with DA requirements and documented procedures</td>
</tr>
<tr>
<td>2.3</td>
<td>Secure stored quarantinable seed to prevent unauthorised access</td>
</tr>
<tr>
<td>3.1</td>
<td>Report incidents and occurrences of non-compliance with storage or handling of quarantinable seeds</td>
</tr>
<tr>
<td>3.2</td>
<td>Provide supervision and training for laboratory personnel to meet compliance</td>
</tr>
<tr>
<td>3.3</td>
<td>Redesign or adjust workplace practices to prevent repetition of non-compliance</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT405A Handle & store quarantinable seeds.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT405 Handle and store quarantinable seeds

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- handle and store quarantinable seeds
- maintain records and documentation relating to DA compliance
- redesign work procedures to prevent reoccurrence of non-compliance
- report non-compliance

Knowledge Evidence

The candidate must demonstrate knowledge of:

- DA requirements required for handling and storing quarantinable seeds
- laboratory systems, records and reporting procedures for dealing with quarantinable seeds
- relevant work health, safety and environment requirements
- statutory and legal compliance requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT406 Undertake internal audits in a seed laboratory

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to carry out an internal audit in a seed testing laboratory. It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and they analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for internal audit | 1.1 Review previous internal audits  
1.2 Source and review relevant enterprise documents  
1.3 Prepare audit plan to suit staff availability and laboratory operations  
1.4 Prepare appropriate checklists and audit related documentation |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Conduct audit</td>
<td>1.5 Agree on specific methods and techniques</td>
</tr>
<tr>
<td>2.1 Ensure seed testing techniques are conducted by analysts and observed and reported on by auditor</td>
<td></td>
</tr>
<tr>
<td>2.2 Use questioning strategies to obtain further information on testing techniques and approaches from analysts</td>
<td></td>
</tr>
<tr>
<td>2.3 Report deviations to the standard operating procedures (SOPs) observed during observations of testing</td>
<td></td>
</tr>
<tr>
<td>2.4 Inspect seed storage, chemical store and sampling areas</td>
<td></td>
</tr>
<tr>
<td>2.5 Scrutinise work charts, schedules, reports and plans</td>
<td></td>
</tr>
<tr>
<td>2.6 Ensure the availability and currency of laboratory documents</td>
<td></td>
</tr>
<tr>
<td>2.7 Inspect archived documents to ensure they are complete and meet the statutory holding period</td>
<td></td>
</tr>
<tr>
<td>3. Report findings</td>
<td>3.1 Hold staff meeting to discuss outcomes of audit</td>
</tr>
<tr>
<td>3.2 Complete continuous improvement forms by auditor with suggested corrective actions</td>
<td></td>
</tr>
<tr>
<td>3.3 Prepare and provide an audit report to management for review</td>
<td></td>
</tr>
<tr>
<td>3.4 Present continuous improvement forms at future staff meetings until all corrective action is completed</td>
<td></td>
</tr>
<tr>
<td>3.5 File data collected during audit in laboratory information management system</td>
<td></td>
</tr>
<tr>
<td>3.6 Maintain confidentiality and security of enterprise information and laboratory data</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT406A Undertake internal audits in a seed laboratory.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT406 Undertake internal audits in a seed laboratory

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare an audit plan and strategy for a seed testing laboratory audit
- gather data and information by a variety of methods
- undertake an internal audit in a seed testing laboratory
- prepare an audit report for management review
- develop a continuous improvement report with suggested corrective actions

Knowledge Evidence

The candidate must demonstrate knowledge of:

- auditing methods and techniques
- enterprise standard operating procedures (SOPs)
- relevant legislation affecting business operation
- seed testing techniques, equipment and methodologies
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCSDT406 Undertake internal audits in a seed laboratory Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Application

This unit of competency describes the skills and knowledge required to determine the presence of fungal endophyte in certain grasses.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for endophyte testing | 1.1 Review test request to identify samples to be tested, test methods and equipment  
1.2 Clean and prepare equipment and working space |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Prepare endophyte staining solution and alkaline or acid solution depending on method to be used</td>
</tr>
<tr>
<td>1.4</td>
<td>Prepare working sample from Pure Seed</td>
</tr>
<tr>
<td>2.1</td>
<td>Soften seed for recommended time in the prepared solution at the prescribed temperature</td>
</tr>
<tr>
<td>2.2</td>
<td>Rinse seed thoroughly in running tap water</td>
</tr>
<tr>
<td>2.3</td>
<td>Remove lemma, palea and endosperm from seed and place the remaining tissue on a microscope slide in a drop of endophyte staining solution crushing if necessary</td>
</tr>
<tr>
<td>2.4</td>
<td>Place cover glass on seed, applying gentle pressure and blot up excess stain</td>
</tr>
<tr>
<td>2.5</td>
<td>Examine seed with compound microscope and score as positive if endophytic hyphae are present, or negative if absent</td>
</tr>
<tr>
<td>3.1</td>
<td>Take 200-250 seeds from working sample at random</td>
</tr>
<tr>
<td>3.2</td>
<td>Sow seeds in good quality commercial potting mix at low density to allow for good growth</td>
</tr>
<tr>
<td>3.3</td>
<td>Examine well-developed seedlings from the germinated sample after growing for a minimum of 42 days</td>
</tr>
<tr>
<td>3.4</td>
<td>Cut seedling away from remnant seed and remove outermost sheath from the base of the seedling</td>
</tr>
<tr>
<td>3.5</td>
<td>Discard sheaths which are discoloured or have developed chlorophyll</td>
</tr>
<tr>
<td>3.6</td>
<td>Isolate a 3-5 mm wide longitudinal section of the sheath and place section on a microscope slide with the epidermis side down</td>
</tr>
<tr>
<td>3.7</td>
<td>Stain section immediately with the endophyte staining solution for prescribed time period</td>
</tr>
<tr>
<td>3.8</td>
<td>Place cover glass over the stained sheath section, press gently and blot of any excess staining solution</td>
</tr>
<tr>
<td>3.9</td>
<td>Examine the section with compound microscope and score as positive or negative if endophytic hyphae are present or absent</td>
</tr>
<tr>
<td>4.1</td>
<td>Enter results under ‘other determinations’</td>
</tr>
<tr>
<td>4.2</td>
<td>Record sample size used for testing and whether seeds or seedlings were tested</td>
</tr>
<tr>
<td>4.3</td>
<td>Report results in terms of the percentage of seeds or seedlings in which endophyte was detected</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCSDT407A Perform an endophytic seed test.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT407 Perform an endophytic seed test

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- prepare endophyte staining solution
- test seed for endophyte presence
- test seedlings for endophyte presence
- record and report results of tests

Knowledge Evidence

The candidate must demonstrate knowledge of:
- enterprise standard operating procedures (SOPs)
- identification of endophytes
- recording and reporting protocols
- relevant health, safety and environment requirements
- seed biology

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT407 Perform an endophytic seed test

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Skills Impact
AHCSDT408 Perform an electrophoresis test on a seed sample

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to test seed by separating proteins of varying size and/or electric charge to get a banding pattern that can be used to identify or verify a particular variety.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and who demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare seed extraction and | 1.1 Prepare working sample from submitted sample  
1.2 Identify seed to be tested and complete records |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| gel | 1.3 Cut or crush single seeds and transfer to centrifuge tubes  
1.4 Add extraction solution and mix with crushed seeds and allow to stand for prescribed period  
1.5 Centrifuge tubes and collect and store supernatants  
1.6 Prepare gel mixture and chemicals and use to achieve required level of polymerisation |
| 2. Carry out electrophoresis | 2.1 Place buffer solution in tanks  
2.2 Load samples into wells and place gel in tanks  
2.3 Carry out electrophoresis at the prescribed voltage and duration  
2.4 Maintain temperature as required throughout the process |
| 3. Fix and stain sample | 3.1 Remove gel from tank and treat with chemicals as prescribed  
3.2 Wash gel and treat to enhance stain  
3.3 Examine and/or photograph stain |
| 4. Evaluate stain | 4.1 Compare banding pattern with that of an authentic variety or that of a known control sample  
4.2 Provide records and reports  
4.3 Determine if obvious procedure or equipment problems have led to atypical data or results |
| 5. Maintain a safe work environment | 5.1 Use established safe work practices and personal protective equipment  
5.2 Minimise the generation of wastes and environmental impacts  
5.3 Ensure the safe collection of laboratory and hazardous waste for subsequent disposal  
5.4 Care for and store equipment and reagents |
| 6. Maintain laboratory records | 6.1 Enter approved data into laboratory information management system  
6.2 Maintain confidentiality and security of enterprise information and laboratory data |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSDT408A Perform an electrophoresis test on a seed sample.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT408 Perform an electrophoresis test on a seed sample

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- extract seed and prepare gel
- centrifuge seed and gel mixes
- interpret stain bands and patterns
- test seed by separating proteins of varying size and/or electric charge
- enter data into laboratory information management system
- maintain confidentiality and security of information and data

Knowledge Evidence

The candidate must demonstrate knowledge of:
- enterprise standard operating procedures (SOPs)
- materials and apparatus used in electrophoresis testing
- principles of electrophoresis
- range of electrophoresis testing procedures
- relevant health, safety and environment requirements
- seed biology
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing
- using stain patterns and ‘fingerprints’ to determine seed variety

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCSDT408
Perform an electrophoresis test on a seed sample.

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet -
AHCSDT409 Perform a tetrazolium test

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to perform a tetrazolium test to assess seed viability or germination potential.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

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</table>

1. Prepare replicates for testing

1.1 Draw seeds from the pure seed fraction for the number of replicates to be tested ensuring there is no selection of seed which may cause biased results.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.2 Use safe work practices and personal protective equipment</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Prepare seed and tetrazolium solution | 2.1 Pre-moisten seed under prescribed temperature and light conditions to reduce possibility of injury to seeds when puncturing or cutting and to enable penetration of the tetrazolium solution  
2.2 Remove sticky mucilage from seeds as necessary  
2.3 Expose seed tissue before staining as appropriate for the species being tested  
2.4 Keep seeds moist before testing  
2.5 Prepare tetrazolium solution using distilled water and add trace amounts of fungicide or antibiotics to solution if necessary for the species being tested |
| 3. Stain with tetrazolium solution | 3.1 Immerse seeds in tetrazolium solution  
3.2 Maintain test at a temperature within the range 20 to 40°C, and maintain low light levels to facilitate staining  
3.3 Increase duration of staining if temperatures below 30°C are used or decrease if higher temperatures are used  
3.4 Decant the solution at end of staining period, rinse seeds with water and keep damp |
| 4. Evaluate test results | 4.1 Examine and evaluate each seed as viable or non-viable based on staining patterns applicable to the species being tested  
4.2 Count the number of seeds considered viable in each replicate  
4.3 Calculate the percentage of viable seed in each replicate and determine average percentage of viable seed across all replicates |
| 5. Finalise reporting and clean up | 5.1 Record and report results of test  
5.2 Collect and dispose of laboratory and hazardous waste  
5.3 Clean apparatus and equipment used in tetrazolium test and dispose of used chemicals and solutions safely |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSDT409A Perform a tetrazolium seed viability test.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT409 Perform a tetrazolium test

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare replicates for testing
- prepare seed and tetrazolium solution
- stain seeds with a tetrazolium solution
- evaluate and report test results
- record and report test results
- clean apparatus and equipment used in test and dispose safely of used products

Knowledge Evidence

The candidate must demonstrate knowledge of:

- calculations, tolerances and rounding results
- enterprise and/or legal traceability requirements
- enterprise standard operating procedures (SOPs)
- interpretation and recording of test result, including simple calculations
- relevant health, safety and environment requirements
- seed biology
- tetrazolium testing procedures
- the role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCSDT410 Perform a seed vigour test

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to test for seed vigour to provide information about planting value in a wide range of environments and/or storage potential of seed lots.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed testing (SDT)

Elements and Performance Criteria

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<tr>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for a seed vigour test</td>
<td>1.1 Review test request to identify samples to be tested, required test methods and equipment</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td><strong>1.2</strong></td>
<td>Clean and calibrate equipment and working space to enterprise standards</td>
</tr>
</tbody>
</table>
| **2. Receive and prepare samples** | 2.1 Log samples using standard operating procedures (SOPs)  
2.2 Record sample description, compare with specification and report discrepancies  
2.3 Prepare samples in accordance with testing method requirements  
2.4 Maintain traceability of samples from receipt to reporting of results  
2.5 Ensure control samples are prepared to enterprise guidelines if they are being used |
| **3. Check equipment before use** | 3.1 Set up equipment and instruments in accordance with test method requirements  
3.2 Perform pre-use and safety checks  
3.3 Identify and report faulty or unsafe components and equipment  
3.4 Check equipment calibration using specified standards and procedures  
3.5 Quarantine out of calibration equipment and instruments  
3.6 Ensure reagents required for the test are available and meet quality requirements |
| **4. Conduct test** | 4.1 Determine the test method to be used according to the type of seed or as requested by the person requesting the test  
4.2 Clean equipment and maintain in a clean state  
4.3 Prepare a working sample and replicates using mixing and dividing processes  
4.4 Prepare, place and/or treat seed to suit test method requirements  
4.5 Measure or count and record results as determined by test method |
| **5. Evaluate test results** | 5.1 Count the number of seeds or seedlings with required characteristics in each replicate  
5.2 Calculate the percentage of seed or seedlings with required characteristics in each replicate and determine average percentage across all replicates  
5.3 Report result of seed vigour test |
| **6. Process and interpret data** | 6.1 Record test data noting atypical observations  
6.2 Record and report results  
6.3 Interpret trends in data or results and report out of specification or atypical results  
6.4 Determine if obvious procedure or equipment problems have led to atypical data or results |
<p>| <strong>7. Maintain a safe work</strong> | 7.1 Use established safe work practices and personal protective |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>environment</td>
<td>equipment</td>
</tr>
<tr>
<td></td>
<td>7.2 Minimise the generation of wastes and environmental impacts</td>
</tr>
<tr>
<td></td>
<td>7.3 Collect laboratory and hazardous waste for subsequent disposal</td>
</tr>
<tr>
<td></td>
<td>7.4 Clean and maintain equipment and store equipment and reagents</td>
</tr>
<tr>
<td>8. Maintain laboratory records</td>
<td>8.1 Enter approved data into laboratory information management system</td>
</tr>
<tr>
<td></td>
<td>8.2 Maintain confidentiality and security of enterprise information and laboratory data</td>
</tr>
<tr>
<td></td>
<td>8.3 Maintain equipment and calibration logs</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT410A Perform a seed vigour test.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT410 Perform a seed vigour test

Modification History

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<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare and conduct a seed vigour test
- interpret and present results
- provide information about seeds’ planting value
- provide information about the storage potential of seed lots
- record test results

Knowledge Evidence

The candidate must demonstrate knowledge of:

- calculations, tolerances and rounding results
- enterprise and/or legal traceability requirements
- enterprise standard operating procedures (SOPs)
- materials and apparatus used in seed vigour testing
- range of seed vigour testing procedures
- relevant health, safety and environment requirements
- role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing
- seed biology
- seed identification

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSDT411 Perform a 1000 seed weight test

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to determine the weight per 1000 pure seeds from a submitted sample.

It applies to senior seed analysts who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Seed testing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare a working sample</td>
<td>1.1 Obtain pure seed following a purity analysis or as a representative fraction of a submitted sample 1.2 Use mechanical dividers where appropriate</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.3</td>
<td>Maintain moisture content of working sample before counting through storing it in moisture-proof containers</td>
</tr>
<tr>
<td>1.4</td>
<td>Complete labelling and records</td>
</tr>
<tr>
<td>2.</td>
<td>Count and weigh seed by machine</td>
</tr>
<tr>
<td>2.1</td>
<td>Put the entire working sample through a counting machine and record the total number of seeds indicated</td>
</tr>
<tr>
<td>2.2</td>
<td>Weigh working sample to the required number of decimal places</td>
</tr>
<tr>
<td>3.</td>
<td>Count and weigh replicates by hand</td>
</tr>
<tr>
<td>3.1</td>
<td>Count out eight replicates of 100 seeds randomly from the working sample</td>
</tr>
<tr>
<td>3.2</td>
<td>Weigh each replicate to the required number of decimal places</td>
</tr>
<tr>
<td>3.3</td>
<td>Record weights of each replicate</td>
</tr>
<tr>
<td>3.4</td>
<td>Calculate variance, standard deviation and coefficient of variance</td>
</tr>
<tr>
<td>3.5</td>
<td>Test a new set of replicates where the coefficient of variance exceeds the prescribed value</td>
</tr>
<tr>
<td>3.6</td>
<td>Determine the average weight of 1000 seeds where the coefficient of variance does not exceed the prescribed value</td>
</tr>
<tr>
<td>4.</td>
<td>Report results</td>
</tr>
<tr>
<td>4.1</td>
<td>Report results of weight determination under &quot;other determinations&quot; to the prescribed number of decimal places</td>
</tr>
<tr>
<td>4.2</td>
<td>Report the method used and the results calculated</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSDT411A Perform a 1000 seed weight test.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSDT411 Perform a 1000 seed weight test

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- calculate variance, standard deviation and coefficient of variance
- determine the weight per 1000 pure seeds from a submitted sample
- prepare and weigh replicates
- report results

Knowledge Evidence

The candidate must demonstrate knowledge of:

- apparatus for weighing, counting and dividing seed samples
- calculations such as variance, standard deviation and coefficient of variance
- concepts of metrology
- enterprise standard operating procedures (SOPs)
- relevant health, safety and environment requirements
- role of the International Seed Testing Association (ISTA) and the ISTA Rules for Seed Testing
- seed biology

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCSHG201 Crutch sheep

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to crutch a sheep.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for crutching operations</td>
<td>1.1 Check crutching equipment for correct operation prior to commencing work</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify potential and existing hazards in the workplace and</td>
</tr>
</tbody>
</table>
Element | Performance criteria
---|---
report to the supervisor
1.3 Select, use and maintain suitable personal protective equipment and ensure correct fit
1.4 Identify, catch and move sheep to be crutched in line with work health and safety, industry and animal welfare standards
1.5 Position sheep for crutching
2. Perform crutching operations
2.1 Activate handpiece and position in readiness for crutching
2.2 Shear wool from face, crutch or belly as instructed
2.3 Use crutching methods to ensure that injury to the sheep and damage to the fleece is avoided
2.4 Use safe handling techniques at all times
3. Respond to complications
3.1 Identify contamination during crutching and report to wool handlers
3.2 Treat cuts as required
3.3 Identify and report flyblown sheep
3.4 Identify and report problem sheep
4. Complete crutching operations
4.1 Place wool appropriately to avoid contamination and for wool handlers to collect
4.2 Switch off handpiece and re-position to non-operational position
4.3 Release sheep safely from the board into the count out pens
4.4 Report crutching grievances and difficulties
4.5 Follow enterprise biosecurity policies where required

Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSHG201A Crutch sheep
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG201 Crutch sheep

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify potential and existing hazards to the supervisor
- select and use equipment and materials appropriate for crutching sheep
- avoid contamination, second cuts and damage to wool, animals and people
- catch and release sheep safely
- demonstrate safe and responsible workplace practices
- provide due care and handle sheep humanely
- clean and maintain crutching equipment, site and facilities
- communicate problems, faults and workplace hazards to the owner or overseer
- tally crutched sheep count
- apply enterprise work health and safety policies in the context of own work
- apply enterprise animal welfare policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry agreed shearing techniques and positions, and method of shearing
- safe handling techniques for catching, dragging, shearing and releasing sheep
- basic anatomy of male and female sheep as it relates to the safe humane removal of wool
- common sheep diseases as they relate to work health and safety and humane treatment of animals
- the impacts of sheep behaviour on moving, handling and shearing sheep
- personal protective clothing and equipment, and when and how it should be used
- Federal and/or State shearing awards and agreements associated with shearing sheep
- Enterprise biosecurity policies applying to the job role
- Work health and safety legislation and codes of practice applying to the job role
- Animal welfare legislation and codes of practice applying to the job role

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG202 Assist in preparing for shearing and crutching

Modification History

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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to assist the owner or classer in the preparation of sheds and facilities prior to shearing and crutching operations.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare equipment</td>
<td>1.1 Inspect the facilities with the owner or classer to determine the degree of preparation required</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Clean facilities and equipment as directed</td>
</tr>
<tr>
<td></td>
<td>Identify contaminating substances, remove and dispose of according to enterprise environmental requirements</td>
</tr>
<tr>
<td></td>
<td>Report equipment faults or malfunctions to owner or classer</td>
</tr>
<tr>
<td></td>
<td>Select, use and maintain suitable personal protective equipment</td>
</tr>
<tr>
<td>2.</td>
<td>Position equipment according to owner or classer requirements</td>
</tr>
<tr>
<td></td>
<td>Arrange bins and wool packs as instructed</td>
</tr>
<tr>
<td></td>
<td>Position brooms and scrapers where required for safety</td>
</tr>
<tr>
<td>3.</td>
<td>Identify potential and existing hazards and report to owner or classer</td>
</tr>
<tr>
<td></td>
<td>Follow directions of owner or classer in eliminating work health and safety hazards</td>
</tr>
<tr>
<td>4.</td>
<td>Undertake work in conjunction with shed manager and other shed staff, to ensure sheep are moved and penned for shearing or crutching in line with work health and safety, industry and animal welfare standards</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG202A Assist in preparing for shearing and crutching

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG202 Assist in preparing for shearing and crutching

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- arrange and position shearing equipment and materials ready for shearing or crutching
- maintain contamination and hazard-free environment for shearing and wool handling
- carry out minor maintenance and repairs to equipment and facilities as directed
- disposal of waste in accordance with enterprise environmental requirements
- communicate verbally with owner/classer and follow instructions
- apply enterprise work health and safety policies in the context of own work
- apply enterprise animal welfare practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- shearing shed layouts and equipment
- maintenance and hygiene requirements of shearing sheds, boards and catching pens
- work health and safety legislation and codes of practice applying to the job role
- animal welfare legislation and codes of practice applying to the job role
- enterprise environmental policies

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG203 Shear sheep to novice level

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to select, handle and shear sheep under supervision to novice level.

Novice level is defined as shearing a minimum of 40 adult merino sheep or 50 adult crossbred sheep per day to industry standards.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to demonstrate</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>essential outcomes</td>
<td>achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Set-up shearing handpiece | 1.1 Identify potential and existing hazards in the workplace and report to supervisor  
1.2 Check shearing equipment for correct operation  
1.3 Assemble comb and cutter on handpiece  
1.4 Set lead and throw for comb and cutter  
1.5 Set tension to enable comb and cutter to cut wool cleanly with minimum friction  
1.6 Lubricate working surfaces and moving parts |
| 2. Follow health and fitness procedures | 2.1 Prepare for exercises to warm-up the body  
2.2 Perform back, shoulder, leg, arm, and abdomen stretches  
2.3 Recognise the necessities of hydration, nutrition and rest periods |
| 3. Catch sheep for shearing | 3.1 Select, use and maintain suitable personal protective equipment  
3.2 Catch sheep and move to required location in line with organisational, work health and safety, industry and animal welfare standards  
3.3 Drag sheep from the catching pen to the shearing board using safe manual handling techniques  
3.4 Position sheep for shearing |
| 4. Remove fleece | 4.1 Activate handpiece and position in readiness for shearing operations  
4.2 Shear section of sheep in position suitable to the individual’s competence  
4.3 Shear the six basic positions in sequence  
4.4 Minimise injury to sheep and treat injuries where required  
4.5 Release sheep safely from the board into the count-out pens  
4.6 Minimise second cuts and contamination  
4.7 Maintain shearing effort to achieve the required minimum rate per day to acceptable standard |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSHG203A Shear sheep to novice level

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG203 Shear sheep to novice level

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed shearing a minimum of 40 adult merino sheep or 50 adult crossbred sheep per day to industry standards.

The candidate must provide evidence that they can:
- follow safe work practices
- select and use equipment and materials appropriate for shearing sheep
- load a handpiece correctly
- avoid contamination, second cuts
- shear sufficient sheep within eight hours to match novice skill level
- use appropriate suturing for cuts to sheep
- catch and release sheep safely
- provide due care and handle sheep humanely
- clean and maintain shearing equipment, site and facilities
- communicate problems, faults and workplace hazards to the owner or overseer
- tally shorn sheep count
- apply work health and safety policies in the context of own work
- apply enterprise animal welfare policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry agreed shearing techniques and positions, and method of shearing
Assessment Requirements for AHCSPH203 Shear sheep to novice level

- safe handling techniques for catching, dragging, shearing and releasing sheep
- basic anatomy of male and female sheep as it relates to the safe humane removal of wool
- common sheep diseases as they relate to work health and safety and humane treatment of animals
- the impacts of sheep behaviour on moving, handling and shearing sheep
- personal protective clothing and equipment, and when and how it should be used
- Federal and/or State shearing awards and agreements associated with shearing sheep
- enterprise biosecurity policies applying to the job role
- work health and safety legislation and codes of practice applying to the job role
- animal welfare legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG204 Shear sheep to improver level

Modification History

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Application

This unit of competency describes the skills and knowledge required to select, handle and shear sheep under supervision to improver level.

Improver level is defined as shearing a minimum of 80 adult merino sheep or 100 adult crossbred sheep per day to industry standards.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad supervision and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)
## Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for shearing | 1.1 Check shearing equipment for correct operation prior to shearing session  
1.2 Identify potential and existing hazards in the workplace and report to the supervisor  
1.3 Select, use and maintain suitable personal protective equipment  
1.4 Identify, catch sheep and move to required location in line with organisational, work health and safety, industry and animal welfare standards |
| 2. Perform shearing operations | 2.1 Position sheep for shearing using identified positions  
2.2 Activate handpiece and position in readiness for shearing operations  
2.3 Shear sheep using identified method and positions  
2.4 Use shearing methods that ensure that injuries and damage to the sheep and fleece is avoided while meeting volume expectations  
2.5 Use safe and humane handling techniques at all times |
| 3. Respond to complications | 3.1 Identify contamination during shearing operations and report to wool handlers  
3.2 Suture sheep cuts as required  
3.3 Identify flyblown sheep and report  
3.4 Identify problem sheep and report |
| 4. Complete shearing operation | 4.1 Place wool to avoid contamination and for wool handlers to collect  
4.2 Set handpiece to non-operational position and store  
4.3 Release sheep safely from the board into the count-out pens  
4.4 Report shearing grievances and difficulties  
4.5 Follow enterprise biosecurity policies where required |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSHG204A Shear sheep to improver level

Links
Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG204 Shear sheep to improver level

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed shearing a minimum of 80 adult merino sheep or 100 adult crossbred sheep per day to industry standards.

The candidate must provide evidence that they can:
- identify hazards and follow safety directions
- select and use equipment and materials appropriate for shearing sheep
- avoid contamination, second cuts and damage to wool, sheep and people
- shear sufficient sheep within eight hours to match skill level as per industry award minimum rate of pay for learner shearers
- suture cuts to sheep
- catch and release sheep safely
- demonstrate safe and responsible workplace practices
- provide due care and handle sheep humanely
- clean and maintain shearing equipment, site and facilities
- communicate problems, faults and workplace hazards, and to comprehend instructions provided by the owner or overseer
- tally shorn sheep count
- apply enterprise work health and safety policies in the context of own work
- apply enterprise animal welfare policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types of shearing sheds, boards and catching pens
• shearing machinery required and their relative functions
• industry shearing techniques and positions and method of shearing
• aspects of safe handling techniques for catching, dragging, shearing and releasing sheep
• basic anatomy of male and female sheep as it relates to the safe humane removal of wool
• common sheep diseases
• the impacts of sheep behaviour on moving and handling sheep and shearing sheep
• personal protective clothing and equipment, and when and how it should be used
• Federal and/or State shearing awards and agreements associated with shearing sheep
• enterprise biosecurity policies applying to the job role
• work health and safety legislation and codes of practice applying to the job role
• animal welfare legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG205 Grind combs and cutters for machine shearing

Modification History

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Application

This unit of competency describes the skills and knowledge required to grind combs and cutters for machine shearing so that they are effective for the type of wool and shearing conditions.

All work must be carried out to comply with workplace procedures, work health and safety, biosecurity requirements and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine need for sharpening combs and cutters</td>
<td>1.1 Check combs and cutters for wear and report any issues found</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tbody>
</table>
| cutters | 1.2 Clean combs and cutters prior to grinding  
|         | 1.3 Identify work health and safety hazards and report to supervisor |
| 2. Prepare grinder and pendulum for use | 2.1 Check the grinder and its location for serviceability and safety report safety hazards to supervisor  
|         | 2.2 Identify grinder faults or malfunctions and report to supervisor for repair or replacement  
|         | 2.3 Apply grinding papers to grinder discs  
|         | 2.4 Store and care for grinding papers  
|         | 2.5 Check, clean and adjust the bottom bar of the pendulum to ensure it is true  
|         | 2.6 Confirm that the pressure bar and pins are set at the recommended distance  
|         | 2.7 Check the height setting of pendulum |
| 3. Carry out grinding | 3.1 Wear eye protection while grinding is carried out  
|         | 3.2 Secure comb or cutter for grinding  
|         | 3.3 Apply correct pressure while grinding  
|         | 3.4 Grind combs and cutters as directed  
|         | 3.5 Check combs and cutters visually for even grinding  
|         | 3.6 Identify and rectify faults or unevenness in grinding  
|         | 3.7 Ensure grinding wheel is not left running when unattended |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG205A Grind combs and cutters for machine shearing

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG205 Grind combs and cutters for machine shearing

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed grinding combs and cutters for machine shearing.

The candidate must provide evidence that they can:
- identify hazards and apply safe work practices
- determine need for sharpening combs and cutters
- prepare grinder and pendulum for use
- carry out grinding to industry standards

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types of combs and cutters
- terminology, techniques and procedures for grinding combs and cutters
- setting up, storage and caring for grinding papers
- tools and equipment used in grinding combs and cutters
- work health and safety legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCSHG206 Prepare handpiece and downtube for machine shearing

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare handpieces and downtubes for machine shearing.

All work must be carried out to comply with workplace procedures, work health and safety, biosecurity requirements and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare combs and cutters to suit fleece type and shearing</td>
<td>1.1 Select combs and cutters to suit fleece type and shearing</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| cutters for shearing | conditions  
1.2 Check combs and cutters for serviceability and prepare  
1.3 Identify comb and cutter faults or malfunctions and report for repair or replacement  
1.4 Clean combs and cutters prior to sharpening  
1.5 Change combs and cutters during the shearing operations to suit shearing conditions  
1.6 Identify potential and existing hazards and report to supervisor |
| 2. Prepare handpiece for shearing | 2.1 Secure comb and cutter for shearing  
2.2 Lubricate handpiece prior to shearing  
2.3 Adjust tension to suit shearing conditions and preference of the shearer  
2.4 Check handpiece for serviceability and prepare  
2.5 Identify handpiece faults or malfunctions and report for repair or replacement |
| 3. Prepare downtube for shearing | 3.1 Check downtube is checked for serviceability and prepare  
3.2 Identify downtube faults or malfunctions and report for repair or replacement  
3.3 Adjust safety clutch  
3.4 Adjust downtube  
3.5 Lubricate downtube prior to shearing |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG206A Prepare handpiece and downtube for machine shearing
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG206 Prepare handpiece and downtube for machine shearing

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe operating procedures
- select and load comb and cutter for shearing
- prepare combs, cutters, handpieces and downtubes for shearing
- lubricate and maintain handpiece and downtube
- carry out minor maintenance and repairs
- recognise and clearly report any work health and safety hazards to the appropriate person

Knowledge Evidence

The candidate must demonstrate knowledge of:

- components of a shearing handpiece
- components of a downtube
- terminology for handpieces and downtubes
- maintenance and lubrication procedures for shearing equipment and handpieces
- types of combs and cutters to use under different conditions
- work health and safety legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG207 Shear goats

Modification History

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Application

This unit of competency describes the skills and knowledge required to catch, handle and shear goats.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for shearing</td>
<td>1.1 Check shearing equipment for correct operation prior to shearing</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.</td>
<td>Identify, catch and move goats to be shorn</td>
</tr>
<tr>
<td></td>
<td>Prepare shearing equipment in readiness for shearing operations</td>
</tr>
<tr>
<td></td>
<td>Identify potential and existing hazards in the workplace and report to the supervisor</td>
</tr>
<tr>
<td></td>
<td>Select, use and maintain suitable personal protective equipment</td>
</tr>
<tr>
<td>2.</td>
<td>Position goat for shearing using identified positions and shear</td>
</tr>
<tr>
<td></td>
<td>Use shearing methods that ensure that damage to the goat and fleece is minimised while meeting volume of shearing expectations</td>
</tr>
<tr>
<td></td>
<td>Shear goats using safe and humane handling techniques at all times</td>
</tr>
<tr>
<td></td>
<td>Comply with work health and safety and animal welfare requirements</td>
</tr>
<tr>
<td>3.</td>
<td>Identify contamination during shearing operations and report to owner</td>
</tr>
<tr>
<td></td>
<td>Treat cuts to goats as required</td>
</tr>
<tr>
<td></td>
<td>Identify problem goats and report</td>
</tr>
<tr>
<td>4.</td>
<td>Place fibre to avoid contamination and for collection by handlers</td>
</tr>
<tr>
<td></td>
<td>Set handpiece to non-operational position and store</td>
</tr>
<tr>
<td></td>
<td>Release goats safely from the board into the count-out pens</td>
</tr>
<tr>
<td></td>
<td>Report shearing grievances and difficulties to supervisor</td>
</tr>
<tr>
<td></td>
<td>Monitor and control environmental implications associated with shearing activities</td>
</tr>
<tr>
<td></td>
<td>Follow enterprise biosecurity policies where required</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG207A Shear goats
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG207 Shear goats

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work practices
- select and operate equipment appropriate to shearing tasks
- shear goats using industry accepted methods and procedures
- avoid contamination, second cuts and damage to fleece, goats and people
- appropriately treat injured goats
- handle goats with due care
- maintain safe and hazard-free equipment
- effectively communicate with supervisor
- apply enterprise work health and safety policies in the context of own work
- apply enterprise animal welfare, biosecurity policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of shearing sheds, boards and catching pens
- components and functions of shearing equipment and machinery
- industry accepted handling and shearing techniques and positions
- basic goat anatomy and behavioural characteristics as they impact on shearing of goats
- common goat diseases and treatments as they impact on work health and safety and humane treatment of goats
- enterprise biosecurity policies applying to the job role
- work health and safety legislation and codes of practice applying to the job role
- animal welfare legislation and codes of practice applying to the job role
Assessment Conditions
Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG208 Shear alpacas

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to catch, handle and shear alpacas.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for shearing</td>
<td>1.1 Check shearing materials, tools and equipment for serviceability</td>
</tr>
</tbody>
</table>
### Element

<table>
<thead>
<tr>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>and prepare in readiness for shearing operations</td>
</tr>
<tr>
<td>1.2 Identify, draft and move alpacas to be shorn</td>
</tr>
<tr>
<td>1.3 Position alpacas for shearing</td>
</tr>
<tr>
<td>1.4 Identify potential and existing hazards in the workplace and report to the supervisor</td>
</tr>
<tr>
<td>1.5 Select, use and maintain suitable personal protective equipment</td>
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</table>

2. Perform shearing operations

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.1 Shear alpacas using shearing methods that minimise damage to the alpaca and fleece while meeting volume of shearing expectations</td>
</tr>
<tr>
<td>2.2 Use safe and humane handling techniques at all times</td>
</tr>
<tr>
<td>2.3 Monitor own shearing performance and adjust posture, shearing rate or speed and position of alpaca as required</td>
</tr>
<tr>
<td>2.4 Comply with work health and safety and animal welfare requirements</td>
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</table>

3. Respond to complications

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<th>Performance criteria</th>
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<tbody>
<tr>
<td>3.1 Identify contamination during shearing operations and report to owner</td>
</tr>
<tr>
<td>3.2 Treat cuts to alpacas as required</td>
</tr>
<tr>
<td>3.3 Identify problem alpacas and report</td>
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4. Complete shearing operation

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<tbody>
<tr>
<td>4.1 Place fibre to avoid contamination and for collection by handlers</td>
</tr>
<tr>
<td>4.2 Set handpiece to non-operational position and store</td>
</tr>
<tr>
<td>4.3 Release alpacas safely from the board into holding yards</td>
</tr>
<tr>
<td>4.4 Report shearing grievances and difficulties</td>
</tr>
<tr>
<td>4.5 Monitor and control environmental implications associated with shearing activities</td>
</tr>
<tr>
<td>4.6 Follow enterprise biosecurity policies where required</td>
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</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCSHG208A Shear alpacas
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG208 Shear alpacas

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed shearing alpacas.

The candidate must provide evidence that they can:

- identify hazards, apply safe work practices and maintaining safe and hazard-free equipment
- select, set up and operate equipment appropriate to shearing tasks
- position alpaca and restrain for shearer safety
- handle and shear alpacas with due care using industry-accepted methods and procedures
- appropriately treat injured alpacas
- avoid contamination, second cuts and damage to fleece, alpacas and people
- demonstrate safe and environmentally responsible workplace practices
- apply enterprise work health and safety policies in the context of own work
- apply enterprise animal welfare and biosecurity policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- basic alpaca anatomy and behavioural characteristics as they impact on shearing of alpaca
- common goat diseases and treatments as they impact on work health and safety and humane treatment of goats
- components and functions of shearing equipment and machinery
- industry-accepted handling and shearing techniques and positions
- enterprise biosecurity policies applying to the job role
- work health and safety legislation and codes of practice applying to the job role
- animal welfare legislation and codes of practice applying to the job role
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG209 Support alpaca shearing operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to support alpaca shearing operations.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools and equipment for</td>
<td>1.1 Identify required materials, tools and equipment from provided</td>
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</tbody>
</table>
### Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</table>
| alpaca shearing support activities | lists or a supervisor’s instructions  
1.2 Check materials, tools and equipment and report to supervisor if there are insufficient available or faults  
1.3 Identify potential and existing hazards in the workplace and report to the supervisor  
1.4 Select, use and maintain suitable personal protective equipment |

| 2. Carry out alpaca shearing support duties | 2.1 Follow supervisor’s instructions and seek clarification when necessary  
2.2 Handle, pen and work around alpacas in a safe and environmentally appropriate manner, using correct manual handling techniques and in accordance to enterprise and work health and safety guidelines and animal welfare policies  
2.3 Interact with others in a positive and professional manner  
2.4 Report problems or difficulties that may impact on completion of work to the required standards or achievement of timelines and take remedial action as directed  
2.5 Observe site quarantine and other biosecurity protocols  
2.6 Store waste material produced during alpaca shearing in a designated area  
2.7 Keep own work area clean and tidy while working and provide assistance as instructed to keep the general work area clean and tidy  
2.8 Monitor weather conditions post-shearing for risk of exposure for shorn animals |

| 3. Clean up on completion of alpaca shearing | 3.1 Return materials to store or dispose of according to supervisor’s instructions  
3.2 Clean, maintain and store tools and equipment  
3.3 Report work outcomes to supervisor, seek feedback on performance and note any required improvements for future action  
3.4 Apply enterprise biosecurity policies |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.


Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSHG209A Support alpaca shearing operations

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG209 Support alpaca shearing operations

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed supporting alpaca shearing operations.

The candidate must provide evidence that they can:
- identify hazards and apply safe work practices
- clean up during and on completion of alpaca shearing
- handle, pen and work around alpacas safely and humanely
- prepare and handle materials, tools and equipment for alpaca shearing support tasks
- apply work health and safety in the context of own work
- apply enterprise biosecurity protocols in the context of own work
- apply enterprise animal welfare policies in the context of own work
- apply enterprise environmental sustainability policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- alpaca fleece types
- basic fleece handling practices
- safe work practices associated with alpaca shearing activities
- shearing tools and equipment required for alpaca shearing
- biosecurity legislation and codes of practice applying to the job role
- work health and safety legislation and codes of practice applying to the job role
- animal welfare legislation and codes of practice applying to the job role
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG210 Undertake basic shearing and crutching

Modification History

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Application

This unit of competency describes the skills and knowledge required for basic wool removal as part of a shearing and crutching operation.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Set-up shearing handpiece as directed</td>
<td>1.1 Identify potential and existing hazards in the workplace and report to supervisor</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1.2 Check shearing equipment for correct operation  
1.3 Assemble comb and cutter on handpiece  
1.4 Set lead and throw  
1.5 Set tension to enable comb and cutter to cut wool cleanly with minimum friction  
1.6 Lubricate working surfaces and moving parts |
| 2. Follow health and fitness procedures | 2.1 Prepare for exercises to warm-up the body  
2.2 Perform back, shoulder, leg, arm, and abdomen stretches  
2.3 Recognise the necessities of hydration, nutrition and rest periods  
2.4 Select suitable personal protective equipment and ensure correct fit |
| 3. Catch sheep for shearing | 3.1 Catch and move sheep in line with organisational, work health and safety, industry and animal welfare standards  
3.2 Move sheep from the catching pen to the shearing board using safe manual handling techniques  
3.3 Position sheep for shearing and crutching |
| 4. Remove wool | 4.1 Activate handpiece and position in readiness for shearing and crutching operations  
4.2 Shear and crutch section of sheep as directed  
4.3 Release sheep safely from the board into the count-out pens |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG101A Undertake basic shearing and crutching

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG210 Undertake basic shearing and crutching

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow safety directions
- select, prepare and use tools equipment and materials appropriate for shearing sheep work
- ensure health and fitness for shearing
- avoid contamination, second cuts and damage to wool, sheep and people
- catch and shear a sheep in line with organisational, animal welfare and work health safety standards
- demonstrate safe and responsible workplace practices
- clean and maintain shearing equipment, site and facilities
- communicate problems, faults and workplace hazards, and to comprehend instructions provided by the owner or overseer

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry agreed shearing and crutching techniques, and positions and method of shearing
- features of safe handling techniques for catching, dragging, shearing and releasing sheep
- basic anatomy of male and female sheep as it relates to the safe, humane removal of wool
- common sheep diseases as they relate to work health and safety and humane treatment of animals
- the impacts of sheep behaviour on moving, handling and shearing sheep
- animal welfare requirements in relation to sheep
- personal protective clothing and equipment and when and how it should be used
- Federal and/or State shearing awards and agreements associated with shearing sheep
- work health and safety legislation and codes of practice apply to the job role
- animal welfare legislation and codes of practice apply to the job role

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG301 Prepare livestock for shearing

Modification History

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Application

This unit of competency describes the skills and knowledge required to sort and prepare livestock for shearing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Sort livestock for</td>
<td>1.1 Locate, identify and confirm livestock with as specified in</td>
</tr>
</tbody>
</table>
### Element  | Performance criteria
--- | ---
**shearing** | shearing plan
1.2 Muster livestock and move to shearing facilities, sort, count and yard livestock
1.3 Identify livestock with pigmented fleece and cull for separate shearing operations
1.4 Identify potential and existing hazards, assess risks and implement control measures in line with enterprise work health and safety policies
1.5 Select, use and maintain suitable personal protective equipment
1.6 Comply with animal welfare codes of practice

2. Prepare livestock for shearing | 2.1 Check shearing, cleaning and drenching equipment for correct operation
2.2 Crutch livestock as required
2.3 Remove contaminated and stained wool and dispose of appropriately
2.4 Take livestock off feed to allow emptying out before shearing

3. Monitor livestock | 3.1 Provide and maintain feed and water supplies for livestock
3.2 Provide and maintain suitable shelter for livestock
3.3 Monitor livestock condition and health status for evidence of sickness, and record or report as required
3.4 Monitor and control environmental implications associated with shearing activities
3.5 Apply enterprise biosecurity policies

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCSHG301A Prepare livestock for shearing
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCSHG301 Prepare livestock for shearing

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed preparing livestock for shearing.

The candidate must provide evidence that they can:

- identify hazards and implement safe work procedures
- select equipment appropriate to crutching and shearing tasks
- organise crutching and shearing operations
- muster, move, draft and handle livestock in compliance with animal welfare requirements
- observe and monitor livestock health and condition and detect disease or nutritional disorders and treat appropriately
- organise feed and water supplies
- avoid and remove contamination of fleece
- demonstrate safe and environmentally responsible workplace practices
- communicate verbally with work team and manager
- calculate livestock numbers, keep mobs separate
- follow enterprise work health and safety policies in the context of own work
- follow enterprise biosecurity policies in the context of own work
- follow enterprise animal welfare policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- different types and purposes of shearing boards, yards and catching pens
- components and functions of shearing, cleaning and drenching equipment
- handling, mustering and movement techniques
• livestock breeds, nutritional and hygiene requirements
• possible fleece contaminants and types of pigmentation faults
• biosecurity legislation and codes of practice applying to the job role
• work health and safety legislation and codes of practice applying to the job role
• animal welfare legislation and codes of practice applying to the job role

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG302 Prepare combs and cutters for machine shearing

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare combs and cutters for machine shearing.

All work must be carried out to comply with workplace procedures and work health and safety.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Grind combs and</td>
<td>1.1 Check the grinder and its location for safety hazards and</td>
</tr>
<tr>
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| cutters | implement control measures  
1.2 Identify faulty components and determine level of repair or replacement requirements  
1.3 Operate grinder in a safe manner without risk of injury to operator or others or damage to equipment  
1.4 Adjust pendulum pin settings, confirm set and pendulum bar is clean and check for level  
1.5 Test grinding plates visually in terms of being balanced and true  
1.6 Identify worn and incorrectly adhered papers and replace  
1.7 Set grinder  
1.8 Identify even wear of combs and cutters and sharpen combs and cutters |

| 2. Dress combs | 2.1 Select bevel and modify appropriate to wool type  
2.2 Determine factors affecting combs selection in terms of type of livestock and seasonal conditions  
2.3 Dress comb teeth to uniform shape and length  
2.4 Thin comb teeth uniformly along their length  
2.5 Polish comb leaving no rough or sharp points |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG302A Prepare combs and cutters for machine shearing.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG302 Prepare combs and cutters for machine shearing

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed preparing combs and cutters for machine shearing.

The candidate must provide evidence that they can:
- identify hazards and apply safe operating procedures to grinding
- determine need for sharpening combs and cutters
- determine need for dressing combs
- prepare grinder and pendulum for use
- carry out grinding
- set, store and care for grinding papers
- dress combs, including selecting bevels, teeth thinning and polishing

Knowledge Evidence

The candidate must demonstrate knowledge of:
- different types of combs and cutters
- terminology, techniques and procedures for grinding combs and cutters
- tools and equipment used in grinding combs, and cutters and dressing combs
- hazard identification and risk control

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG303 Maintain and service shearing handpieces

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain and service shearing handpieces as part of a shearing operation.

All work must be carried out to comply with workplace procedures and work health and safety requirements.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify worn and faulty handpiece</td>
<td>1.1 Assess the performance of the handpiece</td>
</tr>
<tr>
<td>Element</td>
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</table>
| components and install minor repair kit components | 1.2 Check and clean comb bed, cups and fork yokes and check comb bed visually for flatness  
1.3 Identify worn and faulty handpiece components  
1.4 Install minor repair kit components  
1.5 Check faulty comb beds and assess the required scope of repairs  
1.6 Determine if there is a need for a technician to repair the fault  
1.7 Carry out repairs according to manufacturer’s specifications and work health and safety requirements  
1.8 Arrange repairs by a technician as required |

2. Service handpiece | 2.1 Adjust handpiece components to maintain operational performance  
2.2 Lubricate handpiece  
2.3 Replace components requiring periodic replacement  
2.4 Identify wear and tear on handpiece in terms of effects on performance  
2.5 Install safety components and check before operation of the handpiece  
2.6 Run and check handpiece prior to use to determine safe operational performance |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG303A Maintain and service shearing handpieces

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG303 Maintain and service shearing handpieces

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed maintaining and servicing shearing handpieces.

The candidate must provide evidence that they can:
- identify worn and faulty handpiece components
- install minor repair kit components
- maintain and service handpieces
- apply enterprise work health and safety policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- terminology and assembly procedures for handpieces
- maintenance and servicing requirements for shearing handpieces
- components of a shearing handpiece
- different types of combs and cutters to use under different conditions
- work health and safety legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCSHG304 Shear sheep to professional level

Modification History

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Application

This unit of competency describes the skills and knowledge required to select, handle and shear sheep to a professional level at least 120 adult merino sheep or 140 adult crossbred sheep per day to industry standards.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

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</table>
| 1. Recognise and correct faults in shearing technique | 1.1 Analyse shearing technique  
1.2 Recognise and correct faults in sheep position, footwork and free hand use  
1.3 Recognise and correct faults in the number of blows and their placement  
1.4 Improve co-ordination of footwork, free hand use, sheep control and blow placement |
| 2. Apply techniques to increase shearing speed and accuracy | 2.1 Increase speed at which the handpiece is pushed forward and returned between blow placements  
2.2 Improve the power, direction and manoeuvrability applied at the increased speed  
2.3 Improve rhythm at the increased speed  
2.4 Maintain calm and consistent temperament whilst shearing  
2.5 Recognise the importance of stamina and fitness in improvement of output consistency |
| 3. Shear required number of sheep in an eight hour day working day to quality standard of the industry for both sheep and wool | 3.1 Demonstrate safety procedures during shearing in relation to people and sheep  
3.2 Avoid excessive wool contamination and damage to the wool  
3.3 Shear 120 adult merino sheep or equivalent using identified method and positions in a normal eight-hour working day  
3.4 Use correct movement of feet and hands, and maintain correct positioning to the downtube  
3.5 Release sheep at increased speed  
3.6 Comply with work health and safety and animal welfare requirements  
3.7 Follow enterprise biosecurity policies where required |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG304A Shear sheep to professional level
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG304 Shear sheep to professional level

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed shearing a minimum of 120 adult merino sheep or 140 adult crossbred sheep per day to industry standards.

The candidate must provide evidence that they can:

- identify hazards and work safely
- avoid contamination, second cuts and injury to animals
- shear sufficient sheep within eight hours to match skill level of a professional shearer
- analyse and increase on improver shearer level
- shear with the industry accepted pattern
- use appropriate suturing for cuts to sheep
- catch and release sheep safely
- demonstrate safe and responsible workplace practices
- provide due care and handle sheep humanely
- apply enterprise workplace health and safety policies in the context of own work
- apply enterprise biosecurity policies in the context of own work
- apply enterprise animal welfare policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry agreed shearing techniques and positions and method of shearing
- safe handling techniques for catching, dragging, shearing and releasing sheep
• the impacts of sheep behaviour on moving and handling sheep and shearing sheep
• Federal and/or State shearing awards and agreements associated with shearing sheep
• enterprise biosecurity policies applying to the job role
• work health and safety legislation and codes of practice applying to the job role
• animal welfare legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG305 Maintain consistent shearing performance

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain a consistent shearing performance.

All work must be carried out to comply with workplace procedures and work health and safety requirements

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Maintain shearing control, coordination</td>
<td>1.1 Maintain consistent rhythm for 8-hour working day</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>and rhythm</td>
<td>1.2 Maintain coordination of footwork to assist control and blows placement for 8-hour working day</td>
</tr>
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<td></td>
<td>1.3 Analyse eye to hand coordination to optimise consistent blow placement</td>
</tr>
<tr>
<td>2. Maintain shearing output</td>
<td>2.1 Maintain shearing output and quality to meet expectation of the grower, contractor and self in terms of shearing conditions</td>
</tr>
<tr>
<td></td>
<td>2.2 Maintain shearing output and quality in terms of minimum industry output requirements and minimum industry quality requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Evaluate current stamina and fitness program, including eating, exercise, back care, fluid intake and rest periods, for means of improvement maintaining shearing performance</td>
</tr>
<tr>
<td></td>
<td>2.4 Comply with enterprise animal welfare and work health and safety policies</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG305A Maintain consistent shearing performance

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG305 Maintain consistent shearing performance

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed maintaining shearing control, coordination and rhythm over a working day.

The candidate must provide evidence that they can:
- identify hazards and implement risk controls
- maintain optimum shearing output by correct preparation and set up of equipment
- maintain application of improved techniques
- maintain speed and accuracy
- assess and monitor the shearing conditions and environment to maintain shearing performance
- maintain control, coordination, rhythm and output during shearing

Knowledge Evidence

The candidate must demonstrate knowledge of:
- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry shearing techniques and positions and method of shearing
- aspects of safe handling techniques for catching, dragging, shearing and releasing sheep
- basic anatomy of male and female sheep as it relates to the safe humane removal of wool
- the impacts of sheep behaviour on moving and handling sheep and shearing sheep
- personal protective clothing and equipment, and when and how it should be used
- Federal and/or State shearing awards and agreements associated with shearing sheep
• work health and safety legislation and codes of practice applying to the job role
• animal welfare legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG306 Carry out post-shearing procedures

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to care for shorn livestock.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor weather</td>
<td>1.1 Monitor weather during and after shearing operations, and revise</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>conditions</td>
<td>work programs in response to changing circumstances</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify adverse weather conditions and assess and report the likely impacts on livestock, feed and property</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine the appropriate actions required to minimise loss or damage to livestock during adverse weather conditions</td>
</tr>
<tr>
<td>2. Assess and monitor livestock condition</td>
<td>2.1 Assess and record livestock condition and health status</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify and report abnormal behaviour or evidence of sickness</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine and provide water and feed requirements for livestock, and arrange supplementary feeding as required</td>
</tr>
<tr>
<td></td>
<td>2.4 Apply enterprise animal welfare policies</td>
</tr>
<tr>
<td>3. Maintain livestock environment</td>
<td>3.1 Maintain livestock yards and facilities so that they are clean, secure and safe</td>
</tr>
<tr>
<td></td>
<td>3.2 Maintain suitable shelter for shorn livestock to prevent losses</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify existing and potential hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td>4. Complete post-shearing operations</td>
<td>4.1 Monitor and control environmental implications associated with shearing activities</td>
</tr>
<tr>
<td></td>
<td>4.2 Clean shearing facilities and equipment and dispose of waste</td>
</tr>
<tr>
<td></td>
<td>4.3 Record relevant information and report to appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>4.4 Follow enterprise biosecurity policies where required</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG306A Carry out post-shearing procedures

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG306 Carry out post-shearing procedures

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed caring for shorn livestock.

The candidate must provide evidence that they can:
- identify existing and potential hazards implement control measures
- relate weather conditions to livestock requirements
- prepare contingency plan and anticipate emergency action
- handle livestock with due care
- weigh livestock and assess condition
- observe and monitor livestock behaviour, health and condition
- read and interpret weather information
- provide feed and water based on livestock numbers
- rug animals where required
- apply enterprise work health and safety policies in the context of own work
- apply enterprise animal welfare and biosecurity policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- impacts of adverse weather conditions on shorn livestock
- physiological conditions brought on by stress post shearing, and treatment of same
- types and constructs of livestock shelter
- livestock handling techniques in response to adverse weather
- condition scoring
- appropriate types of feed for stressed livestock
- enterprise biosecurity policies applying to the job role
- work health and safety legislation and codes of practice applying to the job role
- animal welfare legislation and codes of practice applying to the job role

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG307 Plan and prepare for alpaca shearing

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan and make preparations prior to alpaca shearing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Complete work contracts for shearers</td>
<td>1.1 Arrange shearing services in advance</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tbody>
</table>
| and shed staff | 1.2 Agree on terms and conditions of employment or engagement and check against the award or other accepted arrangements  
1.3 Record employment terms and conditions into an employment contract where employment is arranged and ensure they are signed by employer and employees |
| 2. Develop work plan for shearing day | 2.1 Discuss, develop and agree on a shearing work plan with shearing team and document  
2.2 Identify hazards relevant to the preparation and conduct of shearing and document in work plan and take appropriate action to minimise risks  
2.3 Carry out work according to work plan  
2.4 Review work plan with shearing team and note required improvements for future action |
| 3. Check shearing equipment | 3.1 Use work plan to identify and obtain all equipment and supplies necessary for shearing  
3.2 Check and prepare equipment required for shearing and ensure it is clean, set up and functioning correctly |
| 4. Ensure shed and yards are prepared for shearing | 4.1 Check and clean shearing shed prior to commencement of shearing  
4.2 Check and clean yards prior to commencement of shearing  
4.3 Remove sources of alpaca fibre contamination  
4.4 Report safety hazards to fibre grower or shed manager |
| 5. Pen up alpacas | 5.1 Move alpacas according to shearing sequence  
5.2 Pen alpacas by mobs, according to work plan  
5.3 Determine pen density to avoid crushing, trampling or soiling of alpaca fibre  
5.4 Secure gates to prevent mixing of mobs or escape of alpacas  
5.6 Monitor alpaca numbers in holding pens to ensure continuous supply to shearer  
5.7 Monitor pens to maintain alpaca in standing position to avoid soiling of alpaca fibre  
5.8 Apply enterprise animal welfare policies  
5.9 Apply enterprise biosecurity policies where required |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSHG307A Plan and prepare for alpaca shearing

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2 322cf72
Assessment Requirements for AHCSHG307 Plan and prepare for alpaca shearing

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must produce a shearing work plan and ensure that all required planning and preparation for shearing has been completed.

The candidate must provide evidence that they can:

- carry out cleaning and decontamination of pens and shearing shed to industry standards
- move alpacas according to work health and safety, animal welfare and enterprise requirements
- muster and draft alpacas into pens according to enterprise and industry standards
- operate any necessary equipment to industry standards
- use industry-accepted alpaca handling techniques
- apply enterprise biosecurity policies in the context of own work
- apply enterprise animal welfare policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- Alpaca Industry Best Practice Standards for Harvesting of Alpaca Fibre
- elements of effective and appropriate alpaca shearing work plans
- equipment requirements for alpaca shearing
- how to clean and decontaminate sheds and pens
- industry-accepted alpaca handling and moving techniques
- relevant industry awards and conditions
- enterprise biosecurity policies applying to the job role
- work health and safety legislation and codes of practice applying to the job role
Assessment Requirements for AHCSHG307 Plan and prepare for alpaca shearing

- animal welfare legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG401 Apply advanced shearing techniques

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to apply advanced shearing techniques.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity requirements and sustainability practices.

This unit applies to individuals who take responsibility for their own work and use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare and set up equipment to optimise</td>
<td>1.1 Confirm that the range and condition of equipment available for selection meets anticipated shearing conditions</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>shearing output</td>
<td>1.2 Select equipment and set up based on the assessment of shearing conditions to ensure the optimum yield and shearing throughput</td>
</tr>
<tr>
<td></td>
<td>1.3 Monitor equipment performance and make adjustments to maintain optimum shearing throughput</td>
</tr>
<tr>
<td>2. Assess and monitor the shearing conditions and environment</td>
<td>2.1 Confirm that the style and approach adopted for the shear are appropriate to the shearing conditions, and maintain the quality and throughput at the appropriate level</td>
</tr>
<tr>
<td></td>
<td>2.2 Adopt approaches for mitigating adverse shearing conditions prior to and during the shearing</td>
</tr>
<tr>
<td></td>
<td>2.3 Monitor and assess the shearing environment with consideration of the whole wool harvesting operation</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify potential and existing hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify opportunities to support and encourage the performance of other shearers and respond constructively while maintaining own output</td>
</tr>
<tr>
<td></td>
<td>2.6 Implement enterprise animal welfare policies</td>
</tr>
<tr>
<td>3. Maintain control, rhythm and output during shearing</td>
<td>3.1 Adapt personal position and shearing method to accommodate limitations in equipment performance and set up</td>
</tr>
<tr>
<td></td>
<td>3.2 Use timing, length and width of blows that optimise selected shearing pattern</td>
</tr>
<tr>
<td></td>
<td>3.3 Ensure blow commencement and finish positions are economical of effort and reflect the shortest route</td>
</tr>
<tr>
<td></td>
<td>3.4 Ensure blow placement, body work and sheep positioning combine to represent sustainable shearing effort and output</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG401A Apply advanced shearing techniques
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2 322ef72
Assessment Requirements for AHCSHG401 Apply advanced shearing techniques

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed applying advanced shearing techniques while shearing.

The candidate must provide evidence that they can:
- identify potential and existing hazards, assess risks and implement control measures
- prepare and set up equipment to optimise shearing output
- assess and monitor a diverse range of shearing conditions and environments
- maintain control, co-ordination, rhythm, high quality performance and output during shearing
- support and encourage the performance of other shearers as part of a team and respond constructively while maintaining own output
- implement enterprise animal welfare policies in the context of own work

Knowledge Evidence
The candidate must demonstrate knowledge of:
- types of shearing sheds, boards and catching pens
- shearing machinery required and their relative functions
- industry shearing techniques and positions and method of shearing
- aspects of safe handling techniques for catching, dragging, shearing and releasing sheep
- basic anatomy of male and female sheep as it relates to the safe humane removal of wool
- common sheep diseases
- the impacts of sheep behaviour on moving and handling sheep and shearing sheep
- personal protective clothing and equipment, and when and how it should be used
- Federal and/or State shearing awards and agreements associated with shearing sheep
• work health and safety legislation and codes of practice applying to the job role
• animal welfare legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG402 Conduct equipment experting for machine shearing

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare a comb for shearing, or experting the comb.

All work must be carried out to comply with workplace procedures and work health and safety policies.

This unit applies to individuals who take responsibility for their own work and use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Trim and finish combs</td>
<td>1.1 Identify signs of non-optimal equipment performance and remedy 1.2 Identify potential and existing work health and safety hazards and</td>
</tr>
</tbody>
</table>
### Performance criteria

Implement control measures

1.3 Confirm that the trim and finish meet the requirements of the current shearing task

1.4 Maintain control of comb and tools throughout the experting process

1.5 Adapt the comb in a form that meets individual shearing style

### Scallop comb

2.1 Recognise and apply the principles and method of scalloping

2.2 Determine the interrelationship between correctly scalloped combs and shearing performance in terms of density of wool, time of year, and breed

2.3 Scallop combs to meet the shearing style of individual shearers

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCSHG402A Conduct equipment experting for machine shearing

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG402 Conduct equipment experting for machine shearing

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must be observed conducting equipment experting for machine shearing.

The candidate must provide evidence that they can:

- trim and finish combs
- scallop combs
- identify work health and safety hazards and implement safe work practice

Knowledge Evidence

The candidate must demonstrate knowledge of:

- different types of combs and cutters
- trimming and finishing techniques
- tools and equipment used in experting
- scalloping techniques
- the relationship of comb preparation to shearing performance.
- work health and safety legislation and codes of practice applying to the job role

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG403 Account for shearing shed supplies

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Application

This unit of competency describes the skills and knowledge required to account for shearing shed supplies.

All work must be carried out to comply with workplace procedures and legislative requirements.

This unit applies to individuals who take responsibility for their own work and use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine supplies for shearing</td>
<td>1.1 Prepare a list of required supplies 1.2 Determine and record existing supplies</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify required storage facilities</td>
</tr>
<tr>
<td>2. Obtain supplies for shearing</td>
<td>2.1 Identify an appropriate supplier of required goods</td>
</tr>
<tr>
<td></td>
<td>2.2 Order and purchase supplies prior to commencement of shearing operations</td>
</tr>
<tr>
<td></td>
<td>2.3 Arrange delivery of supplies</td>
</tr>
<tr>
<td>3. Record supplies for shearing</td>
<td>3.1 Maintain stores inventory for duration of shearing</td>
</tr>
<tr>
<td></td>
<td>3.2 Store supplies appropriately</td>
</tr>
<tr>
<td></td>
<td>3.3 Prepare stores account and submit to the grower</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG403A Account for shearing shed supplies

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG403 Account for shearing shed supplies

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine supplies for shearing
- identify appropriate supplier and order supplies
- maintain stores inventory for duration of shearing and prepare stores account

Knowledge Evidence

The candidate must demonstrate knowledge of:

- supplies required to support shearing operations
- procedures for ordering supplies and purchasing
- required books of account and GST requirements associated with shearing shed supplies
- record keeping systems

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG405 Arrange employment for shearing operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to arrange employment for shearing operations.

All work must be carried out to comply with workplace procedures and legislative requirements.

This unit applies to individuals who take responsibility for their own work and use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine staffing requirements</td>
<td>1.1 Assess the numbers and types of staff required for wool harvesting</td>
</tr>
</tbody>
</table>
## Element | Performance criteria
--- | ---
| 1.2 | Prepare a list of duties for additional staff
| 1.3 | Define the required capabilities of staff prior to selection
| 2. | Seek applicants
| 2.1 | Make informal enquiries and advertise vacancies
| 2.2 | Follow up possible staff by telephone and in person
| 3. | Select staff
| 3.1 | Interview potential staff against selection criteria
| 3.2 | Select staff with due regard to equal employment opportunity
| 4. | Induct staff
| 4.1 | Brief new staff on relevant awards, enterprise agreements, pay rates and related administration
| 4.2 | Advise new staff of terms and conditions and sign on
| 4.3 | Familiarise new staff with the workplace and colleagues
| 4.4 | Outline work health and safety and animal welfare requirements in detail to staff

## Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information
This unit is equivalent to AHCSHG405A Arrange employment for shearing operations

## Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG405 Arrange employment for shearing operations

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- determine staff needs
- advertise vacancies and recruit staff
- select and induct staff into shearing team
- carry out induction processes

Knowledge Evidence

The candidate must demonstrate knowledge of:
- industry awards and conditions
- duty statements for each category of wool harvesting staff
- interviewing techniques
- advertising mechanisms for staff vacancies
- telephone techniques
- equal employment opportunity legislation
- staff selection process
- induction procedures.
- work health and safety legislation and animal welfare legislation and codes of practice applying to the job roles

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSHG406 Prepare shearing team wages

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare the wages for shearing teams.

All work must be carried out to comply with workplace procedures, legislative requirements and work health and safety policies.

This unit applies to individuals who take responsibility for their own work and use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Shearing (SHG)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Maintain staff records</td>
<td>1.1 Confirm that all employees are signed on and declaration forms are signed</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.2</td>
<td>Arrange employment agreements</td>
</tr>
<tr>
<td>1.3</td>
<td>Record work</td>
</tr>
<tr>
<td>1.4</td>
<td>Total units of work for each employee</td>
</tr>
<tr>
<td>1.5</td>
<td>Maintain injury records</td>
</tr>
<tr>
<td>1.6</td>
<td>Collect tax file and superannuation numbers and maintain confidentially</td>
</tr>
<tr>
<td>2.</td>
<td>Calculate earnings</td>
</tr>
<tr>
<td>2.1</td>
<td>Obtain relevant awards and current pay rates</td>
</tr>
<tr>
<td>2.2</td>
<td>Follow employment contracts and agreements</td>
</tr>
<tr>
<td>2.3</td>
<td>Calculate gross earnings for each employee</td>
</tr>
<tr>
<td>3.</td>
<td>Calculate deductions and net pay</td>
</tr>
<tr>
<td>3.1</td>
<td>Calculate taxation deductions</td>
</tr>
<tr>
<td>3.2</td>
<td>Complete group certificates</td>
</tr>
<tr>
<td>3.3</td>
<td>Forward tax to the Australian Taxation Office</td>
</tr>
<tr>
<td>3.4</td>
<td>Calculate and document occupational superannuation</td>
</tr>
<tr>
<td>3.5</td>
<td>Forward superannuation payment to appropriate fund</td>
</tr>
<tr>
<td>4.</td>
<td>Pay staff</td>
</tr>
<tr>
<td>4.1</td>
<td>Confirm pays are prepared and staff paid in accordance with the relevant Award</td>
</tr>
<tr>
<td>4.2</td>
<td>Arrange cash advances on request</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSHG406A Prepare shearing team wages

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSHG406 Prepare shearing team wages

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- maintain staff records
- calculate earnings, deductions and net pay
- prepare pays and pay slips

Knowledge Evidence

The candidate must demonstrate knowledge of:
- recording systems and maintaining records
- Australian Tax Office requirements including GST and PAYG requirements
- legislative requirements for keeping records of contracts, wage payments and group certificates
- Federal Pastoral Industry Award and/or State Shearing Award of Queensland, and/or Western Australian Shearing Contractors Award

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL202 Assist with soil or growing media sampling and testing

Modification History

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Application

This unit of competency describes the skills and knowledge required to assist with the sampling and testing of soil or growing media sampling and testing.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soils and media (SOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Collect soil or media samples for testing | 1.1 Discuss task requirements with supervisor and seek clarification where necessary  
1.2 Prepare tools and materials for collecting samples |
Element | Performance criteria
--- | ---
1. Take and prepare samples as instructed
2. Assist with labelling and recording samples if required

2. Perform basic tests on soil or media sample

1. Recognise basic features of a soil profile
2. Assist with testing or inspecting physical properties of samples
3. Assist with testing chemical properties of samples
4. Relate soil test results to suitability of the soil or media for growing

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSOL201A Determine basic properties of soil and/or growing media.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL202 Assist with soil or growing media sampling and testing

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- collect soil and media samples
- perform basic descriptive tests for soil texture, salinity and pH
- describe soils or media using commonly used descriptive terms
- assist with the use of simple soil testing equipment for testing pH and salinity
- prepare records of soil sampling results as required

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for recognising soils or growing media properties
  - basic soil or media field tests
  - soil or media chemical properties
  - soil or media physical properties
  - soil or media plant relationships
  - soil sampling techniques

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCSOL202 Assist with soil or growing media sampling and testing

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL301 Prepare growing media

Modification History

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Application

This unit of competency describes the skills and knowledge required to determine the requirements of a growing media for various plants and preparing and storing the media in accordance with the production specifications.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soils and media (SOL)

Elements and Performance Criteria

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<tbody>
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<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1. Prepare to work | 1.1 Clarify work instructions with supervisor  
1.2 Prepare tools and equipment  
1.3 Identify hazards, assess risks and implement control measures  
1.4 Select and use personal protective equipment (PPE) |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2. Confirm specifications of growing media | 2.1 Investigate and select various media components for specific plant requirements  
2.2 Determine nutrient requirements for growing period  
2.3 Determine growing media by plant requirements and accepted industry practice  
2.4 Investigate sources of nutrients for their suitability  
2.5 Analyse growing media for chemical, physical and biological characteristics to confirm suitability for plants  
2.6 Determine sterilisation methods of the growing media |
| 3. Prepare and store growing media | 3.1 Establish growing media composition  
3.2 Maintain soil mixing equipment in a clean and effective condition  
3.3 Store components in a safe and hygienic manner  
3.4 Weigh and mix components into the growing media  
3.5 Dispose of waste in an environmentally safe manner  
3.6 Store growing media is stored in safe and hygienic manner  
3.7 Keep records |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSOL301A Prepare growing media.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL301 Prepare growing media

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- collect and analyse data
- confirm specifications of growing media
- interpret chemical labels
- prepare growing media
- store growing media

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for preparing growing media
  - alternative methods of incorporating ingredients into a growing media
  - hygiene in the preparation and storage of the media
  - ingredients used in the preparation of growing media
  - physical, chemical and biological characteristics required of the media
  - plant nutrition
  - properties of the various ingredients used in the preparation of the growing media
  - requirements of a growing media
  - volume and weight determination

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCSOL303 Implement soil improvements for garden and turf areas

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide information about and determine its suitability for garden beds or turf areas and determine ameliorants or additives to improve it.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soil (SOL)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

| 1. Prepare and collect soil samples for testing | 1.1 Determine reasons for testing of soil  
1.2 Prepare tools and materials for collecting samples |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Take samples according to recognised sampling techniques</td>
</tr>
<tr>
<td>1.4</td>
<td>Label and record samples</td>
</tr>
</tbody>
</table>

2. Determine physical characteristics of sample

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Conduct tests for texture and structure on the samples</td>
</tr>
<tr>
<td>2.2 Determine soil colour and the presence of organic matter</td>
</tr>
<tr>
<td>2.3 Determine characteristics of soil profile where required</td>
</tr>
<tr>
<td>2.4 Determine depth of topsoil and determine if sufficient for the requirements of the plants to be installed</td>
</tr>
<tr>
<td>2.5 Determine the ability of soil to drain or retain water</td>
</tr>
<tr>
<td>2.6 Assess the physical characteristics of soil and determine improvements needed</td>
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</table>

3. Determine chemical characteristics of sample

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>3.1 Conduct tests for pH and salinity</td>
</tr>
<tr>
<td>3.2 Determine the suitability of soil for particular plants</td>
</tr>
<tr>
<td>3.3 Determine the soil’s fertility and the need for additional fertiliser or other amendments</td>
</tr>
<tr>
<td>3.4 Determine the chemical characteristics of soil and improvements needed</td>
</tr>
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</table>

4. Prepare soils for planting or replanting

<table>
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<tr>
<th>Performance criteria</th>
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<tbody>
<tr>
<td>4.1 Improve physical characteristics of garden or lawn areas as required</td>
</tr>
<tr>
<td>4.2 Adjust pH and salinity of soil in garden or lawn areas as required</td>
</tr>
<tr>
<td>4.3 Incorporate additional soil as needed to establish final levels</td>
</tr>
<tr>
<td>4.4 Finish soil level and consolidate ready for planting according to planting plans and enterprise procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

Unit is not equivalent to AHCSOL302A Construct a soil profile.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL303 Implement soil improvements for garden and turf areas

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- conduct tests to determine soil physical properties of texture and structure
- conduct tests to determine soil chemical properties of pH and salinity
- make observations about fertility, mineral and organic matter content based on sample colour
- make observations about soil drainage and water holding capacity
- make recommendations to improve soils based on results of simple soil tests

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for providing information on soils or growing media
  - physical properties of soils and media
  - chemical properties of soils and media
  - products and processes for improving soils and media
  - sample collection, testing and methods used to perform tests
  - water holding capacity and readily available water
  - organic matter in soil and media
  - soil ameliorants and improvement techniques
  - nutrient availability in soils

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCSOL401 Sample soils and interpret results

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Application

This unit of competency describes the skills and knowledge required to take a soil sample and interpret the test results.

This unit applies to individuals whose job role includes undertaking soil or growing media sampling and interpreting the results as a foundation for further horticultural operations such as nutrition programs and irrigation scheduling.

This unit applies to individuals who analyse information and exercise judgment to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soils and media (SOL)

Elements and Performance Criteria

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<td>Performance criteria</td>
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</tbody>
</table>
| 1. Prepare for soil sampling | 1.1 Identify the soils to be surveyed, surveying activity and contractors  
1.2 Select tools, equipment and machinery as required by the testing agency requirements  
1.3 Carry out pre-operational and safety checks on tools, equipment and machinery  
1.4 Identify areas of homogeneous soil types for sampling  
1.5 Locate services in consultation with the supervisor  
1.6 Identify work and safety hazards, assess risks and implement controls  
1.7 Select and use suitable safety equipment and personal protective equipment (PPE)  
1.8 Maintain a clean and safe work area throughout and on completion of work |
| 2. Determine soil characteristics by performing soil sampling | 2.1 Determine the density and depth for a representative sampling of the area  
2.2 Excavate holes at identified sampling sites  
2.3 Collect and prepare, label, package and dispatch samples for off-site testing  
2.4 Determine the physical and chemical characteristics of the soil  
2.5 Clean and store sampling and testing tools and equipment  
2.6 Record results |
| 3. Interpret results of soil analysis | 3.1 Classify the soil types of the sample area according to standards for soil classification  
3.2 Determine, from published data and records, the acceptable soil physical and chemical parameters for a specified plant  
3.3 Compare collected analytical results with acceptable physical and chemical parameters for a specified plant  
3.4 Evaluate soil characteristics to determine whether they can be altered to meet plant needs  
3.5 Determine the Readily Available Water values for irrigation sites |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSOL401A Sample soils and interpret results.

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCSOL401 Sample soils and interpret results

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- collect soil and media samples using appropriate sampling methodology
- file and record analytic results for future use
- implement a nutrient and nutrition program
- prepare soil and media samples for dispatch to soil analysis laboratory
- receive and interpret analytic results

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of soils sampling
  - environmental implications associated with soil surveying activities and the application of analytical results
  - practical understanding of the range of sample collection, testing and analytical methods that may be used to perform soil surveys, and the association of surveying methods with site conditions, environmental implications and intended horticultural use of the surveyed site
  - soil ameliorants and soil improvement techniques for addressing site limitations identified through surveying
- the capacity of soils to provide water to plants
- the importance of organic matter in soil in relation to the intended horticultural use
- the physical and chemical properties of soils in relation to their ability to support specified horticultural production
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL402 Develop a soil use map for a property

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to develop a soil use map for a property.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soils and media [SOL]

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Collect information for soil mapping</td>
<td>1.1 Confirm soils samples collected for off-site assessment by soil testing agencies used recommended procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Collect soil physical, chemical and biological information</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.3</td>
<td>Determine the acceptable soil parameters for specified plants from published data and records</td>
</tr>
<tr>
<td>1.4</td>
<td>Collect information about areas of cultural significance and habitats of biodiversity on the property</td>
</tr>
<tr>
<td>1.5</td>
<td>Collate research outcomes</td>
</tr>
<tr>
<td>2.1</td>
<td>Classify the soil types of the sample area according to standards for soil classification</td>
</tr>
<tr>
<td>2.2</td>
<td>Compare collected results with established parameters for land use and production</td>
</tr>
<tr>
<td>2.3</td>
<td>Evaluate soil characteristics to determine whether they can be altered to meet land use needs</td>
</tr>
<tr>
<td>2.4</td>
<td>Determine readily available water values for irrigation sites</td>
</tr>
<tr>
<td>2.5</td>
<td>Map interpreted results</td>
</tr>
<tr>
<td>2.6</td>
<td>Identify potential uses of the soil for purposes of land classing, land capability, areas of cultural significance and habitats of biodiversity</td>
</tr>
<tr>
<td>2.7</td>
<td>Define property boundaries and features</td>
</tr>
<tr>
<td>2.8</td>
<td>Identify paddocks or irrigation areas</td>
</tr>
<tr>
<td>2.9</td>
<td>Plot contour or spot level information</td>
</tr>
<tr>
<td>3.1</td>
<td>Plot soil sampling sites on map</td>
</tr>
<tr>
<td>3.2</td>
<td>Determine soil profile and irrigation characteristics for each sampling site and irrigation area and index to the map</td>
</tr>
<tr>
<td>3.3</td>
<td>Index the Readily Available Water values for irrigation sites</td>
</tr>
<tr>
<td>3.4</td>
<td>Plot areas of specific concern on the map and index descriptions to the map</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSOL402A Develop a soil use map for a property.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL402 Develop a soil use map for a property

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- analyse survey results
- determine soil characteristics
- identify adverse environmental impact of irrigation activities and take appropriate action
- interpret soil analyses results
- perform a soil survey
- plot topography and soil survey data on a property map

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for developing soil use maps
  - environmental impacts of irrigation, using water from any ground or underground source
  - methods and techniques of soil sampling
  - nutrient availability in soils
  - physical and chemical properties of soils
  - readily available water
  - soil analyses results
  - soil quality factors
  - soil types and profiles
  - soil water retention testing techniques
  - water table and salinity
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL403 Prepare acid sulphate soil management plans

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop management plans that address the relevant legislation and issues associated with land and ground water disturbing activities for acid sulphate soil (ASS).

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soils and media [SOL]

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Conduct assessment of the disturbing activity</td>
<td>1.1 Establish and document current or proposed land use following discussions with landholder and relevant consent authority</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| for ASS risk                         | 1.2 Assess site data following industry guidelines and relevant consent authority standards  
                                            | 1.3 Establish compliance issues with relevant regulatory authority or environmental legislation or industry procedures  
                                            | 1.4 Communicate site investigations to landholder and establish agreement to develop a management plan in accordance with relevant consent authority requirements |
| 2. Develop ASS remediation or management strategy | 2.1 Review field investigation and laboratory test data and match to strategy options consistent with industry principles and relevant consent authority standards  
                                            | 2.2 Identify ASS management options consistent with industry guidelines and relevant consent authority requirements  
                                            | 2.3 Identify and document remediation or management strategies in consultation with the landholder and relevant consent authority |
| 3. Prepare an ASS site management plan | 3.1 Check remediation or management strategies against industry guidelines and relevant consent authority requirements  
                                            | 3.2 Incorporate design specifications for structures in management plan details  
                                            | 3.3 Detail monitoring strategies for the site in line with prevailing site factors and relevant consent authority standards  
                                            | 3.4 List on site responsibilities following industry guidelines and relevant consent authority requirements  
                                            | 3.5 Ensure contingency procedures in accordance with industry guidelines and relevant consent authority requirements |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSOL403A Prepare acid sulphate soil management plans.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL403 Prepare acid sulphate soil management plans

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect and use field and test data to identify strategies to remediate and manage the site
- complete a desktop assessment of the land for actual and potential ASS risk based on current and proposed land use, site data and compliance issues
- document an ASS management plan and effectively communicate it to the landowner, relevant consent authority and contractors
- support implementation of ASS management plan by reports on materials management and remediation and site rehabilitation

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for preparing acid sulphate soil management plans
  - ASS assessment tools
  - earthmoving principles
  - environmental impact issues
  - environmental impacts of ASS
  - environmental plans, strategies and options for management and remediation
  - managing acid leachate water flows
  - planning process for remediation and management plans
  - principles of duty of care and due diligence
  - relevant environmental, planning and groundwater legislation
  - soils and soil chemistry
  - subsurface and surface drainage principles and systems
Assessment Requirements for AHCSOL403 Prepare acid sulphate soil management plans

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL404 Supervise acid sulphate soil remediation and management projects

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to supervise acid sulphate soil (ASS) remediation and management projects.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soils and media (SOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan implementation</td>
<td>1.1 Review and relate plans and specifications to the works site 1.2 Plan and record work sequences in line with proposed work</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tr>
<tr>
<td>1.3</td>
<td>Maintain compliance with established regulatory planning and environmental legislation</td>
</tr>
<tr>
<td>2.</td>
<td>Carry out environmental site induction</td>
</tr>
<tr>
<td>2.1</td>
<td>Communicate specific site environmental and OHS issues to all stakeholders</td>
</tr>
<tr>
<td>2.2</td>
<td>Describe project objectives to all stakeholders, noting individual responsibilities and duty of care</td>
</tr>
<tr>
<td>2.3</td>
<td>Brief plant operators, contractors and other staff on special aspects of performance relating to using specific equipment and handling hazardous materials</td>
</tr>
<tr>
<td>2.4</td>
<td>Determine monitoring requirements for the site and identify individual responsibilities as stated in the approved plan</td>
</tr>
<tr>
<td>3.1</td>
<td>Complete works stages</td>
</tr>
<tr>
<td>3.2</td>
<td>Maintain works specifications and regulatory requirements</td>
</tr>
<tr>
<td>3.3</td>
<td>Implement contingency procedures</td>
</tr>
<tr>
<td>4.1</td>
<td>Review works and site environment to ensure specifications, contracts and targets are in accordance with the approved plan</td>
</tr>
<tr>
<td>4.2</td>
<td>Provide instructions to staff and contractors</td>
</tr>
<tr>
<td>4.3</td>
<td>Make changes to works in consultation with the approved plan provider</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSOL404A Supervise acid sulphate soil remediation and management projects.

**Links**

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL404 Supervise acid sulphate soil remediation and management projects

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- review Acid Sulphate Soil (ASS) management plan and plan the work
- document and communicate objectives of the project, as well as environmental and work health and safety issues, to stakeholders and individual contractors
- carry out the works identified in the (ASS) management plan in compliance with regulatory requirements and work specifications
- monitor completed works and carry out modifications in consultation with the approved plan provider where necessary

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of acid sulphate soil remediation
  - Acid Sulphate Soil (ASS) and soil chemistry
  - equipment most suited to ASS site remediation and management
  - Quality Assurance systems, processes and practices
  - relevant environmental, planning and groundwater legislation
  - subsurface and surface drainage principles and systems

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet2 - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL501 Monitor and manage soils for production projects

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to monitor and manage soils for production projects.

This unit applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Soils and media (SOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Research information about soil</td>
<td>1.1 Research and analyse soil type, characteristics and properties 1.2 Identify particular soil properties that are relevant to the workplace and research for further enquiry</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.</td>
<td>Determine, from published data and records, acceptable soil physical and chemical parameters for a specified crop</td>
</tr>
<tr>
<td></td>
<td>Identify relevant properties of soils and areas of homogenous soils for testing</td>
</tr>
<tr>
<td></td>
<td>Take soil samples from the land under production</td>
</tr>
<tr>
<td></td>
<td>Collect, package, label and dispatch soil samples according to testing agency requirements</td>
</tr>
<tr>
<td>2.</td>
<td>Classify soil types from the sample area according to standards for soil classification</td>
</tr>
<tr>
<td></td>
<td>Compare results from soil testing with the identified soil physical and chemical parameters for the specified crop</td>
</tr>
<tr>
<td></td>
<td>Compare results from soil testing with soil records and production history</td>
</tr>
<tr>
<td></td>
<td>Review the comparative results and record differences</td>
</tr>
<tr>
<td></td>
<td>Develop production or management plan and record testing and comparative results</td>
</tr>
<tr>
<td>3.</td>
<td>Identify soil properties capable of being ameliorated</td>
</tr>
<tr>
<td></td>
<td>Identify relevant soil ameliorants or cultural practices and include in production plan</td>
</tr>
<tr>
<td></td>
<td>Cost soil ameliorating activities and include in production plan</td>
</tr>
<tr>
<td></td>
<td>Quantify and purchase soil ameliorants</td>
</tr>
<tr>
<td>4.</td>
<td>Sample areas of ameliorant activities for testing across a representative sampling area</td>
</tr>
<tr>
<td></td>
<td>Analyse results to measure the performance of soil amelioration activities</td>
</tr>
<tr>
<td></td>
<td>Record monitoring program and include in the production plan</td>
</tr>
<tr>
<td>5.</td>
<td>Record analysis of the sampling methods and amend methods as required</td>
</tr>
<tr>
<td></td>
<td>Review monitoring program, amend for effectiveness and record</td>
</tr>
<tr>
<td></td>
<td>Document production plan incorporating reviews and reports</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSOL501A Monitor and manage soils for production.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL501 Monitor and manage soils for production projects

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify particular soil properties that are relevant to the workplace and research for further enquiry
- apply information from soil testing to production and/or management plan
- develop and conduct soil improvement programs
- document the soil management plan or production plan
- interpret soil analytical data for the purposes of developing management or production plans
- review and analyse ongoing soil monitoring programs

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for managing soils for production
  - basic soil field tests
  - interpreting laboratory results
  - plant nutrition through soil management
  - soil chemical properties
  - soil conservation strategies and sustainable production techniques
  - soil physical properties
  - soil sampling techniques
  - soil types
  - techniques to ameliorate soil properties
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL502 Manage soils to enhance sustainability

Modification History

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</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
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</tbody>
</table>

Application

This unit of competency standard covers the process of assessing soil characteristics, developing and implementing a plan to improve the health of soils, and monitoring and reviewing the results.

Soil chemistry, physical chemistry and biology are used in understanding the analysis of soil tests, and the importance of the role of soil biota in soil structure and plant nutrition. Strategies to combine improved production with improved soil biota are considered, and the opportunity to increase biodiversity by strategic use of unproductive land is covered.

Healthy soils are the basis of all sustainable land-based production systems. The principles of developing healthy soils involve improving soil structure, increasing soil macronutrients and micronutrients to optimum levels, balancing exchangeable cations, achieving optimum pH, eliminating toxic nutrient levels, and enhancing activity of soil biota.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to persons who have a role in managing a land based production business. This unit is likely to require consultation with external experts, such as pasture consultants, fertiliser representatives, contractors, extension officers from State Agricultural Departments, agronomists and producer groups.

No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil
# Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Identify characteristics of Australian soils to assess their current health | 1.1 Identify the common characteristics of Australian soils and their limitations  
1.2 Refer to a paddock assessment to establish soil characteristics  
1.3 Research soil biota and its relationship to soil fertility  
1.4 Evaluate current production practices in terms of their possible contribution to land degradation and soil problems  
1.5 Identify and select appropriate land preparation methods matched to machinery and equipment to maintain and improve soil productivity and structure |
| 2. Develop a plan to improve and maintain the health of soils | 2.1 Identify the impact of weather and climate on operational activities on soil structure and fertility and develop contingency plans to account for climatic or other events  
2.2 Interpret soil test analysis and compare with historical data in the development of a plan  
2.3 Select required nutrient balance levels to improve soil fertility for effective use and uptake of plants  
2.4 Evaluate alternative strategies or products to improve soil fertility  
2.5 Develop a soil amendment strategy including soil ameliorating activities and soil ameliorant products to enhance sustainability of soil health  
2.6 Select appropriate production crops suitable for soil type and climate for a land use rotation plan to improve or maintain soil productivity  
2.7 Determine soil conservation strategies to minimise soil erosion and increase soil capacity productivity and sustainability  
2.8 Assess the environmental implications of chemical use, consider and document alternative methods and organic preventive methods  
2.9 Develop a plan to improve and maintain the health of soils  
2.10 Develop a plan to monitor soil health and productivity  
2.11 Communicate the plan and the system to monitor and record soil health...
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</tr>
<tr>
<td></td>
<td>health to stakeholders</td>
</tr>
<tr>
<td>3. Implement plan for improvement and maintenance of a healthy soil</td>
<td>3.1 Implement a schedule for soil improvement taking into account seasonal, geographical and resource factors and stock/crop rotation</td>
</tr>
<tr>
<td></td>
<td>3.2 Implement strategies to integrate the most suitable methods of soil improvement operations with the proposed land use rotation plan</td>
</tr>
<tr>
<td></td>
<td>3.3 Determine key staff responsibilities for specific implementation processes and allocate duties</td>
</tr>
<tr>
<td></td>
<td>3.4 Modify plan to meet all contingencies and communicate with appropriate staff</td>
</tr>
<tr>
<td></td>
<td>3.5 Record soil management activities and file in the appropriate manner</td>
</tr>
<tr>
<td>4. Review plan, implementation strategy and the outcomes and determine necessary modifications</td>
<td>4.1 Analyse effectiveness of the soil improvement management plan, through evaluation at key points, making adjustments as necessary</td>
</tr>
<tr>
<td></td>
<td>4.2 Prepare recommendations for future strategies, based on the analysis of paddock observations and production data to further enhance soil ecosystem and production</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCSOL502 Manage soils to enhance sustainability Release 2</td>
<td>AHCSOL502 Manage soils to enhance sustainability Release 1</td>
<td>Minor typographical errors corrected</td>
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Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL502 Manage soils to enhance sustainability

Modification History

<table>
<thead>
<tr>
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<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 2.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- research information on soils
- assess soil type, texture and structure in the paddock
- diagnose areas with soil problems or potential soil problems
- diagnose and interpret soil sample test results and determine priorities for improving soil health
- consider and select alternatives including organic products and methods for improving soil health
- calculate amounts of nutrients required and prepare a fertiliser program which reflects needs and priorities
- record and store information
- develop, implement and evaluate a plan to achieve healthy soils through application of soil science
- monitor soil health from the application of soil science.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- physical, chemical and biological properties of soils
- soil biota – types, role in cycling nutrients and improving soil structure
Assessment Requirements for AHCSOL502 Manage soils to enhance sustainability

- basic chemistry concepts related to interpreting soil test analysis: symbols, elements and compounds; valency, anions, cations; reactions; EC (electrical conductivity), CEC (Cation Exchange Capacity); organic matter; pH and its importance in the availability of nutrients; role of macronutrients and micronutrients in plant nutrition. Concept of limiting factors for production
- basic biology: the chemical basis of plants and animals; basic plant structure and function; plant nutrition; water, proteins, sugar, nitrate, lignin content; extent and nature of soil micro organisms
- natural cycling of nutrients: carbon, nitrogen, phosphorous and the role of soil biota in the cycles.
- factors affecting soil biota: moisture, temperature, aeration, nutrient supply, pH, and organic matter
- possibility of problems with the use of conventional chemical fertilisers including acidification contamination of soil and associated water contamination and harm to soil biota
- alternative methods to improve soil fertility, including products and use of machinery for aeration and mulching.

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL503 Manage erosion and sediment control

Modification History

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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Application

This unit of competency covers the development and implementation of a plan to address existing erosion problems and to prevent further erosion and sediment problems. The development of the plan will address the relevant legislation and issues associated with land disturbing projects. It requires the ability to identify and establish suitable strategies to develop, implement and monitor an erosion and sediment strategy and manage the project from implementation through to completion to achieve required outcomes.

Planning and managing erosion and sediment control measures requires a knowledge of relevant environmental, planning and ground water legislation, erosion and sediment control techniques, setting work specifications and objectives for the property or catchment system.

This unit is applicable to persons who have a role in the managing of the following land based business:

- Agricultural related industries
- Production Horticulture
- Agro- Forestry
- Natural resource management
- Roadside management and civil construction
- Extractive mining industries

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit will require consultation with external experts such as land management consultants, planning authorities, Catchment Management Authority, Landcare, State and Federal Government Departments who provide advice, contractors, neighbours and other interested groups.
No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

**Pre-requisite Unit**

Nil.

**Unit Sector**

Soils (SOL)

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Conduct a property or catchment audit and identify areas with erosion and sediment problems | 1.1 Identify soils susceptible to erosion and sediment loss and relationship to land classes for erosion potential  
1.2 Conduct a property or site audit and document details using appropriate methodology  
1.3 Identify and classify types of erosion and sediment loss  
1.4 Identify the environmental and man made factors that influence rates and effects of erosion and sediment  
1.5 Estimate the economic and environmental losses caused by erosion and sediment losses  
1.6 Identify appropriate external sources of support to assist in the planning processes  
1.7 Identify relevant regulatory planning authorities or environmental legislation for current project and future planning developments |
| 2. Develop erosion and sediment control plan | 2.1 Investigate erosion and sediment control measures consistent with industry principles  
2.2 Develop erosion and sediment control strategy/s for project area and record in co-operation with land owner, relevant government and planning authorities and any other key stakeholders  
2.3 Identify potential problems that may require future rectification and modification to original strategies  
2.4 Develop erosion and sediment control plan to meet design specifications including environmental concerns, physical impacts, land use, production systems and key personnel  
2.5 Develop monitoring processes for evaluating and reporting performance against erosion and sediment control plan for achieving short and long-term outcomes |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6</td>
<td>Determine roles and responsibilities to all key personnel and stakeholders</td>
</tr>
</tbody>
</table>
| 3. Implement and manage the erosion and sediment control plan | 3.1 Implement tasks in accordance with erosion and sediment control plan and structure specification  
3.2 Manage the communication process including strategies for conflict resolution and problem solving  
3.3 Monitor progress to ensure time, performance, cost and quality of work is achieved  
3.4 Investigate and negotiate proposed variations in consultation with all key stakeholders |
| 4. Evaluate the erosion and sediment control plan | 4.1 Conduct inspection to review work completion and collate monitoring data  
4.2 Identify alterations or modifications to the development plan and report to industry sector personnel, developer or consenting authority  
4.3 Review outcomes of completed erosion and sediment control plan against agreed short and long term objectives and report to all key stakeholders |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to VBP149 Manage erosion and sediment control.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL503 Manage erosion and sediment control

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify appropriate erosion and sediment control strategy methods
- prepare plans and reports on erosion and sediment control plans
- develop an erosion and sediment control plan
- communicate and collaborate effectively with all stakeholders for planning and conflict resolution
- implement work health and safety control measures at site work operations
- monitor, evaluate and analyse effectiveness of erosion and sediment plan outcomes
- organise required resources and key stakeholders

Knowledge Evidence

The candidate must demonstrate knowledge of:
- environment sustainability as a whole farm system approach
- environmental issues with regard to water catchment, ecosystems, habitats and waste minimisation
- relevant environmental, planning and groundwater legislation including licences and permits to implement erosion and sediment control activities
- erosion control and design principles
- planning processes for erosion and sediment control
- project and risk management techniques and tools for the management of erosion and sediment control
- soils and soil formation
- earthmoving principles
- work health and safety obligations and "Duty of Care"
• subsurface and surface drainage principles and systems

**Assessment Conditions**

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSOL504 Develop and manage a plan to reclaim land affected by salinity

Modification History

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</tbody>
</table>

Application

This unit of competency covers the development and management of a plan to reclaim salt affected land for profitable, sustainable agricultural production. The plan will include the assessment of the area to determine the source of the salt, the level of salinity and the extent of the infestation as well as plan to reduce flooding and the effect of water logging on the soil. The plan will recommend strategies to be used to reclaim the land. The cost of the plan will be calculated. Plant and pasture establishment and management methods will be recommended for saline sites. Management of the reclaimed area is intended to increase production and profitability. The plan will include strategies for prevention of further salinity problems and for community involvement to reduce salinity in the area.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to a person who has a role in managing the farm. This unit is likely to require consultation with a range of external institutions, groups, government departments and individuals.

No occupational licensing, legislative, regulatory or certification requirements apply to this competency at the time of publication.

Pre-requisite Unit
Nil.

Unit Sector
Soils (SOL)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. **Review the saline area to increase productivity**
   1.1 Map the property and determine the type and severity of the salinity and install fencing to subdivide classes of land and salt affected areas for appropriate management of each area.
   1.2 Assess area for water logging, determine the cause and recommend strategies to divert water or drain water from the area.
   1.3 Review and select suitable plant and pasture species and management options available to reclaim the saline area.
   1.4 Calculate the cost and the beneficial returns of reclaiming the area including financial, environmental and social benefits.
   1.5 Outline the management for the reclaimed area to protect it at vulnerable times of the year and certain times in the plant reproduction cycle.

2. **Develop a plan to manage water use and movement**
   2.1 Install fencing to protect the watercourses through the property.
   2.2 Test and modify salinity and pH of the water entering and leaving the property.
   2.3 Calculate the water used by the enterprise and establish targets to reduce the quantity by improving irrigation methods and general management practices.

3. **Develop a plan to protect and manage natural areas**
   3.1 Plan a strategy to protect the natural area from increased salinity and other stresses that will accelerate decline.
   3.2 Develop strategies to increase biodiversity.
   3.3 Plan to manage soil structure and fertility to improve soil biota.
   3.4 Identify review indicators and develop the long-term plan.

4. **Implement a strategy to reduce salinity in the area**
   4.1 Work with adjacent properties and relevant other authorities and community groups to reduce extent and cause of local saline areas by monitoring quality and quantity of water.
   4.2 Monitor improvements in productivity and review against current leading edge and research developments.

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to VBP150 Develop and manage a plan to reclaim land affected by salinity.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSOL504 Develop and manage a plan to reclaim land affected by salinity

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess land forms and soil types
- determine categories of saline land
- take soil and water samples for testing
- calculate optimum stocking rate
- identify indicator plant species
- assess the level of degradation and damage through salinity
- research the latest innovations and management techniques
- manage the crop and animal enterprise selected for the farm to utilize the saline area
- calculate the costs of the project
- calculate benefits of salinity reduction to the enterprise and the property
- work with producers and community groups

Knowledge Evidence

The candidate must demonstrate knowledge of:

- salt tolerant plant and pasture species and the management of each
- range of methods for reclaiming saline land
- strategies to profit from the saline area
- value of using natural species and natural systems to improve farm production
- benefits of biodiversity on plant production and the animal enterprise
- strategic and responsible use of susceptible land
- consequences of poor management or removal of vegetation on the land
Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AHCSPO301 Operate a screen cleaner for seed processing

Modification History

<table>
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<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate screen cleaners to process seed. It applies to the operation of screen cleaners and aspirators for cleaning or processing commercial quantities of seed. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed processing (SPO)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare a screen cleaning</td>
<td>1.1 Select and prepare screen cleaning machinery and equipment to job requirements and confirm against work plan</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.2. Complete routine pre-operational checks of the machine to manufacturer’s specifications and enterprise requirements</td>
<td>1.3 Recognise workplace health and safety hazards in the workplace and assess and minimise risks</td>
</tr>
<tr>
<td>2. Operate a screen cleaning machine</td>
<td>2.1 Operate machinery and equipment in a safe and controlled manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td></td>
<td>2.2 Anticipate risks to self, others and the environment and implement minimisation strategies accordingly</td>
</tr>
<tr>
<td></td>
<td>2.3 Select, use, maintain and store suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td></td>
<td>2.4 Report environmental implications associated with machinery operation</td>
</tr>
<tr>
<td>3. Complete and report on the seed cleaning operation</td>
<td>3.1 Complete shut-down procedures to manufacturer’s specifications and enterprise requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Complete and maintain screen cleaning machinery and equipment operational records</td>
</tr>
<tr>
<td></td>
<td>3.3 Report malfunctions, faults and observation of irregular performance of screen cleaning machinery and equipment</td>
</tr>
<tr>
<td></td>
<td>3.4 Clean, secure and store screen cleaning machinery and equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSPO301A Operate a screen cleaner for seed processing.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSP0301 Operate a screen cleaner for seed processing

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assemble and operate a screen cleaner
- assess the input and outputs of the screen cleaner
- complete and report on cleaning operation
- define the processing requirements of a seed processing job
- disassemble and clean a screen cleaner
- select and place screens and prepare machinery for use

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for operating a screen cleaner
  - ball trays and their purpose
  - documentation associated with seed cleaning
  - machinery safety
  - possible contamination points
  - required maintenance and usual wear points
  - screen types and designs
  - the adjustment and effect of airflow within each of the screen cleaner's chambers
  - the correct clean down procedure
  - the different types of screen cleaners available for the task
  - types of impurities and the machine's ability to handle impurities
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSPO302 Operate an indent cylinder

Modification History

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<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate an indent cylinder for cleaning or processing seed. It applies to the operation of indent cylinders for cleaning or processing commercial quantities of seed. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed processing (SPO)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare an indent cylinder length</td>
<td>1.1 Select and prepare an indent shell or cylinder to job requirements and confirm against work plan</td>
</tr>
</tbody>
</table>
Element | Performance criteria
--- | ---
separator for use | 1.2 Complete routine pre-operational checks of the machine to manufacturers’ specifications and enterprise requirements
1.3 Recognise work health and safety hazards in the workplace and assess and minimise risks

2. Operate an indent cylinder length separator | 2.1 Operate machinery and equipment in a safe and controlled manner and monitor for performance and efficiency
2.2 Anticipate risks to self, others and the environment and implement minimisation strategies accordingly
2.3 Select, use, maintain and store suitable personal protective equipment (PPE)
2.4 Report environmental implications associated with machinery operation

3. Complete and report on indent cylinder length separator operation | 3.1 Complete shut-down procedures to manufacturer’s specifications and enterprise requirements
3.2 Complete and maintain operational records
3.3 Report malfunctions, faults and observation of irregular performance of indent cylinder and equipment
3.4 Disassemble an indent cylinder length separator
3.5 Clean, secure and store indent cylinders

Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCSPO302A Operate an indent cylinder.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSP0302 Operate an indent cylinder

Modification History

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<tbody>
<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- select the correct indent cylinder type and prepare machine for use
- assess the product input and outputs of the indent cylinder length separator
- determine the limitations of an indent cylinder machine and make adjustments to achieve a desired outcome
- disassemble an indent cylinder length separator
- operate an indent cylinder seed length separator machine
- complete and report on indent cylinder length separator operations

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for operating indent cylinders
  - indent cylinder types and sizes
  - machine design and configurations
  - machinery safety
  - operation of a indent cylinder length separator

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSPO303 Operate a gravity table

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to operate a gravity table to clean or process seed. It applies to the operation of gravity tables for cleaning or processing commercial quantities of seed. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed processing (SPO)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Set up and prepare gravity table for use</td>
<td>1.1 Prepare a gravity table to job requirements and confirm against work plan</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>1.2</td>
<td>Complete routine pre-operational checks of the machine to manufacturer’s specifications and enterprise requirements</td>
</tr>
<tr>
<td>1.3</td>
<td>Recognise work health and safety hazards in the workplace and assess and minimise risks</td>
</tr>
<tr>
<td>2.1</td>
<td>Operate machinery and equipment in a safe and controlled manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td>2.2</td>
<td>Anticipate risks to self, others and the environment and implement minimisation strategies accordingly</td>
</tr>
<tr>
<td>2.3</td>
<td>Select, use, maintain and store suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>2.4</td>
<td>Report environmental implications associated with machinery operation</td>
</tr>
<tr>
<td>3.1</td>
<td>Complete shut-down procedures to manufacturer’s specifications and enterprise requirements</td>
</tr>
<tr>
<td>3.2</td>
<td>Complete and maintain operational records</td>
</tr>
<tr>
<td>3.3</td>
<td>Report malfunctions, faults and observation of irregular performance of gravity table</td>
</tr>
<tr>
<td>3.4</td>
<td>Disassemble gravity table after operations</td>
</tr>
<tr>
<td>3.5</td>
<td>Clean gravity table and associated components</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSP0303A Operate a gravity table.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSP0303 Operate a gravity table

Modification History

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assess the product input and outputs of the gravity table
- make adjustments to the gravity table settings to maximise the output
- set up and prepare gravity table for use
- perform basic maintenance of gravity table
- report on gravity table operations
- disassemble and clean gravity table and associated components after operation

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for operating gravity tables
  - cleaning strategies
  - deck types and designs and their effects on operational effectiveness
  - machine capabilities and settings
  - machinery safety
  - seed biology and damage to seed by mechanical action
  - the adjustment and effect of airflow, oscillation and deck angle
  - the principles of gravity separation
  - types of available gravity tables

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSPO304 Operate seed modification machinery

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate seed modification or seed alteration machinery and equipment such as de-awners. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed processing (SPO)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare seed modification machinery and</td>
<td>1.1 Prepare seed modification machinery to job requirements and confirmed against work plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Complete routine pre-operational checks of the machine to</td>
</tr>
</tbody>
</table>
### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCSPO304A Operate seed modification machinery.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSPO304 Operate seed modification machinery

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify the need for a particular line of seed to be modified
- set up and prepare machinery for use
- operate seed modification machinery
- report on seed modification machinery and equipment operation

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for operating two kinds of seed modification machinery
  - safe machinery operation
  - seed biology: coleoptiles
  - damage caused to seed by modification machinery such as de-owners/clippers, scarifiers, rice huskers etc.
  - the principles of operation and the expectations and limitations, maintenance and safety associated with seed modification machinery

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSPO305 Operate seed treatment machinery

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to apply a range of treatments or modifications to seed using seed treatment machinery and equipment such as coating machinery and chemical treatment machinery. Workers operate with some judgement. Work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed processing (SPO)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare seed treatment machinery</td>
<td>1.1 Select and prepare machinery and equipment to job requirements and confirm against work plan</td>
</tr>
</tbody>
</table>
### Element and equipment for use

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Complete routine pre-operational checks of the machine to manufacturer’s specifications and enterprise requirements</td>
</tr>
<tr>
<td>1.3 Recognise work health and safety hazards in the workplace and assess and minimise risks</td>
</tr>
</tbody>
</table>

### 2. Operate seed treatment machinery and equipment

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Operate machinery and equipment in a safe and controlled manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td>2.2 Anticipate risks to self, others and the environment and implement minimisation strategies accordingly</td>
</tr>
<tr>
<td>2.3 Select, use, maintain and store suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>2.4 Report environmental implications associated with machinery operation</td>
</tr>
</tbody>
</table>

### 3. Complete and report on seed treatment machinery and equipment operation

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Complete shut-down procedures to manufacturer’s specifications and enterprise requirements</td>
</tr>
<tr>
<td>3.2 Complete and maintain seed treatment machinery and equipment operational records</td>
</tr>
<tr>
<td>3.3 Report malfunctions, faults and observation of irregular performance of seed treatment machinery and equipment</td>
</tr>
<tr>
<td>3.4 Clean, secure and store seed treatment machinery and equipment</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCSPO305A Operate seed treatment machinery.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSP0305 Operate seed treatment machinery

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- set up and prepare seed treatment machinery for use
- calculate, calibrate and measure dose rates
- formulate a chemical mix to achieve the best treatment
- operate seed treatment machinery and equipment
- complete and report on seed treatment machinery and equipment operation

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for operating seed treatment machinery
  - basics of programmable logic controller/treatment control systems and electrical process
  - chemical types and classes
  - difference between coating and pelleting [<5% weight gain film coating (insecticide/fungicide) or >5% weight gain is pelleting]
- disposal of waste chemical
- hazards of chemicals
- labelling requirements associated with coated seed
- methods of applying chemical and basic recipe formula
- methods of applying powders
- personal protective equipment (PPE)
- procedures for drying, scalping and aspiration of treated seed
- rules and regulations for storage, transportation and bunding
• the expectations and limitations of different types of seed coating machines
• the interaction of biological components and their effect on other chemicals, powders, polymers and heat
• the use and differences in biological components in seed coatings
• types of seed treatment machinery and equipment

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSPO306 Operate specialised seed processing machinery

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to operate specialised seed processing machinery and equipment such as spiral and colour separators. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed processing (SPO)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare specialised seed processing machinery</td>
<td>1.1 Select and prepare specialised machinery and equipment to job requirements and confirm against work plan 1.2 Complete routine pre-operational checks of the machine to</td>
</tr>
</tbody>
</table>
## AHCSP0306 Operate specialised seed processing machinery

<table>
<thead>
<tr>
<th>Element and equipment for use</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>manufacturer's specifications and enterprise requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Recognise work health and safety hazards in the workplace and assess and minimise risks</td>
</tr>
</tbody>
</table>

2. Operate specialised seed processing machinery and equipment

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Operate machinery and equipment in a safe and controlled manner and monitor for performance and efficiency</td>
</tr>
<tr>
<td>2.2 Anticipate risks to self, others and the environment and implement minimisation strategies accordingly</td>
</tr>
<tr>
<td>2.3 Select, use, maintain and store suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>2.4 Report environmental implications associated with machinery operation</td>
</tr>
</tbody>
</table>

3. Complete and report on specialised seed processing machinery and equipment operation

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Complete shut-down procedures to manufacturer's specifications and enterprise requirements</td>
</tr>
<tr>
<td>3.2 Complete and maintain specialised machinery and equipment operational records</td>
</tr>
<tr>
<td>3.3 Report malfunctions, faults and observation of irregular performance of specialised seed processing machinery and equipment</td>
</tr>
<tr>
<td>3.4 Clean, secure and store machinery and equipment</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCSP0306A Operate specialised seed processing machinery.

### Links

Assessment Requirements for AHCsPO306 Operate specialised seed processing machinery

Modification History

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</table>

Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- set up and prepare specialised seed processing machinery for use
- operate two kinds of specialised seed processing machinery
- report on specialised seed processing machinery and equipment operation

Knowledge Evidence
The candidate must demonstrate knowledge of:
- principles and practices for operating two kinds of specialised seed processing machinery
  - safe operation of machinery
  - the basic principles and operation of airlegs
  - the basic principles and operation of colour sorters
  - the basic principles and operation of floatation tanks
  - the basic principles and operation of magnetic rollers
  - the basic principles and operation of seed dryers
  - the basic principles and operation of seed sizing equipment
  - the basic principles and operation of seed spirals
  - the basic principles and operation of velvet rollers

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCSP0306 Operate specialised seed processing machinery Date this document was generated: 18 March 2019

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSPO307 Handle, package and store commercial quantities of seed

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to store and handle processed seed and all methods of transfer of the product from grading to packaging and storage. Work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed processing (SPO)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare seed packaging and</td>
<td>1.1 Select and prepare seed transferring, storing, packaging and labelling machinery and equipment to job requirements and</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| labelling machinery and equipment for use | confirm against work plan  
1.2 Complete routine pre-operational checks of the machine to manufacturer's specifications and enterprise requirements  
1.3 Check information for labelling against work orders and job descriptions  
1.4 Report machine performance, efficiency and irregularities  
1.5 Recognise work health and safety hazards in the workplace and assess and minimise risks |
| 2. Operate seed transferring, storing, packaging and labelling machinery and equipment | 2.1 Operate machinery and equipment in a safe and controlled manner and monitor for performance and efficiency  
2.2 Anticipate risks to self, others and the environment and implement minimisation strategies accordingly  
2.3 Select, use, maintain and store suitable personal protective equipment (PPE)  
2.4 Report environmental implications associated with machinery operation |
| 3. Complete and report on seed transferring, storing, packaging and labelling machinery and equipment operation | 3.1 Complete shut-down procedures to manufacturer's specifications and enterprise requirements  
3.2 Complete and maintain seed transferring, storing, packaging and labelling machinery and equipment operational records  
3.3 Report malfunctions, faults and observation of irregular performance of seed transferring, storing, packaging and labelling and equipment  
3.4 Clean, secure and store machinery and equipment |
| 4. Move and store packaged seed | 4.1 Handle and load packaged seed onto pallets ready for moving and storage  
4.2 Store and retrieve packaged seed |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSPO307A Handle, package and store commercial quantities of seed.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSPO307 Handle, package and store commercial quantities of seed

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- label and stencil seed bags
- move and store packaged seed
- operate a pallet wrapper to shrink wrap palletised seed
- operate bag and pallet transportation systems
- operate bulk seed transportation equipment
- operate industrial sewing machines
- operate label printers and label and apply stickers and labels
- operate packaging and labelling machinery
- operate palletising equipment
- perform basic machinery maintenance
- prepare packaging
- seal seed packages
- set up and prepare machinery for use

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for handling commercial quantities of seed
  - alternative methods of bag sealing
  - associated regulations and legislation that covers labelling of packaged seed
  - basic equipment maintenance
  - bulk seed storage
  - chemical warnings and the seed details that must be put on the bag
enterprise labelling requirements
enterprise storage plans
machinery and workplace safety
packaged product transport and storage
seed packaging methods and equipment
types of packaging

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSPO308 Sample seed before and after processing

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to sample seed on arrival at a processing plant and after processing for quality and certification purposes. Workers operate with some judgement and discretion and work would normally be carried out under minimal supervision within enterprise requirements and procedures.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Seed processing (SPO)

Elements and Performance Criteria

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<tr>
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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Sample seed before cleaning or processing</td>
<td>1.1 Prepare the seed lot for sampling in accordance with job requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Select sampling equipment for use in accordance with the type of task</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td></td>
<td>seed and the job requirements</td>
</tr>
<tr>
<td>1.3</td>
<td>Inspect samples visually for contaminants</td>
</tr>
<tr>
<td>1.4</td>
<td>Record or report results of sampling</td>
</tr>
<tr>
<td>1.5</td>
<td>Direct seed load for storage as appropriate</td>
</tr>
<tr>
<td>1.6</td>
<td>Label, record and store samples</td>
</tr>
<tr>
<td>2. Sample seed after processing</td>
<td>2.1 Prepare the seed lot for sampling in accordance with job requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Select sampling equipment for use in accordance with the type of seed and the job requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Take samples using specified sampling techniques</td>
</tr>
<tr>
<td></td>
<td>2.4 Batch and label samples</td>
</tr>
<tr>
<td></td>
<td>2.5 Package samples with accompanying notation and forward to relevant authorities</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCSPO308A Sample seed before and after processing

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSPO308 Sample seed before and after processing

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- carry out moisture testing, temperature and seed density tests in accordance with enterprise requirements
- complete relevant sampling documentation
- package and label seed samples
- prepare samples for despatch
- recognise common weed seeds and other seed contaminants
- record workplace information about seed samples
- sample graded and/or treated seed
- sample seed from a truck on arrival at a processing plant using appropriate sampling techniques
- sample seed in bulk containers and/or sacks using appropriate sampling techniques
- select and evaluate the sampling equipment to provide a representative sample within the guidelines of the relevant certification authority
- take seed samples for testing by other agencies
- use appropriate recording and labelling techniques
- use tools for sampling and prepare a sample for despatch

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of seed sampling
  - correct methods of sampling
  - personnel protective equipment used for sampling treated seed
- relevant workplace records and other documentation
- seed handling and the importance of seed moisture content at all stages of the cleaning process
- the controlling bodies of seed movement - Australian Quarantine and Inspection Service (AQIS), the Organisation for Economic Co-operation and Development (OECD), the Association of Official Seed Certifying Agencies (AOSCA) and other certification agencies
- seed types that require sampling

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSUS501 Develop and manage a plan for sustainable supply and use of water on a farm

Modification History

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</table>

Application

This unit of competency covers the development and management of a plan to provide a reliable supply of quality water on a property. The plan will review trading rules and regulations and the costs associated with supply and use of all classes of water. Testing of water is undertaken to assess suitable quality for stock, domestic and irrigation purposes. The plan will include efficient use of minimum quantity of water and maintain the quality of the water in storage and the reticulation system. New farming practices can be improved by the selection and management of pastures and crops. Water is managed to protect sensitive areas from degradation. New and innovative methods of treatment and re-cycling are assessed. The quality of water leaving the farm and down-stream impact is monitored.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to persons who have a role in managing the farm. This unit is likely to require consultation with external experts, such as water authorities, shire council planning personnel, irrigation suppliers and State Government departments.

No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Sustainability (SUS)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tbody>
</table>

1. Develop a plan for strategic and sustainable use of water on the farm
   - 1.1 Determine the feasibility of trading water on the short term profitability of the farm and the long term implications
   - 1.2 Contact the authorities to determine rules and regulations for the trading and use of water
   - 1.3 Investigate the availability of different classes of water and the regulations for its use and select suitable crops for each class
   - 1.4 Select appropriate recycling options in the whole farm plan
   - 1.5 Analyse purification options on the basis of their merits and suitability for the environment and the enterprise
   - 1.6 Evaluate information from water management specialists and incorporate in relevant aspects of water management
   - 1.7 Review options, develop and implement strategies to use water efficiently by computer controlled irrigation systems and remote operation

2. Design a water supply and management system for the farm
   - 2.1 Identify planning parameters that affect the design of the water system
   - 2.2 Carry out water testing to determine the suitability for stock, crops, pesticide and domestic use
   - 2.3 Draw a plan and layout of a farm water system, including provision for drainage, recycling and back up water supply

3. Develop and implement a plan to protect watercourses and water quality on the farm
   - 3.1 Develop a strategy to protect the areas susceptible to degradation and contamination
   - 3.2 Identify the environmental implication of water use and run off
   - 3.3 Work with community groups to plan a strategy for water quality improvement in the district
   - 3.4 Develop a strategy to improve the biodiversity of water storage areas and watercourses

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
New unit - equivalent to VBP147 Develop and manage a plan for sustainable supply and use of water on a farm.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSUS501 Develop and manage a plan for sustainable supply and use of water on a farm

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- analyse weather patterns, rainfall and variability
- take water samples for testing and interpret test results
- fence eroded areas, dams, streams and rivers to protect vegetation and water quality
- research and source a wide range of local indigenous plants specific to revegetation area
- select pasture and crop species
- construct drains and effluent collection sites
- calculate the total farm water requirement for the enterprise, natural areas, farmhouse and garden
- analyse financial return from purchased water
- irrigate crops and pastures efficiently
- map erosion, salt and problem areas
- compare pumps and other equipment for energy efficiency
- calculate the cost of production including purchased water, storage, transfer and application
- fill out applications and forms for licensing and registration

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the variation and risk associated with weather patterns
- volume of water used for production and living
- the classes of water required for production
- the various sources of water and suitable storage
• methods of water quality testing
• water efficient pasture and native species
• crop cultivation methods for moisture retention and optimum production
• efficient irrigation practice
• methods of recycling water
• the water cycle
• the impact of water shortage on natural systems
• the causes and consequences of contaminated water
• the legal aspects of licensing, registration and trading of water
• methods of transferring water using renewable energy
• appropriate management when water and rain are limited
• water purchasing and water trading policies and procedures

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSUS502 Develop and manage a plan to improve biodiversity on a farm

Modification History

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Application

This unit of competency covers the development and management of a plan to improve the biodiversity on the property with the view to improving profitability and sustainability of the production system, as well as the long-term viability of the farming enterprise. The focus is to protect, enhance and manage natural areas in balance with the production enterprise. Improved biodiversity is considered a core part of the vision for the property, providing improved profitability, personal fulfilment, community benefits, and the long-term sustainability of soil, water, and local flora and fauna.

All work must be carried out to comply with workplace procedures, work health and safety legislation and codes, and sustainability practices.

This unit is applicable to a person who has a role in managing a farm. This unit is likely to require consultation with family members and a range of external institutions, groups, government departments and individuals.

No occupational licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Sustainability (SUS)
## Elements and Performance Criteria

<table>
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<th>Performance criteria</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Undertake an audit to determine the health and range of biodiversity on the property</td>
<td>1.1 Map the existing features and soil types on the property for protection&lt;br&gt;1.2 Obtain a list of local native flora and fauna species specific to habitat types and assess the health and diversity of native vegetation areas and isolated trees in comparison to the local or regional list&lt;br&gt;1.3 Analyse soil samples for chemical and biological content and assess the health and diversity of the grasslands and pasture&lt;br&gt;1.4 Analyse water samples and assess the health and diversity of the riparian zone</td>
</tr>
<tr>
<td>2. Develop and implement a management plan to improve water quality and biodiversity on the farm</td>
<td>2.1 Plan and implement grazing management strategies to achieve the target ground cover for soil protection for natural areas and pasture&lt;br&gt;2.2 Protect retained vegetation and provide access for pest plant and animal control and continue to monitor biodiversity of these areas&lt;br&gt;2.3 Develop a plan to restore and revegetate areas to improve number and range of species of flora and fauna&lt;br&gt;2.4 Monitor water quality and quantity and develop and implement strategies to prevent contamination and reduce run off&lt;br&gt;2.5 Review all chemicals and fertilisers used on the farm to identify their potential impact with the view to minimising the effects on the biodiversity through reduced use where possible&lt;br&gt;2.6 Monitor soil fertility and soil biology in pasture by soil testing and develop strategies to improve soil biota&lt;br&gt;2.7 Develop and implement a plan to control weeds and pests by using methods that reduce the impact on biodiversity&lt;br&gt;2.8 Apply for funding to assist with biodiversity project work on the farm and in the local community</td>
</tr>
<tr>
<td>3. Evaluate benefits of improved biodiversity on the farm</td>
<td>3.1 Estimate the benefits that will include increased financial value from the farm enterprise and the improved sale, resale or capital value of the farm as a result of the improvement in biodiversity&lt;br&gt;3.2 Identify personal benefits that biodiversity may contribute to the individual, the farm and the wider community&lt;br&gt;3.3 Identify the benefits to the environment of improved biodiversity&lt;br&gt;3.4 Survey the number and diversity of flora and fauna species annually on the farm&lt;br&gt;3.5 Monitor water quality and quantity leaving the property in</td>
</tr>
</tbody>
</table>
Element | Performance criteria
--- | ---
 | comparison to initial values and local benchmarks
 | 3.6 Work with Landcare groups and other community groups to develop plans to extend corridors and improve water quality beyond the farm

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

New unit - equivalent to VBQU076 Develop and manage a plan to improve biodiversity on a farm.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCSUS502 Develop and manage a plan to improve biodiversity on a farm

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess natural areas, vegetation type, species, health and value
- assess vegetation ground cover and the risk of erosion
- identify plants using a field guide and recognise endangered species
- identify weed species using a field guide
- take soil tests and water sample tests and interpret test results
- map natural areas and plan improvements on a whole farm plan
- calculate financial value of planned improvements
- calculate costs and prepare implementation plan for improvements
- record personal and family values and goals
- recognise saline areas
- identify bird, frog and macro-invertebrates and estimate populations by a field survey
- communicate and work co-operatively with Landcare and community groups

Knowledge Evidence

The candidate must demonstrate knowledge of:

- complex interdependence of plants and animals
- greater the biodiversity the greater the resilience to change
- need for maintaining biodiversity within a particular species, maintaining the number of different species, and maintaining the range of ecosystem types
- indigenous plants in revegetation projects
- how to manage pests, diseases and weeds in natural areas
- water cycle
• value of biodiversity on the pasture production and the animal enterprise
• consequences of contamination and pollution of water, air and soil
• methods of restoration and regeneration of vegetation
• benefit of natural areas for personal health, family activities and pleasure
• philosophy of working with nature to improve the environment for future generations
• value of natural areas in improving the aesthetic value of the farm

Assessment Conditions

Competency is to be assessed in the workplace or simulated environment that accurately reflects performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTR010 Support turf work

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide support to other workers in the green keeping and turf production industry.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters. They identify and seek help with simple problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools and equipment for turf work</td>
<td>1.1 Identify the required materials, tools and equipment according to lists provided</td>
</tr>
<tr>
<td></td>
<td>1.2 Conduct checks on materials, tools and report insufficient equipment or faulty items</td>
</tr>
<tr>
<td></td>
<td>1.3 Demonstrate correct manual handling techniques used when</td>
</tr>
<tr>
<td>Element</td>
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</tr>
<tr>
<td>Loading and unloading materials</td>
<td>1.4 Select and check suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>1.5 Provide turf support according to work health and safety requirements</td>
<td></td>
</tr>
<tr>
<td>1.6 Identify and report workplace health and safety hazards</td>
<td></td>
</tr>
<tr>
<td>2. Undertake turf work as directed</td>
<td>2.1 Follow instructions and directions and seek clarification</td>
</tr>
<tr>
<td>2.2 Interact with other staff and turf users in a positive and professional manner</td>
<td></td>
</tr>
<tr>
<td>2.3 Observe enterprise policy and procedures in relation to workplace practices, handling and disposal of materials</td>
<td></td>
</tr>
<tr>
<td>2.4 Report problems or difficulties in completing work to required standards or timelines</td>
<td></td>
</tr>
<tr>
<td>3. Handle materials and equipment</td>
<td>3.1 Store plant debris and waste material produced during turf work in a designated area</td>
</tr>
<tr>
<td>3.2 Handle and transport materials, equipment and machinery</td>
<td></td>
</tr>
<tr>
<td>3.3 Maintain a clean and safe work site while completing turf activities</td>
<td></td>
</tr>
<tr>
<td>4. Clean up on completion of turf work</td>
<td>4.1 Return materials to store or dispose of</td>
</tr>
<tr>
<td>4.2 Clean, maintain and store tools and equipment</td>
<td></td>
</tr>
<tr>
<td>4.3 Report work outcomes</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF101A Support turf work.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTR101 Support turf work

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- assist with turf work as directed
- clean up on completion of turf work
- handle materials and equipment
- prepare materials, tools and equipment for turf work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of turf work
  - mowing patterns and heights
- safe work practices required at turf work sites
- turf and facility maintenance practices
- turf machinery and equipment
- work health and safety and environmental protection legislation and enterprise procedures

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF201 Assist with turf construction

Modification History

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Application

This unit of competency describes the skills and knowledge required to support workers in a team who are constructing soil profiles for the establishment of turf.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for soil profile construction | 1.1 Locate services using site and construction plans and in consultation with the supervisor  
1.2 Identify work health and safety hazards, assess and report risks  
1.3 Select suitable safety equipment for the soil profile construction program |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
</table>
| 2. Prepare equipment for soil profile construction | 2.1 Select construction tools, equipment and machinery  
2.2 Carry out pre-operational and safety checks on tools, equipment and machinery  
2.3 Select, use and maintain suitable personal protective equipment (PPE) |
| 3. Undertake soil profile construction | 3.1 Grade and consolidate the base to the specified level and on a consistent slope to achieve uniform compaction over the site  
3.2 Dig trench lines to the specified depth, width and fall, with all superfluous material evacuated and stored safely |
| 4. Restore the site after drainage and irrigation installation | 4.1 Back fill trenches with specified construction materials, consolidate and level  
4.2 Level the site as each layer of the soil profile is installed  
4.3 Water the site thoroughly on completion  
4.4 Remove and dispose of waste material from the site  
4.5 Clean, maintain and store tools, equipment and machinery  
4.6 Maintain a clean and safe area  
4.7 Record or report work outcomes |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF201A Assist with turf construction.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF201 Assist with turf construction

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- clean, maintain and store turf construction machinery and equipment
- follow procedures and sequence work during the course of the construction
- use a range of turf construction machinery and equipment
- work in a team on a turf construction project

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of turf construction
  - different soil preparations for construction
  - effective and safe use of tools and machinery
  - influences on the selection of tools, machinery and safety equipment
  - irrigation and/or drainage installation procedures and operational techniques
  - purpose of turf construction in maintaining turf presentation
  - relationship between a well-constructed soil profile for the quality and appearance of the turf

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF202 Prepare turf surfaces for play

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Application

This unit of competency describes the skills and knowledge required to prepare sports turf surfaces for play.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare the site to be mown</td>
<td>1.1 Locate services affecting the turf surface using site plans&lt;br&gt;1.2 Identify permanent obstacles and work health and safety hazards, assess risks and implement controls&lt;br&gt;1.3 Remove and replace obstacles before and after mowing&lt;br&gt;1.4 Report abnormal conditions or changes in the appearance of the</td>
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<td>Element</td>
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</tbody>
</table>
| 2. Prepare equipment for mowing                                         | 2.1 Select appropriate tools, equipment and machinery  
2.2 Calibrate the mower and adjust to height according to the manufacturer’s guidelines  
2.3 Complete pre-operational checks of tools, equipment and machinery  
2.4 Select, use and maintain suitable personal protective equipment (PPE)  
2.5 Erect suitable safety warning notices during work periods |
| 3. Mow playing surface                                                 | 3.1 Assess grass appearance and report changes in appearance  
3.2 Match the mower to any implement attached to it  
3.3 Maintain continuous oversight of mowing activities |
| 4. Undertake final preparation of playing surface                      | 4.1 Select appropriate line marking tools  
4.2 Measure lengths and angles to locate markers and match play equipment  
4.3 Complete marking out for to the intended playing surface use  
4.4 Place markers and play equipment where necessary  
4.5 Record or report work outcomes |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTR202A Prepare turf surfaces for play.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF202 Prepare turf surfaces for play

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine the condition of the existing surface with advice from senior greenkeepers for subsequent routine preparations, treatments and turf cultural practices
- prepare a turf surface or sports playing field according to the rules of the game
- use turf surface preparation machinery and equipment safely according to manufacturer’s specifications to achieve the desired playing surface outcome

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of turf preparation for play
  - competition playing requirements affecting preparation of the turf surface
  - effect of adverse outdoor climatic conditions
  - effective and safe use of tools and machinery
  - high performance uses of turf surfaces
  - irrigation and drainage system design and operational techniques
  - potential public nature of turf renovation work sites
  - purpose of turf surface preparation in maintaining turf presentation
  - various requirements of turf species and their cultural requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF203 Renovate grassed areas

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Application

This unit of competency describes the skills and knowledge required to undertake basic seasonal renovation practices to restore turf health and condition on a range of grassed areas.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare turf area for renovation</td>
<td>1.1 Locate services using site and construction plans</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify work health and safety hazards</td>
</tr>
<tr>
<td></td>
<td>1.3 Select suitable safety equipment for the turf renovation program</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify and report the environmental implications of the turf renovation program</td>
</tr>
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</tr>
<tr>
<td>1.5</td>
<td>Carry out preparation of turf area</td>
</tr>
<tr>
<td>2.</td>
<td>Prepare equipment for turf renovation</td>
</tr>
<tr>
<td>2.1</td>
<td>Select appropriate hand tools and renovation machinery</td>
</tr>
<tr>
<td>2.2</td>
<td>Carry out pre-operational and safety checks on hand tools and renovation machinery</td>
</tr>
<tr>
<td>2.3</td>
<td>Select, use and maintain suitable personal protective equipment (PPE)</td>
</tr>
<tr>
<td>3.</td>
<td>Undertake turf renovation</td>
</tr>
<tr>
<td>3.1</td>
<td>Erect safety barriers around trench lines, holes and other disturbed surfaces during and between work periods</td>
</tr>
<tr>
<td>3.2</td>
<td>Use correct manual handling techniques when lifting or moving heavy loads</td>
</tr>
<tr>
<td>3.3</td>
<td>Operate turf renovation tools and machinery safely and effectively</td>
</tr>
<tr>
<td>4.</td>
<td>Complete turf renovation</td>
</tr>
<tr>
<td>4.1</td>
<td>Dispose of plant debris and waste material removed from the site in an environmentally aware and safe manner</td>
</tr>
<tr>
<td>4.2</td>
<td>Clean, maintain and store tools and machinery</td>
</tr>
<tr>
<td>4.3</td>
<td>Maintain a clean and safe area throughout and on completion of work</td>
</tr>
<tr>
<td>4.4</td>
<td>Record work outcomes</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF203A Renovate grassed areas.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF203 Renovate grassed areas

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- establish the purpose of turf renovation programs in maintaining turf presentation, particularly in relation to the end use of the turf
- record turf maintenance activities as required by the enterprise
- transport, clean and store turf renovation machinery and equipment
- use turf renovation machinery and equipment to restore turf health and condition

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of grass area renovation
- different soil preparations for renovation
- effect of adverse outdoor climatic conditions
- effective and safe use of tools and machinery
- hazards and responsibilities working near public access
- influences on the selection of tools, machinery and safety equipment
- potential public nature of turf renovation work sites

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF204 Support turf establishment

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish turf by seed, sod or other methods.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare to establish a planted area | 1.1 Select materials, tools, equipment and machinery for planting  
1.2 Carry out pre-operational and safety checks on tools, equipment and machinery  
1.3 Identify the environmental implications of the turf establishment program |
<table>
<thead>
<tr>
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</table>
| 2. Prepare the planting area            | 2.1 Determine layout of services before undertaking earthworks  
2.2 Control existing weeds  
2.3 Check soil for moisture, tilth, compactness, depth and organic matter  
2.4 Apply soil additives as instructed  
2.5 Rake the surface evenly to achieve a consistent surface and level as required  
2.6 Water the planting site  
2.7 Remove and disposed of debris and rubbish |
| 3. Plant turf                           | 3.1 Inspect turf plant material before planting and discard material with defects  
3.2 Ensure seed is evenly distributed over the whole planting area with no overlap or areas missed  
3.3 Rake surface evenly and water thoroughly  
3.4 Position sods and roll evenly onto a moist surface  
3.5 Water newly laid turf thoroughly to encourage establishment |
| 4. Provide post-planting care           | 4.1 Protect the site from animals, pedestrian and vehicular traffic  
4.2 Roll the site evenly and efficiently with no disturbance  
4.3 Mow turf according to a specified pattern and height  
4.4 Apply top dressing evenly to the required depth over the whole area and is work or rub into the surface  
4.5 Water dry or under-watered plants  
4.6 Check watering patterns for dry spots |
| 5. Complete establishment of the planted area | 5.1 Remove and dispose of waste material  
5.2 Clean, maintain and store tools, equipment and machinery  
5.3 Maintain a clean and safe work area throughout and on completion of work  
5.4 Record and report work outcomes to the supervisor |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCTRF204A Support turf establishment.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF204 Support turf establishment

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- erect safety equipment
- follow procedures and sequence work during the course of the growing-in period
- handle manual loads correctly
- transport, clean and maintain and store turf establishment machinery and equipment
- use turf establishment machinery and equipment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practice for supporting turf establishment
  - different soil preparations for establishment
  - effective and safe use of tools and machinery
  - requirements of turf species and their cultural requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF301 Construct turf playing surfaces

Modification History

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Application

This unit of competency describes the skills and knowledge required to construct soil profiles for the establishment of high-performance sports and recreational turf surfaces.

It applies to the construction of turf playing surfaces in new projects and to the complete renovation of existing soil profiles in sporting, commercial and public recreational open spaces such as golf greens and tees, cricket pitches and other turfed sporting surfaces.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Plan for construction activities          | 1.1 Identify the construction site and the construction method  
1.2 Take representative samples for soil tests  
1.3 Locate services and utilities, check depths against the site plan and report discrepancies to the supervisor  
1.4 Consider the site history when planning construction details  
1.5 Determine likely consequences of site aspect, features and run-off from adjacent sites and incorporated in construction plans  
1.6 Identify work health and safety hazards, assess risks, implement controls  
1.7 Select, use and maintain suitable safety equipment and personal protective equipment (PPE)                                                                 |
| 2. Survey and lay out the construction site  | 2.1 Set up surveying equipment and establish and record existing levels and temporary benchmark  
2.2 Set new levels and place pegs according to specifications  
2.3 Determine the existing lay of the land and proposed contours  
2.4 Shape new contours into the proposed site                                                                                                                                 |
| 3. Prepare for construction work             | 3.1 Obtain or develop plans for the new construction profile  
3.2 Estimate and cost materials  
3.3 Schedule work in a logical, timely and effective manner                                                                                                                                 |
| 4. Set out site for construction             | 4.1 Check and verify boundaries and features against the actual site and existing features  
4.2 Check finishing levels, provision for drainage and irrigation to ensure nominated levels are workable  
4.3 Check all measurements against the construction plan, peg out the construction area and account for variances                                                                                           |
| 5. Excavate the construction site           | 5.1 Remove and stockpile excess soil in a designated area  
5.2 Grade the base to the level and slope specified in the design  
5.3 Consolidate the base of the profile to achieve uniform compaction over the entire site  
5.4 Install sub-surface irrigation system components to the required depth and design specified in the plan                                                                                       |
| 6. Install drainage system                   | 6.1 Dig drainage trenches to the depth specified in the plan  
6.2 Lay drainage material on the base of the trench, install pipes and cover trenches                                                                                                                                 |
| 7. Install soil profile                      | 7.1 Calculate quantities of material to be spread over the area  
7.2 Compact each profile layer to reflect the final contour  
7.3 Ensure the interface between profile layers is uniform and unbroken                                                                                           |
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<tr>
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<td>7.4 Mix soil amendments thoroughly and apply evenly over the area</td>
</tr>
<tr>
<td></td>
<td>7.5 Give the finished surface a final levelling and consolidate in readiness for planting</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF301A Construct turf playing surfaces.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRFR301 Construct turf playing surfaces

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine turf construction requirements from plans
- implement a turf construction project
- interpret existing site and construction plans and specifications
- organise work and use tools and equipment for turf construction project

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for constructing turf playing surfaces
  - environmental implications associated with construction and excavation activity, drainage and irrigation systems, soil amendments and waste disposal procedures
  - materials, tools, equipment and machinery available to the enterprise for construction of soil profiles, including soil amendments and base construction materials
  - practical understanding of surveying principles and techniques
  - range of construction methods that may be used to construct soil profiles for high performance turf surfaces, and the association of construction methods with site limitations, environmental implications, and end use of the turf surface
  - soil testing techniques and the application of results to the construction process

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF302 Establish turf

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to establish turf by sowing, turf laying, sprigging and chaffing or stolonization in sporting, public recreational open space, commercial and residential sites.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Sample soil for testing</td>
<td>1.1 Take and test site soil samples from a representative area 1.2 Use test results to guide soil preparation for establishing turf</td>
</tr>
<tr>
<td>2. Plant turf</td>
<td>2.1 Select tools and equipment for the task being undertaken and use safe working practices</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>-------------------------------</td>
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</tr>
<tr>
<td>2.2 Prepare planting site and sow seed or roll out lawn</td>
<td>2.3 Water and top-dress newly planted turf as required</td>
</tr>
<tr>
<td>3. Maintain newly established turf</td>
<td>3.1 Water and fertilise newly established turf</td>
</tr>
<tr>
<td></td>
<td>3.2 Mow turf according to a specified pattern and height</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor newly established turf, identify problems and report any changes</td>
</tr>
<tr>
<td></td>
<td>3.4 Apply top dressing according to the establishment plan</td>
</tr>
<tr>
<td>4. Report and repair areas of damaged turf</td>
<td>4.1 Monitor turf condition for quality and repair as necessary</td>
</tr>
<tr>
<td></td>
<td>4.2 Prepare work reports and recommendations</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF302A Establish turf.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF302 Establish turf

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- demonstrate turf establishment by sowing, turf laying, sprigging and chaffing/stolonization
- determine turf establishment methods and requirements
- implement successful turf establishment works
- operate and store turf establishment machinery and equipment
- organise work and use tools, equipment and machinery for a turf establishment project

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for establishing turf:
  - common weeds, pests and diseases
  - fertiliser use and application
  - soils and turf nutrition
  - turf identification and growth characteristics
  - turf establishment methods
  - watering practices

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF303 Implement a grassed area maintenance program

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain and repair grassed areas.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for grassed area maintenance work | 1.1 Clarify with supervisor requirements of the maintenance program  
1.2 Identify equipment and material resource requirements according to the scope of the coordination work  
1.3 Identify the priorities for maintenance activities and time allocation |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
</table>
| 2. Maintain and repair grassed areas | 2.1 Mow lawns and trim edges  
2.2 Undertake coring and scarifying as necessary  
2.3 Undertake top dressing and fertilising as required  
2.4 Spread fertiliser as necessary  
2.5 Undertake control measures for broad leaf weeds and grass weeds  
2.6 Perform repairs to irrigation systems as required |
| 3. Coordinate and report on grassed area maintenance activities | 3.1 Instruct machinery operators of appropriate use and their responsibilities in respect to operational maintenance requirements of machinery and equipment  
3.2 Monitor personnel, activities, timelines and materials usage  
3.3 Recognise contingency situations and take corrective actions  
3.4 Prepare a report of work undertaken |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF303A Implement a grassed area maintenance program.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF303 Implement a grassed area maintenance program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- conduct a risk assessment for work in a turfed area
- determine the maintenance requirements for a turfed area
- carry out weed control measures
- repair irrigation systems
- safely adjust and use turf maintenance machinery and equipment
- coordinate and report on grassed area maintenance activities
- write a report on the maintenance program activities

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of grassed area maintenance
  - growth rates and cultural requirements of specific turf types
  - methods and practices for maintaining grassed areas
  - range, use and availability of materials, equipment and machinery that may be required for the project
  - turf grass physiology as it applies to grassed area maintenance
  - types of turf and specific maintenance requirements
  - work schedule programming
  - work health and safety issues
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF304 Monitor turf health

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor the health and condition of high performance sports turf playing surfaces.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare for monitoring activities</td>
<td>1.1 Identify the turf site to be monitored, the nature and regularity of monitoring and time constraints for delivering reports</td>
</tr>
<tr>
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<td>1.2 Identify plant tissue and soil analysis consultants and determine their sampling specifications in consultation with the supervisor and/or consultants</td>
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### Element Performance criteria

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<tbody>
<tr>
<td>1.3 Select monitoring tools and equipment</td>
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</tbody>
</table>
| 2. Collect soil and plant tissue samples | 2.1 Perform on-site soil tests according to testing instrument instructions  
2.2 Collect samples for off-site testing from a representative area and prepare, package and despatch  
2.3 Replace divots from soil sampling sites and dispose of waste materials  
2.4 Clean sampling tools and equipment and return to storage  
2.5 Record and compare results of analysis with acceptable parameters  
2.6 Make recommendations to address identified deficiencies and to meet target chemical balances |
| 3. Visually monitor turf health | 3.1 Assess indicators of turf health visually with reference to researched and experiential awareness  
3.2 Identify deficiencies in turf health and quality visually with reference to researched and experiential awareness  
3.3 Make reports and recommendations according to the playing requirements and desired objectives of the enterprise |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF304A Monitor turf health.

**Links**

Assessment Requirements for AHCTRF304 Monitor turf health

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess turf health
- identify deficiencies and diseases in turf
- inspect and report on the condition of turfed surfaces
- perform soil sampling and analyse results
- prepare turf maintenance recommendations according to the playing requirements and desired objectives of the enterprise

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of turf health
  - botany and turf physiology as it applies to turf health
  - main, simple and compound fertiliser products available to the enterprise including analysis, solubility, salt index, rates and cost
  - rates and regularity of recommended fertiliser and pesticide application to achieve optimum plant health objectives while minimising external environment impact through leaching, excessive spraying and overuse
  - role of trace elements and nutrients required by turf grass plants, and symptoms of toxicities and deficiencies
  - soil and plant tissue analysis as a monitoring and turf management tool, the main elements of analysis and their significance as indicators of nutritional deficiency and toxicity
  - turf grass diseases, including commonly occurring regional diseases, seasonality, site history and visual disease symptoms
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF305 Renovate sports turf

Modification History

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Application

This unit of competency describes the skills and knowledge required to implement renovation or remediation of a sports turf area for minor projects and seasonal renovations in the turf industry.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to renovate turf</td>
<td>1.1 Identify the turf renovation site and extent of works &lt;br&gt;1.2 Select turf and renovation materials &lt;br&gt;1.3 Identify work health and safety hazards, assess risks and implement controls</td>
</tr>
<tr>
<td>Element</td>
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<tr>
<td>1.4 Select, use and maintain safety and personal protective equipment (PPE)</td>
<td></td>
</tr>
<tr>
<td>2. Prepare renovation equipment</td>
<td>2.1 Carry out pre-operational and safety checks on tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>2.2 Calibrate and adjust tools, equipment and machinery</td>
</tr>
<tr>
<td>3. Implement sports turf renovation</td>
<td>3.1 Identify renovation works from the program and schedule work in a sequential, timely and effective manner</td>
</tr>
<tr>
<td></td>
<td>3.2 Review renovation tasks and undertake remedial action</td>
</tr>
<tr>
<td></td>
<td>3.3 Maintain a clean and safe work area throughout and on completion of work</td>
</tr>
<tr>
<td>4. Complete renovation activities</td>
<td>4.1 Remove and dispose of waste material in an environmentally aware and safe manner</td>
</tr>
<tr>
<td></td>
<td>4.2 Clean, maintain and store tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>4.3 Record and report work outcomes</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF305A Renovate sports turf.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF305 Renovate sports turf

Modification History

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<tr>
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<td>Initial release</td>
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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- conduct a site hazard identification and risk control assessment
- implement a sports turf renovation program
- prepare, check and calibrate turf renovation machinery and equipment
- record outcomes of renovation works
- renovate a sports turf for successful high performance use
- use turf renovation machinery and equipment to restore turf health and condition

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of turf renovation
  - field measurement techniques such as infiltration rate, organic fines, hardness, traction, surface smoothness, and turf sward height
  - nutrition and plant growth regulators
  - planting, care and renovation scheduling requirements of grass species and cultivars
  - specialist turf renovation practices to achieve high performance turf
  - standards for turf surface appearance and quality
  - structure of a sports turf soil profile

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF401 Develop a sports turf maintenance program

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop and document a sports turf maintenance program.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Test soil and plant material</td>
<td>1.1 Develop a soil and plant testing program which defines field and off-site testing activities, scheduling and information outcomes</td>
</tr>
<tr>
<td></td>
<td>1.2 Implement and monitor testing tasks and undertake remedial</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Present data and readings in a form that can be easily interpreted by the turf manager</td>
</tr>
<tr>
<td>1.4</td>
<td>Consider seasonal issues affecting test results from information on the turf species and cultivars, historical records and own experience</td>
</tr>
<tr>
<td>1.5</td>
<td>Determine nutritional status of the turf plant species and cultivars by analysing collected data and comparing with accepted standards</td>
</tr>
<tr>
<td>2.1</td>
<td>Define the standards for turf presentation according to client requirements and industry best practice</td>
</tr>
<tr>
<td>2.2</td>
<td>Identify the different maintenance requirements for a range of conditions over the growing cycle</td>
</tr>
<tr>
<td>2.3</td>
<td>Select sports turf maintenance procedures to achieve the standards for turf presentation</td>
</tr>
<tr>
<td>2.4</td>
<td>Identify and confirm availability of resources, tools, equipment and machinery required for the sports turf maintenance program</td>
</tr>
<tr>
<td>2.5</td>
<td>Determine the most cost-effective approach to maintaining the sports turf playing surface</td>
</tr>
<tr>
<td>3.1</td>
<td>Prepare detailed plan, specifications and quotation based on the requirements of the program</td>
</tr>
<tr>
<td>3.2</td>
<td>Develop and document on-site procedures and schedules for the sports turf maintenance program</td>
</tr>
<tr>
<td>4.1</td>
<td>Monitor the program to ensure enterprise standards for presentation of sports turf playing surfaces are achieved</td>
</tr>
<tr>
<td>4.2</td>
<td>Review the sports turf maintenance program to ensure it remains responsive to changing conditions</td>
</tr>
<tr>
<td>4.3</td>
<td>Implement appropriate courses of action to overcome shortcomings in the program</td>
</tr>
<tr>
<td>4.4</td>
<td>Document and report remedial action undertaken to management</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCTRF401A Develop a sports turf maintenance program.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF401 Develop a sports turf maintenance program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- prepare an seasonal/annual program according to the requirements of the enterprise and the grounds maintenance budget
- outline the scheduled activities in the sports turf maintenance program to green keeping staff and their respective roles and responsibilities
- use existing information and records to determine a comprehensive maintenance program
- monitor and review the program to ensure responsiveness to changing conditions
- implement appropriate courses of action to overcome program shortcomings

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of maintaining a range of sports turf playing surfaces
  - growth habits and cultural requirements of specific turf plant species and cultivars under a range of soil and environmental conditions
  - maintenance requirements and practices for specific turf plant species and cultivars after initial establishment
  - nutrients required by specific turf plant species and cultivars and the effects of nutrient deficiency and toxicity on individual plant species and cultivars, including visual symptoms
  - plant diseases, pests and disorders and weeds of specific turf plant species and cultivars
  - site evaluation techniques including analysis of the condition of soils, plants, and the site for turf maintenance activities
- soil ameliorants commonly required to treat the soil problems experienced by the enterprise
- the characteristics of soil and other growth media types, uses and additives to enhance the available nutrition for specific turf plant species and cultivars
- the main simple and compound fertiliser products available to the enterprise

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Application

This unit of competency describes the skills and knowledge required to plan and implement sports turf renovation. It applies to greenkeepers and turf managers who plan, coordinate and supervise the renovation of a sports turf area for minor projects and seasonal renovations in the turf industry.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare the turf</td>
<td>1.1 Identify the turf renovation site and undertake field measurements</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td>renovation program</td>
<td>1.2 Select and calculate renovation materials and resource requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Interpret existing design plans and documentation</td>
</tr>
<tr>
<td></td>
<td>1.4 Develop a renovation program containing the site assessment report, results of field measurements and tests, risk controls, and material and resource calculations</td>
</tr>
<tr>
<td></td>
<td>1.5 Develop and record schedule of works and specifications in the works program</td>
</tr>
<tr>
<td>2. Prepare renovation equipment</td>
<td>2.1 Check machinery maintenance logs and prepare machinery for the program</td>
</tr>
<tr>
<td></td>
<td>2.2 Carry out pre-operational and safety checks on tools, equipment and machinery</td>
</tr>
<tr>
<td>3. Implement the renovation program</td>
<td>3.1 Identify work team and contractors and coordinate work in a sequential, timely and effective manner</td>
</tr>
<tr>
<td></td>
<td>3.2 Organise and direct work pattern according to the schedule of works</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor renovation tasks and undertake remedial action</td>
</tr>
<tr>
<td></td>
<td>3.4 Maintain a clean and safe work area throughout and on completion of work</td>
</tr>
<tr>
<td>4. Complete renovation activities</td>
<td>4.1 Review site and surrounds for completion of works</td>
</tr>
<tr>
<td></td>
<td>4.2 Inspect and repair tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>4.3 Record expenses and review against budget</td>
</tr>
<tr>
<td></td>
<td>4.4 Review the renovation program for costs, scheduling, works procedures and quality of work</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF402A Plan and implement sports turf renovation.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF402 Plan and implement sports turf renovation

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- conduct a site hazard identification and risk control assessment
- plan a sports turf renovation program
- document a sports turf renovation program
- develop a schedule of works and specifications for a sports turf renovation program
- implement the schedule of works for sports turf surfaces
- coordinate a work team and contractors

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices of sports turf renovation
- enterprise and industry standards for turf surface appearance and quality
- environmental implications of renovation activities, turf and soil treatments, and waste disposal procedures
- field measurements, such as infiltration rate, organic fines, hardness, traction, surface smoothness and turf sward height
- planting, care and renovation scheduling requirements of grass species and cultivars
- specialist turf renovation practices to achieve high performance turf

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF501 Plan the establishment of sports turf playing surfaces

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish sports turf playing surfaces and develop a design for the site, its specifications and work procedures. It applies to the planning processes involved in establishing turf in new constructions and major renovations of existing sports turf surfaces.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| 1. Carry out preliminary planning activities for turf establishment | 1.1 Confirm client preferences and requirements for the sports turf playing surface  
1.2 Assess the site for biophysical factors, services and site modifications  
1.3 Research turf plant species and cultivars, legal attributes and local by-laws and restrictions that may affect the plan for turf establishment  
1.4 Identify environmental implications of the planned turf establishment works and report to personnel for further research  
1.5 Develop a concept plan that reflects client preferences and requirements and takes into account site factors and any identified environmental requirements and present to the client for discussion and approval |
| 2. Determine requirements of turf establishment works | 2.1 Select turf establishment procedures consistent with the concept plan according to site factors and available resources and equipment  
2.2 Determine resources required for the construction of soil profiles, planting and ongoing maintenance of the playing surface  
2.3 Ensure that the design of the soil profile to support the playing surface takes into account the turf use, soil characteristics and includes irrigation and drainage systems  
2.4 Identify plants that are appropriate to the site and consistent with the concept plan  
2.5 Calculate and cost the quantity and confirm availability with the supplier  
2.6 Provide management of new turf that encourages optimal growth  
2.7 Determine timelines for preparations, construction of soil profiles, planting and maintenance |
| 3. Prepare and document the turf establishment plan and specification | 3.1 Prepare designs of the soil profile and detailed plans of the scope of works, specifications and quotation based on the requirements of the turf establishment work  
3.2 Develop and document on-site procedures and schedules for the establishment of the sports turf playing surface and its ongoing maintenance |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCTRF501A Plan the establishment of sports turf playing surfaces.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF501 Plan the establishment of sports turf playing surfaces

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- design sectional and elevation plans of the turf establishment works
- develop a schedule and a plan of the scope of works
- develop and interpret construction documentation
- develop specifications and prepare a bill of quantities
- identify and incorporate sub-contracted works into the turf establishment plan
- order and arrange for purchase and delivery of goods and services
- prepare a maintenance program for turf establishment

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for establishing and maintaining sports turf playing surfaces
  - construction procedures, plant selection and cultural practices for sports turf playing surfaces
  - growth habits and cultural requirements of specific turf plant species and cultivars under a range of soil and environmental conditions
  - irrigation, drainage and the interrelationship of soil air, water and the physical structure of existing and manufactured soils and sports turf mixes
- legislation and regulations relating to sports turf sites and turf establishment works
- maintenance requirements and practices for specific turf plant species and cultivars prior to and after initial establishment
- site evaluation techniques including analysis of the condition of soils, plants and the site for turf establishment activities
• surveying principles and techniques
• the role of project briefs and client consultation processes in planning turf establishment works

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF502 Manage sports turf renovation programs

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to identify and implement turf renovation programs appropriate to site requirements. It applies to sports turf managers, such as golf course superintendents, bowling greenkeepers, sports ground curators and turf contractors, who are responsible for the coordination of turf renovation programs.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify turf renovation</td>
<td>1.1 Inspect and visually evaluate turf surfaces to determine their</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>needs</td>
<td>condition</td>
</tr>
<tr>
<td></td>
<td>1.2 Undertake soil tests to determine their need for amelioration</td>
</tr>
<tr>
<td></td>
<td>1.3 Perform compaction, visual, physical and chemical tests</td>
</tr>
<tr>
<td></td>
<td>1.4 Undertake water quality tests, where appropriate, to determine its effect on turf growth and development</td>
</tr>
<tr>
<td>2. Select appropriate renovation techniques</td>
<td>2.1 Consider a range of renovation techniques and practices based on past practices and existing condition of turf</td>
</tr>
<tr>
<td></td>
<td>2.2 Refer to renovation records for information about previous practices and timing</td>
</tr>
<tr>
<td></td>
<td>2.3 Select turf renovation techniques according to the condition of the turf and the intended outcome of the program</td>
</tr>
<tr>
<td></td>
<td>2.4 Determine the timing of the renovation program according to the requirements of the turf species, requirements of the practice and the needs of players and use of the turf facility</td>
</tr>
<tr>
<td></td>
<td>2.5 Prepare an on-going turf maintenance program</td>
</tr>
<tr>
<td>3. Organise staff and resources for turf renovation project</td>
<td>3.1 Record and program the turf renovation program</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine machinery and equipment for the renovation program and check for availability and working condition</td>
</tr>
<tr>
<td></td>
<td>3.3 Calculate and order consumable requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Contact and hire contractors and machinery, if necessary, according to the requirements of the program</td>
</tr>
<tr>
<td>4. Review renovation outcomes and complete associated record keeping</td>
<td>4.1 Record soil testing and water quality test results</td>
</tr>
<tr>
<td></td>
<td>4.2 Record direct costs of consumables and contractors</td>
</tr>
<tr>
<td></td>
<td>4.3 Record indirect costs of staff involvement</td>
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<td></td>
<td>4.4 Record renovation practices and outcomes</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCTRF502A Manage sports turf renovation programs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF502 Manage sports turf renovation programs

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop renovation documentation
- develop program specifications
- develop a schedule and a plan of the scope of works
- order and arrange purchase and delivery of goods and services
- identify and incorporate sub-contracted works into the turf renovation plan
- prepare an on-going turf maintenance program

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices for managing sports turf renovation programs
  - comparative environmental implications of renovation activities, turf and soil treatments and waste disposal procedures
  - enterprise and industry standards for turf surface appearance and quality
  - field measurement techniques such as infiltration rate, organic fines, hardness, traction, surface smoothness and turf sward height
- impact of climatic conditions on turf recovery
- planting, care and renovation scheduling requirements of turf grass species and cultivars.
- requirements of the turf’s intended use
- schedule and intensity
- soil physical and chemical properties for imported and existing soils
- specialist turf renovation principles and practices
- turf nutrition and plant growth regulators

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCTRF503 Develop sports turf management programs

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop sports turf management programs including turf establishment programs, extension/redesign, turf surface upgrades and renovation programs based on the organisation’s available resources.

It applies to sports turf managers, such as golf course superintendents, ‘grow in’ superintendents, project managers and turf contractors, who have a responsibility for developing short-term, annual and on-going sports turf management and maintenance programs.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)
## Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Research turf management principles and practices | 1.1 Establish or develop project briefs  
1.2 Determine principles underpinning sports turf growth and development as appropriate for site conditions  
1.3 Identify and consider environmental impacts of the turf management programs |
| 2. Determine turf management program scope and objectives | 2.1 Undertake a site assessment is undertaken that includes the assessment of the turf growing environment, the resources available for on-going turf maintenance, the source of water and its quantity and quality, the type of turf and its condition, intended use and intensity of use  
2.2 Estimate the program duration and resource requirements  
2.3 Develop a program schedule and budget that reflects the approach taken to the turf management programs  
2.4 Review and confirm the turf management program with others |
| 3. Communicate turf management programs to others | 3.1 Identify and confirm current turf management practices for the project requirements  
3.2 Record and communicate the intended programs in an appropriate format to staff and management or client  
3.3 Identify and communicate key parts of the turf management program that involve others  
3.4 Develop project schedules and timelines |
| 4. Record and review turf management programs for use by others | 4.1 Inspect turf regularly and implement changes to the management plan according to the monitoring process  
4.2 Monitor the turf management program and consider and communicate changes to the program  
4.3 Record information from team meetings  
4.4 Report and file information for future use |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCTRF503A Develop sports turf management programs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF503 Develop sports turf management programs

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance should be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- develop a works schedule and a plan of the scope of works
- develop specifications and bills of quantity for turf management programs
- develop turf management programs
- prepare a turf maintenance program
- record and communicate programs in an appropriate format to staff, management or client
- identify turf maintenance practices based on turf type and usage
- record and review turf management programs for use by others

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for
- impact of climatic conditions on turf varieties
- impact of intended usage on turf
- nutritional requirements for different stages of turf development
- project programming
- renovation requirements and techniques
- requirements of intended use of turf
- soil type and characteristics
- turf establishment techniques and requirements
- turf varieties and characteristics
- water quality and its impacts on soils and turf
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCTRF504 Manage sports turf facility assets

Modification History

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Application

This unit of competency describes the skills and knowledge required to manage infrastructure and other facilities at sports turf grounds. It applies to sports turf managers, such as golf course superintendents, bowling greenkeepers and sports ground curators, who have a responsibility for the management of physical resources (other than the turf playing surfaces) at a sporting venue or club.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Turf (TRF)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>
### AHCTRF504 Manage sports turf facility assets

#### Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</table>
| 1. Develop an asset database | 1.1 Identify and record physical resources and infrastructure for management purposes  
1.2 Determine physical resources and infrastructure according to their type and maintenance requirements |
| 2. Identify ongoing maintenance requirements for turf facilities | 2.1 Identify and program particular maintenance requirements of various resources  
2.2 Purchase and store resources and consumables for the maintenance of different types of facilities  
2.3 Consider user manuals and other operational or maintenance documents provided by suppliers where necessary |
| 3. Schedule and monitor program of maintenance works | 3.1 Identify and program maintenance activities for enterprise’s facilities  
3.2 Inform staff responsible for maintenance activities  
3.3 Develop record keeping requirements and use to monitor ongoing maintenance and inform others  
3.4 Consider and plan for work health and safety issues associated with maintenance of turf facilities  
3.5 Ensure that facilities that are unserviceable are dealt with accordingly  
3.6 Plan for replacement of facilities that are no longer serviceable |
| 4. Review maintenance works | 4.1 Review maintenance schedules in a timely manner and update maintenance programs accordingly  
4.2 Notify management of status of turf facilities and make plans for their upgrade or replacement if necessary |

#### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

#### Range of Conditions

#### Unit Mapping Information

This unit is equivalent to AHCTRF504A Manage sports turf facility assets.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCTRF504 Manage sports turf facility assets

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance should be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop and use asset databases
- identify maintenance requirements for a range of turf facilities
- record and review programmed works
- schedule and monitor programmed works
- review and update maintenance programs and schedules

Knowledge Evidence
The candidate must demonstrate knowledge of:

- principles and practices for managing sports turf assets and facilities
  - comparative environmental implications of turf and soil treatments and waste disposal procedures
  - enterprise and industry standards for turf surface appearance and quality
  - maintenance requirements of sports turf physical resources and infrastructure
  - proprietary asset management software
  - scheduling and programming of sports turf maintenance works
  - staff management

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWAT201 Set up, operate and maintain water delivery systems for compost

Modification History

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Application

This unit of competency describes the skills and knowledge required to set up, operate and maintain water delivery systems for composting.

It applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They undertake defined activities and work in a structured context.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Water (WAT)

Elements and Performance Criteria

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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to set up a water delivery system</td>
<td>1.1 Confirm details of location</td>
</tr>
<tr>
<td></td>
<td>1.2 Select and use hoses, tools and equipment and components</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify appropriate water sources on site</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.4</td>
<td>Identify workplace health and safety hazards associated with task</td>
</tr>
<tr>
<td>1.5</td>
<td>Select and use appropriate personal protective equipment</td>
</tr>
<tr>
<td>1.6</td>
<td>Measure and mark out water delivery lines</td>
</tr>
<tr>
<td>1.7</td>
<td>Set up water delivery system</td>
</tr>
<tr>
<td>2. Operate a water delivery system</td>
<td>2.1 Commence water delivery</td>
</tr>
<tr>
<td></td>
<td>2.2 Set water application rate</td>
</tr>
<tr>
<td></td>
<td>2.3 Check all pipes, hoses and all joints and confirm they are secure and leak free</td>
</tr>
<tr>
<td></td>
<td>2.4 Check and operate pumps</td>
</tr>
<tr>
<td>3. Check the efficiency of a water delivery system</td>
<td>3.1 Check the water application rate and distribution</td>
</tr>
<tr>
<td></td>
<td>3.2 Inspect water delivery system for operating faults and dry areas</td>
</tr>
<tr>
<td></td>
<td>3.3 Look for variations from required rate or settings, leaks, operating faults and dry areas at any stage in process</td>
</tr>
<tr>
<td></td>
<td>3.4 Carry out remedial action</td>
</tr>
<tr>
<td></td>
<td>3.5 Record the amount of water delivered to location</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWAT201A Set up, operate and maintain water delivery systems for compost.

**Links**

Assessment Requirements for AHCWAT201 Set up, operate and maintain water delivery systems for compost

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and adopt safe work practices
- interpret site water management plan and site operating plan or map
- observe faults and variations from required settings
- operate pumps
- record water application data
- set out and operate watering systems

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices compost water delivery systems
- characteristics and operation of joints, hoses, valves and sprinkler components
- components of water delivery system
- methods and techniques of water delivery
- procedures for safe use of equipment, such as powered and hand tools, as used in water delivery system maintenance
- reporting and recording requirements
- standard industry risk-control measures to minimise risk associated with setting up and operating a water delivery system
- workplace health and safety and environmental legislation and enterprise requirements

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWAT301 Monitor and operate water treatment processes

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor, operate, measure, adjust and report water (including waste water) treatment performance and process control.

It applies to individuals who take responsibility for their own work and for the quality of the work of others. They use discretion and judgement in the selection, allocation and use of available resources. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Water (WAT)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan and prepare for work</td>
<td>1.1 Identify work plans and clarify with supervisor</td>
</tr>
<tr>
<td></td>
<td>1.2 Select and carry out pre-operational and safety checks on tools, equipment and machinery</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify work health and safety hazards, assess risks and</td>
</tr>
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<td>Element</td>
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<tr>
<td></td>
<td>implement suitable controls</td>
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<td></td>
<td>1.4 Select, use and maintain suitable safety and personal protective equipment</td>
</tr>
<tr>
<td>2. Monitor water treatment plant performance</td>
<td>2.1 Conduct routine inspections of treatment equipment</td>
</tr>
<tr>
<td></td>
<td>2.2 Collect water samples and conduct standard tests or send samples for analysis where required by the biosecurity and food safety codes</td>
</tr>
<tr>
<td></td>
<td>2.3 Collect data on treatment process and record and report in appropriate manner</td>
</tr>
<tr>
<td>3. Control chemical use</td>
<td>3.1 Use, handle and store chemicals appropriately</td>
</tr>
<tr>
<td></td>
<td>3.2 Prepare chemical dosing</td>
</tr>
<tr>
<td></td>
<td>3.3 Maintain information related to chemical supply and usage</td>
</tr>
<tr>
<td>4. Operate and control water treatment processes</td>
<td>4.1 Monitor water and waste water treatment processes to maintain parameters of operation</td>
</tr>
<tr>
<td></td>
<td>4.2 Identify and report process faults and operational conditions of treatment equipment</td>
</tr>
<tr>
<td></td>
<td>4.3 Initiate basic equipment and process adjustments to enhance performance</td>
</tr>
<tr>
<td>5. Complete work</td>
<td>5.1 Compile reports from equipment and water treatment processes</td>
</tr>
<tr>
<td></td>
<td>5.2 Clean and store tools and equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWAT301A Monitor and operate water treatment processes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWAT301 Monitor and operate water treatment processes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- identify control system faults
- identify hazards and implement safe work procedures
- prepare and apply chemical dosing
- use water sampling and testing techniques

Knowledge Evidence

The candidate must demonstrate knowledge of:
- principles and practices for monitoring and operating water treatment processes
  - chemical dosing processes
  - environmental impacts of irrigation using water from any ground or underground source
  - environmental issues associated with water treatment
  - hazardous materials handling
  - water quality monitoring methods and techniques
  - water treatment and water filtration techniques
  - work health and safety procedures relating to the operation of machinery and the use of chemicals
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet -
AHCWAT501 Design water treatment systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to design water treatment systems.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Water (WAT)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine design requirements</td>
<td>1.1 Determine the quality of water to be treated and level of treatment required</td>
</tr>
<tr>
<td></td>
<td>1.2 Develop construction specifications that define the work required</td>
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| to treat water | 1.3 Identify and protect environmentally sensitive areas  
| 1.4 Document design calculations and decisions |
| Define pumping and power systems | 2.1 Select pumps to treat water efficiently and effectively as required and to enable supply at the flow and the pressure required to operate the distribution system  
| 2.2 Confirm that the pump motor combinations are efficient and the pumps are reliable, functional, serviceable and flexible for the intended application  
| 2.3 Calculate energy requirements and determine the layout of electricity lines and check with local authority  
| 2.4 Optimise the relationship between capital and operational costs including a comparison of energy sources  
| 2.5 Select structures, valves and accessories and integrate into a functional system that can be monitored and maintained  
| 2.6 Document performance indicators, design calculations and decisions  
| 2.7 Develop construction specifications that define the work required to make a suitable pumping and power system  
| 2.8 Check power supply design specification with power authorities |
| Design an water treatment system | 3.1 Evaluate and design treatment systems with respect to a range of key variables  
| 3.2 Size pipes, valves and fittings according to design system specifications so that capital cost is balanced against operation costs over the anticipated system life  
| 3.3 Calculate and document flows, water levels and pressures to be within the acceptable tolerances for optimum performance  
| 3.4 Confirm that flows, water levels and pressures are achievable by the pumps operating at optimum efficiency  
| 3.5 Include mechanisms for controlling and adjusting pressure |
| Determine capital expense budget | 4.1 Document design calculations and decisions and collate plans, specifications and manuals  
| 4.2 Organise a check of the design output by a competent designer  
| 4.3 Determine and document materials required from plans and specifications  
| 4.4 Estimate labour requirements based on documented work schedule, with reasonable allowance for variances in work schedules  
<p>| 4.5 Confirm that costing attributed to each component is based upon quoted information from suppliers, or sound analysis of individual elements |</p>
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<tbody>
<tr>
<td>5. Determine operating expense budget</td>
<td>5.1 Confirm that operating expense budget indicates all expenses applicable to the completed system</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWAT501A Design water treatment systems.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWAT501 Design water treatment systems

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collect and analyse information
- develop water treatment system specifications
- identify adverse environmental impacts of water treatment activities and remedial action
- identify design requirements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- principles and practices of water treatment system design
  - automatic control and monitoring systems
  - budgeting, contractual development and obligations
  - cost/benefit analysis
  - design processes
  - developments in water treatment technology
  - enterprise policies and procedures
  - environmental impacts of water treatment
  - environmental protection agency regulations
  - waste management and environmental issues

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWAT502 Manage water systems

Modification History

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Application

This unit of competency describes the skills and knowledge required to strategically manage integrated systems involving relationships between irrigation, drainage and environmental systems.

It applies to individuals who analyse information and exercise judgement to complete a range of advanced skilled activities and demonstrate deep knowledge in a specific technical area. They have accountability for the work of others and analyse, design and communicate solutions to a range of complex problems. All work is carried out to comply with workplace procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Water (WAT)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine the feasibility of using or</td>
<td>1.1 Assess water resources and drainage implications to determine suitability for irrigation</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| up-grading irrigation system        | 1.2 Determine water quality and treatment requirements  
1.3 Determine water requirements and most suitable application systems for each crop and plant type and area, and for each soil type  
1.4 Determine other water requirements, such as climate control  
1.5 Assess soil types to determine suitability for irrigation and the range of crop and plant types that could be grown  
1.6 Determine drainage requirements in relation to each soil and crop and plant type and type of irrigation system  
1.7 Assess performance data, audit reports, environmental and workplace health and safety data for existing systems  
1.8 Obtain information from irrigation specialists on all relevant aspects of irrigation design  
1.8 Assess and cost available irrigation system types and components and make a decision on the particular system to be used or upgrades to existing system |
| 2. Install or modify an irrigation and drainage system as necessary | 2.1 Determine and acquire materials and equipment making up the system  
2.2 Install irrigation system using advice, as necessary, from irrigation specialists  
2.3 Check that irrigation and drainage systems are supervised to ensure there are no leaks or blockages  
2.4 Confirm that the water is being evenly distributed and that the drainage is effective and the system is in good working order |
| 3. Evaluate irrigation system performance | 3.1 Determine and value plant growth and yield increases from irrigation  
3.2 Calculate the cost of irrigation  
3.3 Determine the cost benefit of irrigation and compare with alternative systems and approaches |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWAT502A Manage water systems.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWAT502 Manage water systems

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Performance Evidence
The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- analyse performance and audit data
- develop and implement enterprise work health and safety and environmental procedures
- evaluate irrigation system performance
- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- strategically manage irrigated production systems

Knowledge Evidence
The candidate must demonstrate knowledge of:
- principles and practices of water systems management
  - cost or benefit analysis
  - enterprise policies and procedures
  - environmental impacts of irrigation, using water from any ground or underground source
  - plant requirements
  - water quality

Assessment Conditions
Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWHS101 Work safely

Modification History

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Application

This unit of competency describes the skills and knowledge required to work safely. It applies to new employees working under supervision, within established and well-known parameters and with limited autonomy.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) and occupational safety and health (OSH) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State and Territory OHS legislative requirements.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work Health and Safety (WHS)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify safety issues at work</td>
<td>1.1 Identify and explain employee and employer duty of care requirements</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Identify and explain own responsibilities to comply with safe work practices</td>
<td>1.2 Identify and explain own responsibilities to comply with safe work practices</td>
</tr>
<tr>
<td>2. Observe safe work practices</td>
<td>2.1 Read, follow and observe instructions, notices and workplace safety signs</td>
</tr>
<tr>
<td></td>
<td>2.2 Use protective clothing and equipment when completing work tasks</td>
</tr>
<tr>
<td></td>
<td>2.3 Check safety of machines, tools and equipment before use</td>
</tr>
<tr>
<td></td>
<td>2.4 Operate machines, tools and equipment safely</td>
</tr>
<tr>
<td></td>
<td>2.5 Use correct manual handling techniques</td>
</tr>
<tr>
<td>3. Participate in workplace safety meetings</td>
<td>3.1 Report work health and safety hazards to supervisor</td>
</tr>
<tr>
<td></td>
<td>3.2 Participate in workplace safety meetings</td>
</tr>
<tr>
<td>4. Follow incident and emergency response procedures</td>
<td>4.1 Follow workplace procedures for dealing with accidents, fire and emergencies</td>
</tr>
<tr>
<td></td>
<td>4.2 Follow enterprise procedures for the provision of first aid</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCOHS101A Work safely

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWHS101 Work safely

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- comply with their responsibilities to work safely
- following workplace procedures for hazard identification
- read and follow safety warning signs, symbols and work instructions
- safely operate machines, tools and equipment
- report workplace safety hazards
- participate in workplace safety meetings
- follow enterprise incident and emergency response procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:
- employee and employer work health and safety duty of care responsibilities
- enterprise procedures relating to hazards, fires, emergencies, accidents and risk control
- hazards and risks in the industry sector
- relevant machinery and equipment operator manuals
- relevant work health and safety legislation, codes of practice and enterprise workplace policies
- work health and safety signs and symbols relevant to area of work

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWH201 Participate in work health and safety processes

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Application

This unit of competency describes the skills and knowledge required to recognise and report hazards in the workplace. It also describes the skills and knowledge required to follow workplace safety procedures and directions.

This unit is applicable to supervised workers who are required to follow work health and safety policies and procedures.

All work must be carried out in accordance with enterprise procedures, recommended safe practices and the relevant legislation.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) and occupational safety and health (OSH) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State and Territory OHS legislative requirements.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.
# Unit Sector
Work Health and Safety (WHS)

## Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Follow workplace procedures for hazard identification and risk control | 1.1 Recognise hazards in the workplace and report them to designated personnel  
1.2 Assess risks associated with identified hazards  
1.3 Follow workplace procedures and work instructions to control risks  
1.4 Follow workplace procedures for dealing with accidents, fire and emergencies within the scope of responsibilities and competencies  
1.5 Recognise risks to fellow workers, other people and animals and take action to eliminate or reduce them  
1.6 Recognise and carry out employee responsibilities prescribed in work health and safety legislation  
1.7 Undertake safety training as directed |
| 2. Observe safe practices during work operations | 2.1 Identify, use, maintain and store personal protective equipment (PPE)  
2.2 Undertake safety checks on all machinery and equipment before operation  
2.3 Identify and report hazards associated with handling hazardous substances and assess risk  
2.4 Identify noise hazards, notify relevant personnel and assess associated risks  
2.5 Assess risks associated with manual handling jobs prior to commencing activity or carrying out work  
2.6 Access information on work health and safety as required |
| 3. Participate in arrangements for maintaining the health and safety of all people in the workplace | 3.1 Raise work health and safety issues with designated personnel  
3.2 Make contributions to participative arrangements in the workplace within the scope of own responsibilities and competencies |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCOHS201A Participate in OHS processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWHS201 Participate in work health and safety processes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- follow workplace procedures for hazard identification and risk control
- read safety warning signs
- observe safety during work operations
- follow workplace procedures for dealing with accidents, fire and emergencies within the scope of responsibilities and competencies
- participate in arrangements for maintaining the health and safety of all people in the workplace
- recognise caution or hazard signs and symbols
- identify tasks or information from labels, manuals or written instructions
- record information accurately or verbally reporting information

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant work health and safety legislation, codes of practice and enterprise policies
- employee and employer work health and safety responsibilities
- enterprise procedures relating to hazards, fires, emergencies, accidents and risk control
- relevant machinery and equipment operator manuals
- work health and safety signs and symbols relevant to area of work
- hazards and risks in the industry sector
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWHS301 Contribute to work health and safety processes

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Application

This unit of competency describes the skills and knowledge required to carry out enterprise work health and safety policies and procedures.

This unit is applicable to individuals. They typically work within clear reporting lines and procedures.

All work must be carried out to comply with workplace procedures and work health and safety and other relevant legislation and codes.

This unit applies to individuals who actively participate in the workplace safety system and work under broad direction and take responsibility for their own work. They work in a range of known contexts and complete routine activities.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) and occupational safety and health (OSH) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State and Territory OHS legislative requirements.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.
## Unit Sector

Work Health and Safety (WHS)

### Elements and Performance Criteria

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</table>

| 1. Apply work health and safety policies and procedures | 1.1 Make information regarding organisation work health and safety policies and procedures readily accessible to all employees  
1.2 Identify and carry out employee responsibilities prescribed in work health and safety legislation, codes of practice and national standards  
1.3 Identify and carry out employee responsibilities prescribed in enterprise work health and safety policies, including emergency procedures |

| 2. Assist in workplace hazard identification and risk control | 2.1 Provide and explain information regarding hazard identification and risk control regularly  
2.2 Recognise hazards in the workplace and report them to designated personnel  
2.3 Assess risks associated with identified hazards  
2.4 Follow workplace procedures, safety signs and work instructions for controlling risks accurately  
2.5 Recognise risks to fellow workers, other people and animals and take action to eliminate or reduce them  
2.6 Undertake or provide safety training where required |

| 3. Observe safe practices during work operations | 3.1 Identify, use, maintain and store Personal Protective Equipment (PPE) required for work  
3.2 Read and follow safety warning signs  
3.3 Undertake basic safety checks on all machinery and equipment before operation  
3.4 Identify hazards associated with handling hazardous substances, assess risks and implement risk controls in accordance with enterprise procedures and work health and safety requirements  
3.5 Identify noise hazards, notify relevant personnel, assess associated risks and implement controls in accordance with work health and safety requirements  
3.6 Assess manual handling risks prior to commencing activity and use safe lifting practices  
3.7 Access information on work health and safety for specific work operations |
<table>
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<tr>
<th>Element</th>
<th>Performance criteria</th>
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</table>
| 4. Participate in arrangements for maintaining the health and safety of all people in the workplace | 4.1 Contribute to ongoing monitoring and reporting of all aspects of workplace safety  
4.2 Raise work health and safety issues with designated personnel in accordance with enterprise procedures and relevant work health and safety legislation  
4.3 Make contributions to participative arrangements in the workplace within the scope of responsibilities and competencies  
4.4 Make suggestions to assist the development of effective solutions and control the level of risk associated with enterprise activities |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCOHS301A Contribute to work health and safety processes

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWHS301 Contribute to work health and safety processes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply work health and safety policies and procedures
- apply workplace procedures for hazard identification and risk control
- read safety warning signs
- participate in arrangements for maintaining the health and safety of all people in the workplace
- work safely during work operations
- record incidents in the work area in accordance with relevant work health and safety legal requirements
- observe and direct others to follow safe working operations
- communicate safety information within and to work team

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant employee and employer responsibilities under work health and safety legislation and relevant national and industry codes of practice
- enterprise procedures relating to hazards, fires, emergencies, accidents, and risk control
- work health and safety signs and symbols relevant to work area
- hazard identification and risk assessment process
- manual handling principles and procedures
- safe systems of work
Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWH401 Maintain work health and safety processes

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Application

This unit of competency describes the skills and knowledge required to facilitate meetings and document actions that relate to the consideration of work health and safety issues in the workplace.

This unit is applicable to nominated work health and safety representatives in a workplace.

All work must be carried out to comply with workplace and legislative requirements.

This unit applies to individuals who take responsibility for their own work. They provide and communicate solutions to a range of predictable and unpredictable problems.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) and occupational safety and health (OSH) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State and Territory OHS legislative requirements.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work Health and Safety (WHS)
### Elements and Performance Criteria

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</tr>
</tbody>
</table>
| 1. Provide information about work health and safety | 1.1 Explain, with accuracy and clarity, relevant provisions of work health and safety legislation and Codes of Practice to the work group  
1.2 Provide information on enterprise work health and safety policies, procedures and programs in a readily accessible manner, and accurately and clearly explain the information to the work group  
1.3 Regularly provide, and accurately and clearly explain, information about identified hazards, the outcomes of risk assessment and control procedures |
| 2. Facilitate the participation of workers in work health and safety observance and decision-making | 2.1 Implement and monitor enterprise procedures for consultation on work health and safety issues to ensure that all members of the work group have the opportunity to contribute  
2.2 Describe, with clarity, procedures used by workers to report work health and safety hazards, assess risks, and take action to control risks, to the work group  
2.3 Deal with and resolve issues raised through consultation or refer them to the appropriate personnel  
2.4 Communicate, with promptness, the outcomes of consultation over work health and safety issues to the work group |
| 3. Implement procedures for identifying hazards and assessing and controlling risks | 3.1 Identify existing and potential hazards and report them to ensure the implementation of adequate risk assessment and effective control measures  
3.2 Check that the work group implements procedures to control work health and safety risks and undertakes regular monitoring to ensure ongoing adherence and effectiveness of risk control  
3.3 Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report inadequacies to designated personnel  
3.4 Identify and report inadequacies in allocation of resources to management to ensure safe work practice  
3.5 Monitor and regularly report existing risk control measures in accordance with workplace procedures |
| 4. Implement workplace procedures for dealing with emergencies and hazardous events | 4.1 Implement workplace procedures for dealing with work health and safety emergencies, where necessary, to ensure prompt and effective control action  
4.2 Report work health and safety emergencies in accordance with established enterprise procedures  
4.3 Implement control measures based on the hierarchy of control to... |
### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCOHS401A Maintain occupational health and safety (OHS) processes

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWHS401 Maintain work health and safety processes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- facilitate the participation of workers in work health and safety observance and decision-making
- establish procedures to document the identification of hazards and assessment of risk covering the operations of the enterprise
- identify work health and safety hazards and conducting the risk assessment process
- implement enterprise emergency procedures and organise safety drills
- provide staff with work health and safety training in risk assessment, and other areas nominated by risk controls
- respond to emergencies and work health and safety issues in an appropriate and timely manner
- facilitate meetings and document actions to consider work health and safety issues in the workplace
- distribute information concerning work health and safety processes and requirements to staff
- maintain work health and safety records

Knowledge Evidence

The candidate must demonstrate knowledge of:

- hazards in the workplace
- relevant work health and safety legislation and Codes of Practice
- hazard identification and risk control processes
- the hierarchy of work health and safety risk control and its implementation for hazards in land-based industries
Assessment Requirements for AHCWHS401 Maintain work health and safety processes

- work health and safety training
- communication and engagement strategies with workers
- relevant enterprise management systems and procedures
- accident and incident investigation
- enterprise emergency procedures
- participative work practices

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWHS501 Manage work health and safety processes

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop work health and safety policies and procedures that demonstrate enterprise commitment to work health and safety.

This unit is applicable to the development of management systems and procedures. It is also applicable to the management of the implementation process, which is usually conducted within policy guidelines and procedures that require the use of discretion and judgement.

All work must be conducted in accordance with relevant legislative requirements, Codes of Practice, workplace procedures and safe work practices.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse information and exercise judgement to complete a range of advanced, skilled activities.

NOTE: The terms ‘occupational health and safety’ (OHS) and ‘work health and safety’ (WHS) and occupational safety and health (OSH) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State and Territory OHS legislative requirements.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.
## Unit Sector
Work Health and Safety (WHS)

### Elements and Performance Criteria

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**1. Develop work health and safety policies and procedures**

1.1 Develop a work health and safety business plan and program for the enterprise in consultation with designated personnel and management
1.2 Clearly define and allocate work health and safety responsibilities and duties and include them in job descriptions and duty statements for all relevant positions
1.3 Identify, seek and provide financial and human resources for implementing work health and safety policies and procedures as required
1.4 Provide and explain information on the work health and safety system and procedures, for the area of responsibility, in a form which is readily understood by employees

**2. Establish and maintain processes to ensure the participation of all employees in the application of work health and safety**

2.1 Establish and maintain consultation processes with employees and their representatives
2.2 Deal with issues raised through participation and consultation and resolve them promptly and effectively
2.3 Provide information about the outcomes of participation and consultation in a manner readily accessible to employees

**3. Establish and maintain procedures for identifying hazards**

3.1 Identify and confirm existing and potential hazards within the area of responsibility in accordance with trends identified using the work health and safety records system
3.2 Develop and integrate a procedure for the ongoing identification of hazards within systems of work and procedures
3.3 Appropriately monitor activities to ensure that the procedure is effectively adopted throughout areas of managerial responsibility
3.4 Address hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created

**4. Establish and maintain procedures for assessing risks**

4.1 Assess risks associated with identified hazards using information derived from workplace records and industry-wide information
4.2 Develop a procedure for ongoing assessment of risks and integrate it within systems of work and procedures
4.3 Monitor activities to ensure the effective adoption of risk
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<tr>
<td><strong>4.</strong> Address risk assessment at the planning, design and evaluation stages of any change in the workplace to ensure that the risk from hazards is not increased.</td>
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<tr>
<td><strong>4.5</strong> Investigate and record accident and dangerous occurrences in accordance with work health and safety procedures.</td>
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</table>
| **5.** Implement interim risk control measures until a better or permanent control measure is developed. | **5.1** Develop and implement measures to control assessed risks in accordance with the hierarchy of control and trends identified from the work health and safety records system.  
**5.2** Implement interim solutions, when measures which control a risk at its source are not immediately practicable, until a permanent control measure is developed.  
**5.3** Develop a process of ongoing hazard identification and risk assessment, and a review of effectiveness of control programs, and integrate them into enterprise management arrangements.  
**5.4** Monitor activities to ensure effective adoption of the risk control procedure throughout the area of managerial responsibility.  
**5.5** Address risk control at the planning, design and evaluation stages of any change in the workplace to ensure the inclusion of adequate risk control measures.  
**5.6** Design systems to reduce risk and design administrative arrangements to ensure the implementation of safe work health and safety practices where unable to eliminate hazard.  
**5.7** Implement effective work health and safety risk management measures during any modification to buildings and structures or machinery and work activities.  
**5.8** Identify inadequacies in existing risk control measures and seek or provide resources enabling the implementation of new measures. |  |
| **6.** Plan and manage enterprise procedures for dealing with hazardous events. | **6.1** Identify, with accuracy, potential emergencies posing risks to the health and safety of workers and the public.  
**6.2** Develop plans and procedures, which control the risks associated with hazardous events, in consultation with appropriate emergency services.  
**6.3** Provide appropriate information and training to employees to enable the implementation of correct emergency procedures.  
**6.4** Train adequate numbers of workers in First Aid to ensure that first aid is applied to preserve life and minimise injury. |  |
| **7.** Establish and maintain a work health and safety induction and | **7.1** Develop a work health and safety induction program to meet the work health and safety needs of new employees.  
**7.2** Develop a work health and safety training program as part of |  |
### Foundations Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHC0HS501A Manage Occupational Health and Safety (OHS) processes.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWHS501 Manage work health and safety processes

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop work health and safety policies and procedures that demonstrate enterprise commitment to work health and safety
- establish and maintain arrangements to ensure the involvement of all employees in the management of work health and safety
- establish and maintain procedures for identifying hazards
- establish and maintain procedures for assessing risks
- establish and maintain procedures for controlling risks
- establish and maintain enterprise procedures for dealing with hazardous events
- establish and maintain a work health and safety induction and training program
- establish and maintain a system for work health and safety records
- analyse recorded data to determine where the work health and safety program can better meet enterprise and employee needs
- evaluate the enterprise work health and safety system and related policies, procedures and programs

Knowledge Evidence

The candidate must demonstrate knowledge of:

- data and documentation for industry injury statistics
- legislated employer and employee work health and safety responsibilities
- significant hazards and areas of risk in the workplace
- all relevant work health and safety legislation and Codes of Practice consistent with the hierarchy of work health and safety risk control and its implementation for hazards in land-based industries
Assessment Requirements for AHCWHS501 Manage work health and safety processes

- risk control measures
- the hierarchy of risk controls
- relevant management systems and procedures
- public safety issues

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL101 Support woolshed activities

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide support to others during shearing and wool preparation operations.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare materials, tools and equipment for</td>
<td>1.1 Identify the required materials, tools and equipment from provided lists and supervisor's instructions</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
</tbody>
</table>
| woolshed activities           | 1.2 Check all materials, tools and equipment and inform supervisor if there are insufficient or faulty items  
                               | 1.3 Use techniques when loading and unloading materials that demonstrate correct manual handling and minimise damage to the load and the vehicle  
                               | 1.4 Select and use suitable personal protective equipment  
                               | 1.5 Identify work health and safety hazards and inform supervisor                                                                                   |
| 2. Undertake woolshed activities as directed | 2.1 Follow instructions and directions provided by supervisor and seek clarification when necessary  
                               | 2.2 Undertake work in a safe and environmentally appropriate manner  
                               | 2.3 Carry out interactions with other workers and owners and classers in a positive and professional manner  
                               | 2.4 Move animals humanely into pens as directed  
                               | 2.5 Undertake board duties as directed  
                               | 2.6 Provide support to shearing as directed  
                               | 2.7 Provide support to wool sorting, replacing butts and wool pressing as directed  
                               | 2.8 Inform supervisor if there are problems or difficulties in completing work to required standards or timelines |
| 3. Handle materials and equipment | 3.1 Store waste material produced during woolshed activities in a designated area as directed by supervisor  
                               | 3.2 Handle and transport materials, equipment and machinery as instructed  
                               | 3.3 Maintain a clean and safe work site while completing woolshed activities                                                                        |
| 4. Clean up on completion of woolshed activities | 4.1 Return materials are returned to store or dispose of appropriately  
                               | 4.2 Clean, store and maintain tools and equipment  
                               | 4.3 Inform supervisor of the work outcomes                                                                                                          |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWOL101A Support woolshed activities

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL101 Support woolshed activities

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- use safe work procedures
- prepare materials, tools and equipment for woolshed activities
- provide support to shearing and crutching
- move and pen animals
- assist with wool handling
- undertake woolshed activities as directed
- handle materials and equipment
- clean up on completion of woolshed activities
- communicate with supervisor and team members using industry standard terminology
- apply work health and safety procedures in the context of own work
- apply enterprise animal welfare practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- features of safe work practices
- characteristics of wool types and sheep breeds that relate to sorting wool
- features of shearing and wool preparation tools and equipment
- basic wool handling practices
- relevant sections of federal, state and territory industrial awards that relate to working conditions in the woolshed
- enterprise work health and safety, environmental protection and animal welfare policies and procedures
Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL201 Pen sheep

Modification History

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Application

This unit of competency describes the skills and knowledge required to monitor and maintain the supply of sheep to shearer catching pens.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>

<table>
<thead>
<tr>
<th>1. Provide continuous supply of sheep to</th>
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<tbody>
<tr>
<td>1.1 Identify work health and safety hazards and report to the</td>
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<tr>
<td>Element</td>
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<td>shearsers</td>
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<tr>
<td></td>
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<tr>
<td>2. Keep mobs separate</td>
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<td></td>
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<td></td>
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<tr>
<td>3. Prevent contamination of wool</td>
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</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWOL201A Pen sheep
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL201 Pen sheep

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards, minimise risks and use safe work procedures
- accept and interpret advice from the shed supervisor
- observe differences between mobs of sheep
- monitor shearers workflow and estimate rates for refilling the catching pens and for mob cutout
- move sheep in a shed and pen them up
- use the accepted communications signals in the shed when shearing and sheep movement is in full force
- apply work health and safety in the context of own work
- follow enterprise biosecurity policies where required
- apply animal welfare practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- types of shearing sheds, boards and catching pens
- types of gates and catches in shearing sheds
- safe handling techniques for catching, dragging, and releasing sheep
- animal welfare requirements in relation to sheep
- features of sheep behaviour in the shearing sheds and yards
- hazards associated with handling livestock
- safety features of personal protective equipment and clothing, and when and how it should be used
- relevant industry awards and conditions that relate to working conditions in the wool industry
• relevant sections of State/Territory legislation, regulations and codes of practice with regard to work health and safety, animal welfare, and biosecurity as applied to working in the wool industry

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL202 Perform board duties

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to handle wool from the board, throw fleeces and place wool into bins or press as directed.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Remove contamination</td>
<td>1.1 Identify work health and safety hazards and report to the</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| from the fleece supervisor | 1.2 Select and use suitable personal protective equipment  
1.3 Remove stained wool, black/coloured wool and contamination on the shearing board as instructed  
1.4 Apply safe working practices and using the available safety equipment |
| 2. Remove fleeces and component parts from the shearing board | 2.1 Pick wool up after the shearing handpiece has been disengaged and not before  
2.2 Identify wet wool and remove for drying  
2.3 Pick belly wool up and remove stained wool  
2.4 Remove crutch wool and reposition the hind leg if necessary  
2.5 Arrange the hind legs of the fleece to allow for the fleece to be picked up efficiently  
2.6 Pick fleece up in a controlled bundle and remove from shearing stand as soon as sheep is shorn  
2.7 Carry fleece to the wool table and throw to land flat and spread out ready for skirting  
2.8 Collect loose wool remaining in the let-out chute  
2.9 Place all wool removed from the fleece and from the shearing board in the correct bins or on the correct table |
| 3. Handle non-fleece wool | 3.1 Sweep up locks and place in correct bins  
3.2 Separate board and table locks where directed  
3.3 Remove shanks and jowls if directed and placed in appropriate bin  
3.4 Remove pizzle stain from bellies and place in stains line  
3.5 Remove brisket wool if directed by the wool classer  
3.6 Sweep crutchings clear of the board, remove stain and dags and place in appropriate bins  
3.7 Carry lambs wool and prematurely shorn wools to the wool table using boards or paddles, if required  
3.8 Place lambs wool on tables for sorting |
| 4. Skirt fleeces under supervision | 4.1 Seek information on wool classer requirements for mob  
4.2 Remove fribs and sweats and place in appropriate bins  
4.3 Remove short crutch wool and wiggings and place with locks  
4.4 Remove wool carrying vegetable matter under wool classer supervision  
4.5 Seek feedback on accuracy of skirting and fleece to skirtings ratio  
4.6 Assist wool classer or wool roller in separating fleece wool, which has been identified as defective or lacking uniformity |
## Element 5. Sweep the board and wool room

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Sweep shearing boards, wool room and area beneath the wool table regularly and when necessary during the shearing operation</td>
</tr>
<tr>
<td>5.2 Keep the shearing boards and the wool room free of potential contamination</td>
</tr>
<tr>
<td>5.3 Remove waste and place appropriately in full consideration of environmental implications</td>
</tr>
</tbody>
</table>

## Element 6. Empty bins and other wool containers

<table>
<thead>
<tr>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Empty bins and other wool containers as necessary, and replace as directed</td>
</tr>
</tbody>
</table>

## Element 7. Perform cut-out duties

<table>
<thead>
<tr>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>7.1 Empty all butts and bins and press wool</td>
</tr>
<tr>
<td>7.2 Stack bales</td>
</tr>
<tr>
<td>7.3 Sweep wool working area</td>
</tr>
<tr>
<td>7.4 Store equipment</td>
</tr>
<tr>
<td>7.5 Wash board down and disinfect</td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

This unit is equivalent to AHCWOL202A Perform board duties

## Links

Companion Volume implementation guides are found in VETNet - 
Assessment Requirements for AHCWOL202 Perform board duties

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and follow safety directions
- remove fleeces and sweep boards before the next sheep is dragged for shearing
- pick up and throw fleeces safely onto wool table
- remove non-fleece wools from the board and place in correct bins
- identify and accurately remove stains
- use correct technique for skirting and rolling fleece
- check quantities in bins
- sweep floors and remove contamination
- work rapidly within specified timeframes
- communicate with supervisor, the wool classer and the shearers
- apply work health and safety practices in the context of own work
- apply enterprise environmental sustainability practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- features of the parts of a fleece
- types of shearing shed layouts
- duties and responsibilities of a board person
- types and sources of contamination of the fleece and be able to explain the requirements of Code of Practice for the Preparation of Australian Wool Clips as it relates to the preparation of skirtings and oddments
• methods of handling fleece that minimise risk to own health, including safe lifting and bending techniques.

**Assessment Conditions**

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9e62-4a5e-bf1a-524b2322cf72
AHCWOL203 Carry out wool pressing

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to press wool into bales and related tasks.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for wool</td>
<td>1.1 Identify work health and safety hazards and report to the</td>
</tr>
</tbody>
</table>
## AHCWOL203 Carry out wool pressing

<table>
<thead>
<tr>
<th><strong>Element</strong></th>
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<tbody>
<tr>
<td>pressing</td>
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<tr>
<td></td>
<td>1.2 Select and use suitable personal protective equipment</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify the lines of wool to be pressed and confirm with the supervisor</td>
</tr>
<tr>
<td></td>
<td>1.4 Check the wool press for safe operation and report any issues to supervisor</td>
</tr>
<tr>
<td></td>
<td>1.5 Carry out any required lubrication and maintenance as directed by supervisor</td>
</tr>
<tr>
<td></td>
<td>1.6 Prepare the work area in readiness for pressing as instructed</td>
</tr>
<tr>
<td></td>
<td>1.7 Check the scales to be used for accuracy and calibrate if necessary, as instructed</td>
</tr>
<tr>
<td></td>
<td>1.8 Check the press and its location for safety</td>
</tr>
<tr>
<td></td>
<td>1.9 Identify any defective equipment and report to the supervisor</td>
</tr>
</tbody>
</table>

| 2. Press wool | 2.1 Apply safe working practices using the available safety equipment |
|              | 2.2 Remove contamination from the woolpack and place in the appropriate location |
|              | 2.3 Place all wool correctly and evenly in the press, as directed |
|              | 2.4 Press bales safely for weight and length as directed |
|              | 2.5 Keep work area in a condition that avoids contamination of the wool |

| 3. Close and stack bales | 3.1 Use approved bale dividers as instructed and ensure flaps are correctly fastened |
|                         | 3.2 Identify bales for branding before removing them from the press |
|                         | 3.3 Store bales safely, avoiding injury to presser, risk to other workers, and damage to bales and equipment |

| 4. Complete recording requirement | 4.1 Brand bales as directed |
|                                  | 4.2 Weigh bales and have weight checked by supervisor |
|                                  | 4.3 Record bale weights, numbers and descriptions using the appropriate recording system, as directed and arrange a check by the supervisor |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWOL203A Carry out wool pressing

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL203 Carry out wool pressing

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- observe and report on work health and safety hazards and risks
- apply standard operating procedures for the press and equipment
- operate different types of wool presses under supervision
- operate the various types of scales and manual handling devices and supervision
- maintain uniform bale weights for each line
- brand bales clearly and accurately
- handle and stack wool bales efficiently and without risk to self, other people or machinery
- record bale information to be interpreted and used by other people
- communicate with wool classer/supervisor
- apply work health and safety practices in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:

- sources of contamination of the fleece
- the requirements of Code of Practice for the Preparation of Australian Wool Clips as it relates to wool pressing
- methods of handling fleece and bales that minimise risk to own health, including safe lifting and bending techniques
- features of industry standards for weight, length of bales, fastening methods and type of pack
- industry standards for bale branding
- features of the recording system for bale details in use in the organisation
• enterprise work health and safety policies

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL204 Undertake basic skirting of alpaca fleece

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Application

This unit of competency describes the skills and knowledge required to undertake basic skirting of alpaca fleece during and after shearing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work. They identify and provide solutions to a limited range of predictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

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<tbody>
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</tr>
<tr>
<td>1. Prepare for skirting</td>
<td>1.1 Assemble and check all tools, equipment and materials required</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>for the task</td>
<td>1.2 Identify work health and safety hazards and report to the supervisor</td>
</tr>
<tr>
<td>for the task</td>
<td>1.3 Select and use suitable personal protective equipment</td>
</tr>
<tr>
<td>for the task</td>
<td>1.4 Follow site quarantine and other biosecurity protocols</td>
</tr>
<tr>
<td>for the task</td>
<td>1.5 Take midside fleece samples from each alpaca prior to shearing</td>
</tr>
<tr>
<td>2. Collect fleece during shearing</td>
<td>2.1 Use safe work practices at all times</td>
</tr>
<tr>
<td>2. Collect fleece during shearing</td>
<td>2.2 Pick fleece up as blanket, neck and pieces during shearing</td>
</tr>
<tr>
<td>2. Collect fleece during shearing</td>
<td>2.3 Keep blanket, neck and pieces and weigh separately, label and record weight</td>
</tr>
<tr>
<td>2. Collect fleece during shearing</td>
<td>2.4 Discard severely contaminated fleece</td>
</tr>
<tr>
<td>2. Collect fleece during shearing</td>
<td>2.5 Carry blanket to classing table to enable skirting</td>
</tr>
<tr>
<td>3. Skirt saddles under supervision and according to industry guidelines</td>
<td>3.1 Throw blanket lightly onto classing table exposing entire fleece so as to enable loose sand or dirt to fall through without disturbing structure of saddle</td>
</tr>
<tr>
<td>3. Skirt saddles under supervision and according to industry guidelines</td>
<td>3.2 Remove fleece with excessive medullation, or not consistent with general style, character, micron and length of staples and place in pieces bag</td>
</tr>
<tr>
<td>3. Skirt saddles under supervision and according to industry guidelines</td>
<td>3.3 Discard Fleece with major faults and of No Commercial Value (NCV)</td>
</tr>
<tr>
<td>4. Process neck pieces and finalise operation</td>
<td>4.1 Separate individual pieces into small bags</td>
</tr>
<tr>
<td>4. Process neck pieces and finalise operation</td>
<td>4.2 Place small bags containing pieces into a larger bag regardless of colour, micron or length</td>
</tr>
<tr>
<td>4. Process neck pieces and finalise operation</td>
<td>4.3 Place neck pieces in appropriate classing line</td>
</tr>
<tr>
<td>4. Process neck pieces and finalise operation</td>
<td>4.4 Seek feedback on work done from supervisor and note any required improvements for future action</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWOL204A Undertake basic skirting of alpaca fleece
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL204 Undertake basic skirting of alpaca fleece

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and follow safe work practices
- pick up and throw alpaca fleeces
- skirt of alpaca fleece to industry standards
- package fleece and skirtings to industry standards
- communicate faults, malfunctions and workplace hazards
- report on and maintain operational records
- communicate with supervisor and work team work team
- follow work health and safety policies
- follow enterprise biosecurity protocols
- follow enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- features of the parts of Huacaya and Suri alpaca fleeces
- types of shearing shed layouts
- duties and responsibilities of a board person
- types and sources of contamination of the alpaca fleece
- enterprise policies with regard to recording and reporting routines
- equipment and bag requirements for skirting and handling fleece to industry standards
- relevant state and territory legislation, regulations and codes of practice with regard to work health and safety, environment, biosecurity and animal welfare.
- features of the Alpaca Fleece classing Code of Practice
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL301 Appraise wool using industry descriptions

Modification History

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Application

This unit of competency describes the skills and knowledge required to appraise wool by applying the industry description system (AWEX-ID) to classed lines of wool.

All work is carried out to industry standards using the AWEX system for the appraisal and description of non-measured characteristics of greasy wool (AWEX-ID) and Code of Practice for the Preparation of Australian Wool Clips.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Source and prepare information on wool to</td>
<td>1.1 Identify and access sources of information on wool appraisal</td>
</tr>
</tbody>
</table>
## Element vs. Performance criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</table>
| be appraised | 1.2 Describe the features of AWEX - ID the system for the appraisal and description of non-measured characteristics of greasy wool  
1.3 Identify and classify the visual characteristics to be appraised using the relevant descriptors |
| 2. Apply the industry description to lines in a clip | 2.1 Check wool clip classing lines for compliance with the Code of Practice  
2.2 Appraise wool clip classing lines and record the AWEX-ID  
2.3 Evaluate the consistency of appraisal across a wool clip against appraisals for the clip in the sale catalogue |
| 3. Use the industry description to establish a market value for lines made | 3.1 Access market information  
3.2 Identify premiums and discounts for wool characteristics  
3.3 Determine a value for each line made |
| 4. Review clip preparation strategies using an industry description | 4.1 Check clip preparation strategies and revise using the AWEX-ID descriptors, and the market value applied to the lines made  
4.2 Provide feedback on market information, the effect of management on the wool clip and possible future selection strategies to the woolgrower using the AWEX-ID descriptors applied to the lines |

## Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions
Wool appraised must include wool from Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

## Unit Mapping Information
This unit is equivalent to AHCWOL301A Appraise wool using industry descriptions

## Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL301 Appraise wool using industry descriptions

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- source and prepare information on wool to be appraised for industry description (AWEX-ID)
- apply an industry description (AWEX-ID) to lines in a clip and record appraisal result
- use an industry description (AWEX-ID) to establish a market value for lines made
- review clip preparation strategies using industry standard terminology to communicate feedback to the grower

Knowledge Evidence

The candidate must demonstrate knowledge of:
- features of Code of Practice for the Preparation of Australian Wool Clips
- features of AWEX system for the appraisal and description of non-measured characteristics of greasy wool (AWEX-ID)
- features of the Australian Wool Exchange Wool Selling Rules
- interpretation of the wool sale catalogue
- interpretation of wool testing data
- relevant sources of wool sale lot information
- features of subjective assessment of style, colour, type of vegetable matter fault, degree of stain and faults, and defects.

Assessment Conditions

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.
Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classifiers.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL303 Prepare wool based on its characteristics

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Application

This unit of competency describes the skills and knowledge required to prepare wool based on its characteristics.

All work must be carried out to comply with the requirements of Code of Practice for the Preparation of Australian Wool Clips, workplace procedures, work health and safety and biosecurity requirements and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Separate wools with characteristics outside</td>
<td>1.1 Make assessment of sheep breed and wool type</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tbody>
</table>
| 1. Prepare wool based on its characteristics | 1.2 Separate wools into different lines based on fibre diameter, length and strength, colour and character and handle and style  
1.3 Check staple formation and tip  
1.4 Separate pigmented wool and wool which includes medulated fibres |
| 2. Separate wool showing faults that impact on processing or fabric quality. | 2.1 Separate wool for dogginess that will impact on fabric quality  
2.2 Separate cotted wool that will require extra processing  
2.3 Identify and remove skin pieces  
2.4 Check wool for dermatitis and kept separate  
2.5 Identify and separate wool based on the level and type of vegetable matter contamination where it requires different processing  
2.6 Identify mobs with high pigmented fibre risk and keep their wool completely separate from low risk wool  
2.7 Identify wool from sheep with shedding characteristics and keep completely separate from non-shedding white woolled sheep, record risk of exposure to shedding breeds on the classer's report  
2.8 Keep fleeces containing pigmented fibre in a white woolled flock separate  
2.9 Keep wool containing stain separate |
| 3. Recognise impurities of greasy wool and their effect on processing and yield. | 3.1 Examine wool for natural impurities  
3.2 Identify applied impurities and assess their effect on processing  
3.3 Identify acquired impurities and assess their effect on processing and yield of clean fibre |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

Preparation must include wool from Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

**Unit Mapping Information**

This unit is equivalent to AHCWOL303A Prepare wool based on its characteristics.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL303 Prepare wool based on its characteristics

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess key wool characteristics
- identify and separate wool faults
- identify and separate wool with impurities
- separate wool that does not meet Code of Practice requirements for uniform, predictable, low risk lines of wool
- identify and separate wool from shedding sheep breeds
- identify and separate wools with a high pigmented fibre risk

Knowledge Evidence

The candidate must demonstrate knowledge of:

- characteristics of the breeds of sheep
- inherent wool characteristics - diameter, length and strength, colour, yield, VM type, curvature, and comfort factor and explain how these characteristics impact on processing and final wool product
- features of impurities in wool and explain their impact on processing and yield of clean fibre after processing
- types and sources of contamination and explain their impact on processing and final wool product
- features of the main wool faults and explain their impacts on processing
- techniques used to measure wool characteristics
- processing methods - woollen and worsted, stages of processing
- wool growth, skin and fibre biology, and discuss the effect of genetics and environment on fibre characteristics
• requirements for handling shedding and pigmented fibres
• relevant aspects of the Code of Practice for the Preparation of Australian Wool Clips and other relevant quality standards that related to preparing wool.

**Assessment Conditions**

Competency is to be assessed in the work place or simulated environments that accurately reflect performance in a real workplace setting.

Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classers.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL304 Prepare fleece wool for classing

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare fleece wool for classing to comply with the requirements of the Code of Practice for the Preparation of Australian Wool Clips.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction of the wool classer and take responsibility for their own work and use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify characteristics</td>
<td>1.1 Identify characteristics of wool important in processing and assess</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</table>
| of greasy wool and relate to processor requirements | uniformity within the fleece
| | 1.2 Determine the portion of fleece to be removed to ensure uniformity of the fleece with the other fleeces from the mob |
| 2. Check fleeces for impurities | 2.1 Identify natural impurities of the wool and determine the portion of fleece to be removed
| | 2.2 Identify vegetable matter types and determine the portion of fleece to be removed
| | 2.3 Identify mineral impurities and relate to yield potential and determine the portion of fleece to be removed
| | 2.4 Identify and remove any contamination from the fleece
| | 2.5 Check work regularly with the wool classer and adjust procedures if required |
| 3. Check fleeces for presence of wool faults | 3.1 Identify hairy breeches and cotted wool and determine the portion of fleece to be removed
| | 3.2 Identify unscourable colour, water stain and dermatitis and handled as directed
| | 3.3 Remove skin pieces and place where directed
| | 3.4 Carry out work safely and at a rate appropriate to the enterprise |
| 4. Skirt and roll fleeces | 4.1 Skirt fleeces to remove those portions determined above that adversely affect the uniformity and value of the remaining fleece |
| | 4.2 Double skirt fleeces containing clumpy vegetable matter or prepared as directed |
| | 4.3 Assess necks and backs for soundness, dust and VM levels, and handled as directed |
| | 4.4 Roll fleeces and present to classer |
| | 4.5 Place skirtings in the nominated bins |
| | 4.6 Remove waste and dispose of appropriately taking into account environmental implications |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

Classing must include the preparation of Fine/Superfine Merino, Medium/Strong Merino and Crossbred fleece wools.
Unit Mapping Information

This unit is equivalent to AHCWOL304A Prepare fleece wool for classing

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL304 Prepare fleece wool for classing

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- assess fleece characteristics and prepare fleeces as directed by wool classer
- assess levels of vegetable matter and other impurities
- accurately skirt fleeces at commercial pace
- roll fleeces in preparation for classing
- communicate with wool classer and other team members using industry standard terminology
- follow enterprise work health and safety procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- characteristics wool and their impacts on processing
- principles and requirements of wool processing methods-woollen and worsted
- features of wool growth
- features of the parts of a fleece
- features of wool faults and impurities
- enterprise the work health and safety procedures
- requirements of Code of Practice for the Preparation of Australian Wool Clips as they relates to the preparation of fleece wool

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.
Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL305 Prepare skirtings and oddments

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Application

This unit of competency describes the skills and knowledge required to prepare non-fleece wool to comply with the requirements of the Code of Practice for the Preparation of Australian Wool Clips.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare skirtings</td>
<td>1.1 Identify types of skirtings and oddments</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 1.      | 1.2 Identify types of pieces and separate  
|         | 1.3 Prepare Merino skirtings as directed  
|         | 1.4 Prepare Crossbred skirtings as directed by wool classer  |
| 2.      | 2.1 Identify and separate belly wool  
|         | 2.2 Remove stains and briskets as directed  
|         | 2.3 Prepare Crossbred and Merino belly wool as directed by wool classer  |
| 3.      | 3.1 Identify types of lambs' wool  
|         | 3.2 Separate lambs' wool  
|         | 3.3 Remove stains and trimmings  
|         | 3.4 Prepare Merino lambs wool as directed  
|         | 3.5 Prepare Crossbred lambs wool as by wool classer  |
| 4.      | 4.1 Identify types of locks  
|         | 4.2 Separate board and table locks  
|         | 4.3 Prepare Crossbred and Merino locks as by wool classer  |
| 5.      | 5.1 Identify types of crutchings  
|         | 5.2 Remove stains and other impurities  
|         | 5.3 Prepare Merino and Crossbred crutchings as by wool classer  |
| 6.      | 6.1 Identify types of stain  
|         | 6.2 Prepare Merino and Crossbred stain as by wool classer  |
| 7.      | 7.1 Define and identify other oddments  
|         | 7.2 Describe the preparation of other oddments  
|         | 7.3 Identify and remove medulated fibre and shedding breeds wool  |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

Preparation must include the preparation of Fine/Superfine Merino, Medium/Strong Merino and Crossbred skirtings and oddments

**Unit Mapping Information**

This unit is equivalent to AHCWOL305A Prepare skirtings and oddments
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL305 Prepare skirtings and oddments

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- accurately skirt fleeces at commercial rates
- recognise and remove contamination
- recognise wool faults
- identify impurities in wool
- identify and remove stain
- identify oddments
- prepare skirtings and oddments
- communicate with team members, wool classer and the shearer

Knowledge Evidence

The candidate must demonstrate knowledge of:
- processing methods - woollen and worsted and stages of processing
- features of wool growth, skin and fibre biology
- features of fleece parts, skirtings, locks, crutchings, wool faults, impurities, contamination and stain and their impact on processing
- methods of handling fleece that minimise risk to own health, including safe lifting and bending techniques
- requirements of Code of Practice for the Preparation of Australian Wool Clips as it relates to the preparation of skirtings and oddments
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL306 Supervise clip preparation

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Application

This unit of competency describes the skills and knowledge required to supervise board persons, wool handlers and the wool presser in preparing the wool clip.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Explain organisation requirements for clip</td>
<td>1.1 Explain the organisation’s requirements for quality and standard of wool clip preparation to the wool handlers</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| preparation             | 1.2 Explain the organisation’s procedures for operating safely and for the use of personal protective equipment to the wool handlers  
1.3 Explain the impact of contamination in the wool to the wool handlers  
1.4 Introduce or indicate the key personnel in the wool shed or room to the wool handlers  
1.5 Allocate and explain responsibilities for specific functions or procedures are to wool handlers  
1.6 Identify work health and safety hazards, assess risks and implement suitable controls  
1.7 Confirm that all personal protective equipment and clothing is selected, used and maintained appropriately by wool handlers |
| 2. Supervise shed hands | 2.1 Monitor board persons performance including picking up and throwing fleece, sweeping board and preparing non fleece wools  
2.2 Monitor wool handlers performance to ensure they follow the set procedures for each of the clip preparation tasks  
2.3 Monitor penner up performance to ensure mobs are handled humanely in line with animal welfare policies and kept separate, and catching pens are monitored and filled as required  
2.4 Monitor wool pressers’ activities including keeping wool press area clean, pressing, branding, weighing and recording bale details in the wool book |
| 3. Oversee preparation of wool | 3.1 Supervise shed staff to maintain a clear board and ensure fleeces are thrown correctly  
3.2 Supervise shed staff in the removal and preparation of fleece wool |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is not equivalent to AHCWOL306A Supervise clip preparation
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL306 Supervise clip preparation

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work practices
- explain clip preparation requirements to shed staff and monitor their performance
- oversee shed staff to ensure quality clip preparation
- communicate preparation requirements with shed staff
- implement enterprise animal welfare policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- features of the parts of fleece
- procedures for handling skirtings, bellies, lambs wool, premature shorn wool, locks and crutchings, and stained wool and oddments
- responsibilities of board and table staff
- characteristics of different wool types and parts of the fleece
- premiums and discounts for wool characteristics
- pressing and branding requirements
- skirting technique and appropriate skirting ratios for different clip types
- personal protective clothing and equipment requirements for shed staff
- on job training techniques
- principles of staff supervision
- requirements of work health and safety legislation and animal welfare codes of practice
Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL307 Document a wool clip

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare the documentation for a wool clip to meet the requirements of the Code of Practice for the Preparation of Australian Wool Clips, relevant legislation and the enterprise.

It includes instructing others in the use of the system, maintaining the records and advising the owner or manager of issues where appropriate.

The documentation of a wool clip contributes to the wool harvesting operation by optimising efficiency for the grower.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)
## Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Establish recording system and documentation | 1. Select documentation that complies with the requirements of the Code of Practice for the Preparation of Australian Wool Clips, relevant legislation and the enterprise  
1.2 Establish guidelines for the use of the recording system including the type, frequency and format of recording  
1.3 Inform those who are to use the recording system of their obligations and any specific instructions that are necessary  
1.4 Check documentation regularly to confirm that it is accurately completed and updated at the proper times |
| 2. Complete records for wool classing | 2.1 Complete documents and records required by the organisation and the market  
2.2 Complete wool clip specification prior to consignment, to ensure that the correct lotting advice is provided to the selling broker or buyer  
2.3 Make any additional notes or give advice necessary on the documents so that they are clearly understood  
2.4 Obtain all signatures and registrations that are required and include on documentation  
2.5 Prepare wages statements for contractors according to the agreements reached in employment conditions |
| 3. Provide information and advice to the woolgrower | 3.1 Make suggestions for improved safety and fleece quality that are derived from observations, smoothness of workflow, and discussions with operators within the wool shed  
3.2 Communicate the wool clip specification to the appropriate authority at shed cutout |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWOL307A Document a wool clip

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL307 Document a wool clip

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop the recording system for wool clips and bales
- communicate recording requirements clearly to wool handlers and pressers
- prepare and maintain records as required by the Code of Practice for the Preparation of Australian Wool Clips, legislation or enterprise
- observe, identify and react appropriately to work health and safety hazards
- observe the work and identify areas of the work or the facilities that could be improved
- communicate information and advice to the woolgrower on improvements

Knowledge Evidence

The candidate must demonstrate knowledge of:

- features of the Code of Practice for the Preparation of Australian Wool Clips and other relevant quality standards
- features of quality assurance schemes used in the organisation and in the industry, and their documentation requirements
- requirements for the completion of a clip specification
- employment conditions and agreements for a range of workers in a wool harvesting and preparation team
- documentation requirements for wool clip preparation and shearing operations

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.
Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classifiers.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL308 Prepare facilities for shearing and crutching

Modification History

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Application

This unit of competency describes the skills and knowledge required to ensure the safety and hygiene standards of facilities and equipment prior to shearing and crutching operations, and is undertaken by growers with assistance from wool handlers.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Inspect facilities and</td>
<td>1.1 Inspect facilities and assess for hygiene and safety</td>
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| equipment                           | 1.2 Identify equipment faults or malfunctions and report for repair or replacement  
1.3 Identify potential and existing hazards, assess risks and implement control measures and report  
1.4 Select, use and maintain suitable personal protective equipment  |
| 2. Prepare facilities               | 2.1 Engage shed staff in the removal of contaminating substances according to industry Quality Assurance (QA) and environmental requirements  
2.2 Direct and assist shed staff in the cleaning of facilities and equipment to eliminate hazards  |
| 3. Prepare equipment and materials  | 3.1 Direct and assist shed staff in the positioning of tables and equipment  
3.2 Place bins and wool pack holders in strategic positions  
3.3 Direct and assist shed staff in the positioning of brooms and scrapers  
3.4 Hold discussions with the presser in relation to their understanding of the property requirements  |
| 4. Organise the supply of sheep to shearsers | 4.1 Convey the order of shearing and information on mob cut-outs to staff  
4.2 Move humanely sheep to be shorn first into catching pens  
4.3 Monitor and coordinate the supply of sheep throughout shearing  
4.4 Implement enterprise biosecurity policies  |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWOL308A Prepare facilities for shearing and crutching.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL308 Prepare facilities for shearing and crutching

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work practices
- maintain contamination and hazard-free environment for shearing and wool handling
- recognise and remedy health and safety hazards
- carry out minor maintenance and repairs to equipment and facilities
- disposal of waste in an environmentally responsible manner
- pen sheep humanely in line with enterprise animal welfare policies
- communicate with shed staff and direct operations

Knowledge Evidence

The candidate must demonstrate knowledge of:

- maintenance and hygiene requirements of shearing sheds, boards and catching pens
- sources and types of contamination
- principles of moving and penning animals
- shearing requirements
- features of efficient shed and board layouts
- requirements of work health and safety legislation and animal welfare codes of practice as they relate to the shearing and wool preparation sector

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.
Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL310 Press wool for a clip

Modification History

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Application

This unit of competency describes the skills and knowledge required to press wool into bales and carry out related tasks such as branding the bales, recording bale weights and numbers, and subsequently storing the wool bales.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes.

This unit applies to wool pressers who work in close cooperation with the wool classer and maintain a rate of pressing that ensures wool flow can be maintained. The work is carried out within established routines, methods and procedures.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

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</table>
| 1. Prepare for wool pressing                 | 1.1 Identify the lines of wool and confirm with the wool classer  
1.2 Check the wool press for safe operation, and lubricate and maintain it as required  
1.3 Inspect the work area to confirm it is free of all contaminants in readiness for pressing  
1.4 Confirm that supplies of wool packs, bale fasteners and hooks, stencils and bale-branding inks are located in appropriate place  
1.5 Identify the appropriate recording system  
1.6 Check the scales to be used for accuracy and calibrate if necessary  
1.7 Check the press and its location for safety  
1.8 Identify any defective equipment and report to the appropriate person |
| 2. Press wool                                | 2.1 Consult the wool classer to determine mob cut-outs and pressing requirements  
2.2 Apply safe work practices at all times and use available safety equipment in line with work health and safety policies  
2.3 Remove contamination from the woolpack and place in the appropriate location  
2.4 Check woolpacks for conformity  
2.5 Seek directions for order of pressing and any special requirements from the wool classer  
2.6 Place all wool correctly and evenly in the press to produce even density bales |
| 3. Carry out the role and responsibilities of the wool presser | 3.1 Press bales to optimal weights to reduce selling costs and within specified weight and length dimensions in compliance with Code of Practice  
3.2 Press lines to avoid mixed bales  
3.3 Monitor wool flow and build-up in bins  
3.4 Maintain work area in a condition that avoids contamination of wool  
3.5 Carry out pressing within time restrictions and workflow of the wool room |
| 4. Close and store bales                     | 4.1 Use approved bale dividers as instructed, and fasten flaps correctly  
4.2 Identify bales for branding before removing them from the press  
4.3 Store bales safely, avoiding injury to presser, risk to other workers, and damage to bales and equipment  
4.4 Store bales to maximise shed space and to avoid weather damage |
| 5. Complete recording                        | 5.1 Brand bales appropriately |
## Element Requirements

### Performance Criteria

- 5.2 Weigh bales appropriately
- 5.3 Record bale weights, numbers and descriptions clearly using the appropriate recording system

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information

This unit is equivalent to AHCWOL310A Press wool for a clip

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL310 Press wool for a clip

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify work health and safety hazards and implement safe work practices
- operate different types of wool presses and carry out basic lubrication and maintenance according to manufacturer instructions
- operate the various types of scales and manual handling devices
- check woolpacks and wool to ensure freedom from contamination
- assess and monitor wool-flow and build-up in bins
- maintain uniform bale weights for each line
- brand bales clearly and accurately to meet the requirements of the Code of Practice for the Preparation of Australian Wool Clips
- handle and store wool bales efficiently and without risk to self, other people or machinery
- record bale information to be interpreted and used by other people
- communicate with wool classer
- work safely in compliance with enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- sources of contamination of wool
- the requirements of Code of Practice for the Preparation of Australian Wool Clips as it relates to wool pressing
- operating requirements for different types of wool presses
- methods of handling wool and bales that minimise risk to own health, including safe lifting and bending techniques
- industry standards for weight, length of bales, fastening methods and type of pack
- industry standards for bale branding
• features of the recording system for bale details in use in the organisation
• enterprise work health and safety policies

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL311 Perform shed duties

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Application

This unit of competency describes the skills and knowledge required to perform shed duties covering the board and table and to provide mentoring to less experienced staff.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Perform board duties</td>
<td>1.1 Remove stained wool, black wool, and contamination on the shearing board</td>
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| 1.2 Pick up belly wool and remove stained wool  
1.3 Remove crutch wool and reposition the hind leg if necessary  
1.4 Pick up fleece and throw or park and retrieve later if wool table is not clear  
1.5 Monitor removal of wool and maintenance of the board and provide extra support when needed  
1.6 Provide mentoring and demonstration of work skills to inexperienced board staff as required  
1.7 Apply safe work practices at all times and use available safety equipment  
1.8 Comply with enterprise animal welfare and biosecurity policies and procedures |  
| 2. Prepare wool | 2.1 Sweep up locks and keep board and table locks separate where directed  
2.2 Remove shanks and jowls if directed and place in correct bin  
2.3 Remove pizzle stain from bellies and placed in stains line  
2.4 Remove brisket wool if directed by the wool classer  
2.5 Sweep crutchings clear of the board, remove stain and dags and place in correct bins  
2.6 Carry lambs wool and prematurely shorn wools to the wool table using boards or paddles if required  
2.7 Provide mentoring and support in wool handling to inexperienced staff as part of the work team role |  
| 3. Skirt fleeces | 3.1 Seek information on wool classer requirements for mob  
3.2 Remove fribs and sweats and place in appropriate bins  
3.3 Remove short crutch wool and wiggings and place with locks  
3.4 Remove wool carrying clumpy vegetable matter if directed by the wool classer  
3.5 Seek feedback on accuracy of skirting and fleece to skirtings ratio  
3.6 Remove fleece wool which is defective or lacks uniformity if directed by the wool classer |  
| 4. Maintain wool flow and minimise contamination risk | 4.1 Sweep the immediate shearing area after each sheep is shorn  
4.2 Sweep shearing boards, wool room, and area beneath the wool table as regularly as necessary during the shearing operation  
4.3 Keep the shearing boards and the wool room free of potential contamination  
4.4 Remove waste and place appropriately in full consideration of environmental implications  
4.5 Minimise the risk of mixing wool between lines through regular sweeping and maintenance of bins, other containers and the wool |
### Element | Performance criteria
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area | 4.6 Complete all tasks and cover contingencies through a professional, team-based approach

5. Carry out tasks to support the shearing operation

| 5.1 | Observe the rate of shearing and estimate the frequency of refilling the catching pens and for mob cutout
| 5.2 | Keep different mobs of sheep separate
| 5.3 | Implement directions from the wool classer and provide feedback on sheep supply and wool flow
| 5.4 | Empty all butts and bins and press wool
| 5.5 | Store bales as directed
| 5.6 | Sweep wool working area clean
| 5.7 | Store equipment at the end of shearing
| 5.8 | Wash board down and disinfect after shearing cutout

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCWOL311A Perform shed duties

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL311 Perform shed duties

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- remove fleeces and sweep boards before the next sheep is dragged for shearing
- pick up and throw fleeces safely
- remove non-fleece wools from the board and place in correct bins
- identify and accurately remove stain
- use correct technique for skirting and rolling fleece
- sweep floors and remove contamination
- work rapidly within specified timeframes
- interpret verbal and visual communication signals within the wool shed given by the supervisor, the wool classer and the shearers
- monitor sheep supply in pens and fill as necessary
- monitor wool flow and the wool working area to ensure risk of mixing between lines is minimised
- provide mentoring to less experienced staff
- deal with contingencies by supporting other staff in tasks as required
- observe and report on adverse environmental impacts
- apply work health and safety requirements in the context of own work
- apply enterprise animal welfare policies in the context of own work

Knowledge Evidence

The candidate must demonstrate knowledge of:
- maintenance and hygiene requirements of shearing sheds, boards and catching pens
- types of contamination and their sources
- properties of the parts of a fleece
- principles of moving and penning animals
• shearing requirements
• shearing shed and board layouts
• environmental codes of practice with regard to shearing
• relevant work health and safety and animal welfare legislation, codes of practice and enterprise requirements that apply to wool harvesting and pressing

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL312 Class goat fibre

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Application

This unit of competency describes the skills and knowledge required to prepare and class goat fibre.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare for fibre classing 1.1 Confirm clip preparation methods and classing criteria 1.2 Identify potential and existing work health and safety hazards,</td>
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<td>assess risks and implement control measures</td>
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<td>1.3 Arrange shed layout, facilities and equipment for efficient fibre flow and pressing</td>
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<td>1.4 Place clearly labelled bins and containers in line with the classing strategy, quality management system and enterprise</td>
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<td>1.5 Identify and remove contaminants and sources of contaminants and dispose of in an environmentally responsible manner</td>
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<td>1.6 Select, use and maintain suitable personal protective equipment</td>
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<td>1.7 Establish and maintain sufficient staffing ratio</td>
</tr>
<tr>
<td>2. Class goat fibre</td>
<td>2.1 Prepare clip and check for contamination</td>
</tr>
<tr>
<td></td>
<td>2.2 Handle and skirt fleeces to the required standards</td>
</tr>
<tr>
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<td>2.3 Check fibre to ensure freedom from contamination and stain</td>
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<tr>
<td></td>
<td>2.4 Check fibre to ensure adequate and optimum skirting</td>
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<tr>
<td></td>
<td>2.5 Class fibre according to classing criteria, industry standards, and relevant national codes of practice</td>
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<td></td>
<td>2.6 Identify fibre of higher and lower market value and processing requirements and make lines to maximise return to the owner</td>
</tr>
<tr>
<td>3. Complete classing activities</td>
<td>3.1 Place fibre in bins in readiness for pressing</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify and dry wet fibre</td>
</tr>
<tr>
<td></td>
<td>3.3 Clean work area and dispose of waste appropriately</td>
</tr>
<tr>
<td></td>
<td>3.4 Apply enterprise biosecurity policies</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWOL312A Class goat fibre

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL312 Class goat fibre

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify hazards and apply safe work procedures
- arrange layout of bins and equipment for efficient operation
- handle and skirt fleeces to the required standards
- establish and maintain consistent methods of clip preparation
- class fibre to industry standards
- maintain clean working conditions for clip preparation and classing procedures
- accurately assess fibre quality and types
- measure goat fibre
- apply enterprise work health and safety in the context of own work
- apply enterprise animal welfare and biosecurity policies

Knowledge Evidence

The candidate must demonstrate knowledge of:
- features of the parts of a fleece
- fleece measurement criteria and appraisement types
- fleece handling procedures
- clip analysis reports and comparisons
- classing specifications
- features of the code of practice for Preparation of Australian Cashmere, Cashgora Fleece and Mohair
- sources of fleece contamination
- requirements of the code of practices for animal welfare
- enterprise work health and safety legislative requirements and biosecurity policies
Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL313 Class alpaca fleece

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to class alpaca fleece.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for classing of alpaca fleece</td>
<td>1.1 Arrange equipment, facilities and layout of shed according to predetermined classing strategy for efficient fleece flow, quality management and pressing</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
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</tr>
<tr>
<td>1.2</td>
<td>Select, use and maintain personal protective equipment and clothing</td>
</tr>
<tr>
<td>1.3</td>
<td>Identify work health and safety hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td>1.4</td>
<td>Apply site quarantine/biosecurity protocols and follow hygiene requirements and monitor as required by owner or manager instructions</td>
</tr>
<tr>
<td>1.5</td>
<td>Place bins and containers appropriately and ensure they are clearly labelled according to classing strategy and quality management system requirements</td>
</tr>
<tr>
<td>2.1</td>
<td>Carry out classing of alpaca fleece Apply safe work practices at all times and use available safety equipment</td>
</tr>
<tr>
<td>2.2</td>
<td>Follow enterprise animal welfare policies</td>
</tr>
<tr>
<td>2.3</td>
<td>Handle and skirt fleece to standards outlined in classing strategy</td>
</tr>
<tr>
<td>2.4</td>
<td>Check fleece to ensure freedom from contamination and stain</td>
</tr>
<tr>
<td>2.5</td>
<td>Check fleece to ensure adequate and optimum skirting</td>
</tr>
<tr>
<td>2.6</td>
<td>Keep different classes of fleece separate as required</td>
</tr>
<tr>
<td>2.7</td>
<td>Appraise fleece for its characteristics</td>
</tr>
<tr>
<td>2.8</td>
<td>Identify fleece of higher and lower market value and make lines that maximise return to fleece owner</td>
</tr>
<tr>
<td>2.9</td>
<td>Class fleece to Alpaca Fleece Classing Code of Practice or as required by alternative selling methods</td>
</tr>
<tr>
<td>2.10</td>
<td>Record data about fleece</td>
</tr>
<tr>
<td>3.1</td>
<td>Dispose of fleece and report on wet fleece Place fleece in correct bins ready for pressing and ensure that cross-contamination does not occur</td>
</tr>
<tr>
<td>3.2</td>
<td>Identify wet fleece as required by classing strategy and report</td>
</tr>
<tr>
<td>4.1</td>
<td>Follow up classing outcomes Seek feedback on classing outcomes and compliance with industry standards from owner or processor and note any required improvements for future action</td>
</tr>
<tr>
<td>4.2</td>
<td>Take action to ensure awareness of changes in classing techniques, standards, and processor and market requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWOL313A Class alpaca fleece

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL313 Class alpaca fleece

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and implement safe work practices
- arrange layout of bins and fleece table in a variety of sheds for optimum efficiency of fleece flow and pressing
- label bins and containers correctly
- assess pigmented fibre risk and separating fleece as required
- check fleece to ensure freedom from contamination and stain
- check fleece to ensure optimum and adequate skirting
- identify and appraise alpaca fleece characteristics
- identify fleece of higher and lower market value and ensuring lines are made that maximise return to grower
- class alpaca fleece according to the Alpaca Fleece Classing Code of Practice or as required by alternative selling methods
- seek feedback on classing outcomes and compliance with industry standards from owner or processor
- implement enterprise work health and safety polices
- implement enterprise biosecurity policies and animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- classing requirements for the range of customers
- effect of genetics and environment on fibre characteristics
- fleece growth, skin and fibre biology
- fleece measurement criteria and techniques used to measure fleece characteristics
• inherent alpaca fleece characteristics (such as diameter, length and strength, colour, vegetable matter amount and type and yield
• interpretation of test results
• preparation of documentation of fleece clips
• Alpaca Fleece Classing Code of Practice
• principles of classing
• raw fleece characteristics and their effect on processing and final product
• features of shed layouts that promote efficient fleece flow and handling.
• requirements of work health and safety legislation, biosecurity and animal welfare codes of practice

Assessment Conditions

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Evidence of competency must be demonstrated in Huacaya and Suri clips

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL401 Determine wool classing strategies

Modification History

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Application

This unit of competency describes the skills and knowledge required to develop classing strategies to be used for classing a wool clip and communicating the strategy to shed staff and owner and/or manager, then evaluating the strategy for the clip.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Source information for</td>
<td>1.1 Obtain information on previous year's clip preparation and sale</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</table>
| input to classing strategies | results, including classer's specification, test results, skirting ratios, AWEX-ID, sale prices, and any grower or processor feedback  
1.2 Obtain information on growing and management history for the mobs over the last twelve months from the grower  
1.3 Research current market trends and premiums and discounts  
1.4 Identify current recommendations appropriate to the specific wool clip in the Code of Practice for Preparation of Australian Wool Clips  
1.5 Obtain current specific exporter and processor requirements and limitations and record relevant details  
1.6 Identify marketing and selling methods and end uses for the wool from the marketing plan and determine their implications on clip preparation  
1.7 Identify estimated prices for specific lines from market information  
1.8 Identify factors that will influence the classing process in the organisation |
| 2. Develop strategies for classing this clip | 2.1 Identify fleecetype and set up suitable fleece, skirting and oddment lines  
2.2 Select clip preparation methods and standards to suit the fleecetype and market requirements in consultation with the manager and other shed personnel  
2.3 Adopt operating procedures that eliminate contamination  
2.4 Select wool classing procedures, methods and criteria in line with fleecetype, market requirements and industry standards  
2.5 Select shed layout and facilities that will permit efficient workflow  
2.6 Identify work health and safety hazards, assess risks and implement suitable control measures  
2.7 Select requirements for labelling and placement of bins and containers |
| 3. Communicate classing strategy | 3.1 Prepare the shed layout, equipment and facilities required and convey requirements for clip preparation to shed staff  
3.2 Clip preparation methods and classing procedures are clearly communicated to, and confirmed with, the wool handlers |
| 4. Review the success of the strategies for the clip | 4.1 Analyse classed clips and review strategies based on lines made, AWEX-ID, test results, selling costs and prices obtained  
4.2 Compare alternative clip preparation and classing strategies for profitability of the clip  
4.3 Incorporate conclusions and actions of review processes into |
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<td>future classing decisions and instructions to shed staff</td>
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<tr>
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<td>4.4 Discuss a review of classing and marketing alternatives is with owner or manager</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWOL401A Determine wool classing strategies

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au.Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL401 Determine wool classing strategies

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- develop a classing strategy based on owners enterprise goals, research of past performance of the clip, current management, growing season, market and processor requirements which conforms with the Code of Practice for the Preparation of Australian Wool Clips
- establish and maintain consistent methods of clip preparation
- analyse classed clips and test alternative classing strategies for profitability
- review classing strategies based on broker and buyer feedback
- adapt classing strategies for buyer requirements, marketing systems and owner manager
- value lines of wool using industry descriptions and test results
- incorporate review of classing strategies into instructions for shed staff
- discuss clip test results, prices and alternative classing strategies with owner/shed manager
- observe, identify and react appropriately to environmental implications and work health and safety hazards
- provide feedback to grower/manager on performance of clip preparation strategy adopted.
- communicate classing strategy to shed staff and owner/manager
- implement work health and safety policies and procedures into classing strategy
- implement animal welfare practices into classing strategy

Knowledge Evidence

The candidate must demonstrate knowledge of:

- features of the industry description system (AWEX-ID)
- requirements of the organisation's wool marketing and production plans
- implications of wool testing, broking and export organisations on clip preparation
- clip preparation and analysis processes for the major wool types
- requirements and standards of the national wool processing industry
- methods used for processing wool and their impact on clip preparation and marketing
- marketing alternatives and their implications for classing
- wool brokering services
- features of efficient wool room layout
- sale catalogue and market reports
- specifications for classifiers
- features of the Code of Practice for the Preparation of Australian Wool Clips and other relevant quality standards
- requirements of the relevant work health and safety legislation, environmental protection, biosecurity and animal welfare legislation and codes of practice

**Assessment Conditions**

Competency is to be assessed in the work place or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classifiers.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL402 Use individual fleece measurements to prepare wool for sale

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Application

This unit of competency describes the skills and knowledge required to use individual fleece measurements to prepare wool for sale as required by the enterprise’s classing strategy and marketing plan.

All work must be carried out to comply with workplace procedures, work health and safety and biosecurity legislation and codes.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

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</table>
Element | Performance criteria
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1. Gather objectively measured data. | 1.1 Arrange shed or wool room layout for efficient sampling operation where required  
1.2 Identify potential and existing work health and safety hazards, assess risks and implement control measures  
1.3 Collate available information  
1.4 Assess tested sample to determine its appropriateness as a representative sample  
1.5 Determine the requirements for additional information needed to validate measurements
2. Analyse collected data | 2.1 Review and evaluate available data to determine possible lines  
2.2 Make comparisons with previous measurements if available
3. Analyse market trends | 3.1 Review information produced by industry to determine market trends  
3.2 Evaluate the potential for movement in prices against available data  
3.3 Determine the extent to which discounts are applied
4. Prepare wool to meet requirements of the market | 4.1 Analyse the impact on the market of variable quantities  
4.2 Use available information to prepare the wool to best advantage  
4.3 Package wool in the most appropriate manner

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWOL402A Use individual fleece measurements to prepare wool for sale

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL402 Use individual fleece measurements to prepare wool for sale

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- arrange shed or wool room layout for sampling efficient operation where required
- understand and interpret the individual fleece measurements
- class wool to standards in accordance with the Code of Practice for the Preparation of Australian Wool Clips, or as required by the enterprise classing strategy and marketing plan
- communicate specific and detailed requirements for wool preparation and classing to wool handling staff
- identify wool of higher and lower market value and make lines which maximise return to woolgrower
- implement enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- features of wool room layouts which promote efficient wool flow and handling
- characteristics different breeds of sheep
- inherent wool characteristics, including fibre diameter, staple length and strength, colour, yield, VM type, curvature, comfort factor
- fleece measurement criteria - techniques used to measure wool characteristics
- interpretation of test results
- principles of classing, including mob/flock concept, variability for fibre diameter and staple length, soundness, defects
- classing scenarios requiring detail of clip break-ups
- clip analysis reports and comparisons
• clips and other relevant quality standards
• requirements of work health and safety legislation, codes of practice and enterprise procedures

AssessmentConditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classifiers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL403 Plan, implement and review wool harvesting and clip preparation

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare for, implement and review wool harvesting, clip preparation and classing.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

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| 1. Plan and implement wool harvesting and preparation operations        | 1.1 Consult the flock owner or manager about their requirements and inform them of any planning issues taking into account weather and environmental issues  
1.2 Determine the order of mobs for wool harvesting and preparation  
1.3 Determine staffing needs by negotiation with owner or manager according to clip type, enterprise requirements, legislative requirements, employment agreements and awards  
1.4 Allocate staff duties and give staff directions where necessary  
1.5 Arrange the shed equipment and materials in line with shearing plan, work health and safety requirements and the quality management system  
1.6 Implement the wool harvesting and preparation plan and adjust as required |
| 2. Implement plan and monitor work flows                                | 2.1 Monitor sheep numbers, mob cut outs and shearing speeds to match wool preparation capacity  
2.2 Supervise shed staff to maintain a clear board and ensure fleeces are thrown correctly  
2.3 Direct shed staff to use appropriate skirting strategies and monitor fleece to skirting ratios  
2.4 Direct staff to close off bins and lines for mob cut outs  
2.5 Manage wool harvesting and preparation team to comply with quality management system requirements  
2.6 Monitor compliance with enterprise and legislative requirements including work health and safety, animal welfare, biosecurity, industrial, and environmental practices  
2.7 Manage staff performance and provide direction where necessary |
| 3. Supervise wool pressing                                              | 3.1 Instruct presser on pressing strategies to reduce mixed bales while meeting code of practice requirements for uniformity in bales  
3.2 Inform presser of order for pressing and procedures to minimize contamination  
3.3 Monitor rate of build up in lines by consulting with wool presser  
3.4 Monitor bale weights to ensure efficiencies are achieved for the grower without creating overweight bales  
3.5 Brand bales appropriately  
3.6 Monitor wool book to ensure it is up to date, accurate and legible |
| 4. Provide feedback to grower on classing strategies, clip performance and wool harvesting and preparation operations | 4.1 Review staff performance in clip preparation  
4.2 Provide feedback on classing strategies, clip preparation in relation to mob characteristics, skirting ratios, bale weights and any workflow issues  
4.3 Provide feedback on possible improvements to wool handling |
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<td>facilities</td>
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<tr>
<td>4.4</td>
<td>Report on equipment effectiveness and maintenance requirements</td>
</tr>
<tr>
<td>4.5</td>
<td>Explain lines made and bale details in relation to mob characteristics</td>
</tr>
<tr>
<td>4.6</td>
<td>Provide feedback on lotting advice</td>
</tr>
<tr>
<td>4.7</td>
<td>Complete wool clip documentation and present to owner or manager for signature</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

Unit is equivalent to AHCWOL403A Prepare for, implement and review wool harvesting, clip preparation and classing

**Links**

Assessment Requirements for AHCWOL403 Plan, implement and review wool harvesting and clip preparation

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan and implement wool harvesting and preparation operations
- organise and schedule staff and work tasks
- supervise staff and monitor productivity
- implement risk management strategies
- monitor environmental impacts and implement control measures
- implement relevant legislative requirements associated with the shearing industry including employment agreements and awards
- communicate using industry standard terminology written and oral information to team members and management
- review and evaluate operational performance and clip preparation standards
- provide feedback to grower on the shearing operation and the preparation and classing of the clip
- calculate resources and bale weights for mob cut outs
- implement and monitor work health and safety requirements for work team
- implement relevant enterprise biosecurity policies and procedures
- implement animal welfare practices

Knowledge Evidence

The candidate must demonstrate knowledge of:

- supervisory procedures with regard to operations and personnel
- principles staff management including team building and conflict resolution
- wool industry codes of practice and quality systems
Assessment Requirements for AHCWOL403 Plan, implement and review wool harvesting and clip preparation

- industry requirements with regard to hygiene and safety for wool harvesting and preparation facilities and equipment
- how weather conditions can impact on wool harvesting programs
- features of workplace documentation required for wool harvesting and preparation
- employment agreements, industrial awards, relevant to the wool harvesting sector
- the Code of Practice for the Preparation of Australian Wool Clips and other relevant quality standards
- requirements of work health and safety legislation, biosecurity and animal welfare codes of practice

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL404 Establish work routines and manage wool harvesting and preparation staff

Modification History

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Application

This unit of competency describes the skills and knowledge required to establish work routines and manage wool harvesting and preparation staff.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes, and sustainability practices.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
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</tbody>
</table>
| 1. Define work roles for shed staff | 1.1 Define the roles and responsibilities of shed staff  
1.2 Identify the skills of shed staff and match with available tasks and duties  
1.3 Identify the requirements of job duties and Code of Practice and communicate to shed staff  
1.4 Explain work health and safety policy and procedures to staff and monitor implementation  
1.5 Explain animal welfare and biosecurity policies to staff and monitor implementation |
| 2. Induct shed staff | 2.1 Identify work health and safety hazards, assess risks and implement suitable controls  
2.2 Communicate the details of shearing, including flock and mob details to staff  
2.3 Brief new staff on relevant awards, enterprise agreements, pay rates and related administration  
2.4 Advise new staff of terms and conditions and sign on  
2.5 Familiarise new staff with the workplace and colleagues  
2.6 Explain the enterprise’s environmental policy and procedures and monitor implementation |
| 3. Support on-the-job training | 3.1 Encourage individuals to self-evaluate performance and identify areas for improvement  
3.2 Determine training needs through appraisal of staff and monitoring of work performance  
3.3 Analyse practical skills and then explained and demonstrated as required  
3.4 Provide workplace learning opportunities with coaching and mentoring to support learning  
3.5 Adjust staff responsibilities to allow for practice and skills development where required |
| 4. Performance manage shed staff | 4.1 Establish performance standards for clip preparation and communicate to individuals and the team  
4.2 Explain skirting requirements and monitor skirtings ratio  
4.3 Describe the requirements for separating specific parts of the fleece to wool handlers using the Code of Practice and processor requirements  
4.4 Use motivation strategies for shed staff to maintain a consistent focus on clip preparation standards and timing of operations |
| 5. Maintain effective working relations with the team | 5.1 Recognise problems and address through discussion with work group  
5.2 Seek assistance from work group members when difficulties arise |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.3 Use discussion and information sharing to communicate requirements of work activities through a participative approach.</td>
<td></td>
</tr>
<tr>
<td>5.4 Manage disagreements and conflicts constructively using appropriate conflict management strategies.</td>
<td></td>
</tr>
<tr>
<td>6. Provide feedback to shed staff</td>
<td>6.1 Provide confirmatory feedback to emphasise good performance and technique and its importance for clip quality.</td>
</tr>
<tr>
<td></td>
<td>6.2 Provide corrective feedback in a constructive way, including an explanation of the effects of poor performance or incorrect technique and strategies for improvement.</td>
</tr>
<tr>
<td></td>
<td>6.3 Address under performance both on an individual and team basis.</td>
</tr>
<tr>
<td></td>
<td>6.4 Use clip data to share feedback on clips prepared with team members.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWOL404A Establish work routines and manage wool harvesting and preparation staff.

**Links**

Assessment Requirements for AHCWOL404 Establish work routines and manage wool harvesting and preparation staff

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- supervise and instruct staff to achieve work activities
- delegate and allocate tasks
- identify staff training needs and provide on job training, mentoring and coaching as required
- implement effective time management
- use problem solving techniques to address staffing and resource issues motivate and performance manage work team
- manage conflicts within work team
- communicate with team members
- implement and monitor work health and safety policies and procedures
- implement enterprise biosecurity policies and procedures
- implement enterprise animal welfare policies and procedures
- implement enterprise environmental policies and procedures

Knowledge Evidence

The candidate must demonstrate knowledge of:

- shearing industry awards, agreements and personnel processes
- principles of team work, negotiation and time management
- principles of workplace instruction/training and coaching techniques
- principles of conflict management
- features of effective communication for feedback and motivation
- principles of staff performance management
Assessment Requirements for AHCWOL404 Establish work routines and manage wool harvesting and preparation staff

- features of the Code of Practice for the Preparation of Australian Wool Clips and other relevant quality standards
- requirements of the relevant work health and safety legislation, environmental protection, biosecurity and animal welfare legislation and codes of practice

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWOL405 Class fleece wool

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Application

This unit of competency describes the skills and knowledge required to class fleece wool from merino and crossbred sheep into lines that meet the requirements of the Code of Practice for the Preparation of Australian Wool Clips.

All work must be carried out to comply with workplace procedures, work health and safety, animal welfare and biosecurity legislation and codes.

The unit applies to wool classers who class wool as a professional service after consultation with the grower or shed manager.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Wool (WOL)
Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
| 1. Prepare for wool classing | 1.1 Arrange the layout of the shed, equipment and facilities according to the determined classing strategy for efficient wool flow, quality management and pressing  
1.2 Identify potential and existing work health and safety hazards, assess risks and implement control measures  
1.3 Place clearly labelled bins and containers in line with the classing strategy, quality management system and enterprise requirements  
1.4 Establish and maintain sufficient staffing ratio |
| 2. Carry out classing of fleece wool | 2.1 Identify hazards, apply safe working practices and use available safety equipment  
2.2 Handle and skirt fleece wool to the required standards  
2.3 Check wool to ensure freedom from contamination and stain  
2.4 Check wool to ensure adequate and optimum skirting  
2.5 Assess pigmented fibre risk and keep wool separate as required  
2.6 Identify wet wool, stained, cotted and coloured wool and keep separate  
2.7 Appraise wool for its characteristics  
2.8 Class wool to standards of the enterprise classing strategy, the Code of Practice and as required by alternative selling methods  
2.9 Identify wool of higher and lower market value and processing requirements and make lines to maximise return to the wool owner |
| 3. Place wool in bins for pressing | 3.1 Place wool in the correct bins ready for pressing and ensure that cross contamination does not occur  
3.2 Check wool flow into bins and communicate with wool presser |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Classing must include the classing of Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.
Unit Mapping Information

This unit is equivalent to AHCWOL405A Class fleece wool

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWOL405 Class fleece wool

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and apply safe work procedures
- arrange layout of bins and wool table for optimum efficient wool flow and pressing in a variety of sheds
- label bins and containers correctly
- monitor clip preparation and skirting
- assess pigmented fibre risk and separate wool as required
- identify and appraise wool characteristics
- class wool to standards in accordance with the Code of Practice for the Preparation of Australian Wool Clips or as required by alternative selling methods
- identify wool of higher and lower market value and lines made which maximise return to grower.
- separate wools of different processing or end user requirements
- identify and keep separate wet wool, stained, cotted and coloured wool and contamination
- communicate with team members in completing tasks associated with classing fleece wool.
- implement enterprise work health and safety policies

Knowledge Evidence

The candidate must demonstrate knowledge of:

- shed layouts which promote safe, efficient wool flow and classing
- characteristics of the breeds of sheep
- types and sources of contamination
- impact of the wool production areas of Australia on clip characteristics
Assessment Requirements for AHCWOL405 Class fleece wool

- inherent wool characteristics - diameter, length and strength, colour, yield, VM type, curvature, and comfort factor and explain how these characteristics impact on classing
- techniques used to measure wool characteristics
- processing methods - woollen and worsted, and stages of processing
- effect of raw wool characteristics on wool processing and final product
- features of wool growth, skin and fibre biology, and discuss the effect of genetics and environment on fibre characteristics
- requirements for handling shedding and pigmented fibres
- interpretation of test results, clip feedback and reports
- principles of classing (mob/flock concept, variability for fibre diameter and staple length, soundness, defects)
- documentation requirements for wool clips
- features of the Code of Practice for the Preparation of Australian Wool Clips and other relevant quality standards
- requirements of work health and safety legislation in a wool preparation workplace

Assessment Conditions

Competency is to be assessed in the workplace or workplace and simulated environments that accurately reflect performance in a real workplace setting.

Evidence of competency must be demonstrated in Fine/Superfine Merino, Medium/Strong Merino and Crossbred wool clips.

Assessors must satisfy current standards for RTOs and be currently registered with the Australian Wool Exchange as Australian Wool classifiers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK101 Maintain the workplace

Modification History

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Application

This unit of competency describes the skills and knowledge required to maintain a range of work areas.

All work is carried out to comply with workplace procedures.

This unit applies to individuals who work alongside a supervisor in most situations and exercise limited autonomy within established and well known parameters.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare and use tools, equipment and machinery</td>
<td>1.1 Identify required materials, tools and equipment according to lists provided and supervisor's instructions 1.2 Check all materials, tools and equipment and inform supervisor of</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Use correct manual handling techniques at all times</td>
</tr>
<tr>
<td>1.4</td>
<td>Use suitable personal protective equipment selected as directed by supervisor and ensure correct fit</td>
</tr>
<tr>
<td>1.5</td>
<td>Inform supervisor if any risks are identified</td>
</tr>
<tr>
<td>1.6</td>
<td>Clarify channels for communicating with workers</td>
</tr>
<tr>
<td>2.</td>
<td>Maintain a clean and safe workplace</td>
</tr>
<tr>
<td>2.1</td>
<td>Locate services using site plans and clarify with the supervisor</td>
</tr>
<tr>
<td>2.2</td>
<td>Sweep, wash and treat floors, benches and other flat work surfaces to minimise nuisance level environmental disturbance</td>
</tr>
<tr>
<td>2.3</td>
<td>Store tools, equipment and materials not in use neatly and remove waste and used materials and place in disposal containers as instructed</td>
</tr>
<tr>
<td>2.4</td>
<td>Identify potential hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td>2.5</td>
<td>Apply sustainability practices relative to workplace and activity</td>
</tr>
<tr>
<td>3.</td>
<td>Maintain structures and workplace surroundings</td>
</tr>
<tr>
<td>3.1</td>
<td>Identify maintenance requirements of structures and workplace surroundings and clarify with supervisor</td>
</tr>
<tr>
<td>3.2</td>
<td>Maintain structures and workplace surroundings as instructed</td>
</tr>
<tr>
<td>3.3</td>
<td>Identify structural damage and deterioration in the workplace and inform supervisor</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK101A Maintain the workplace.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK101 Maintain the workplace

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- follow safe work practices
- participate in teams and contribute to team objectives
- understand instructions
- read labels, site plan measurements and work health and safety symbols
- communicate effectively with team members and supervisor
- tally work hours, calibrating tools and equipment, measuring volumes to apply cleaning agents, measuring quantities of materials and estimating areas
- minimise noise, dust and water run-off to prevent nuisance-level environmental disturbance
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- enterprise standards for presentation of buildings, structures and surroundings
- the effect of outdoor climatic conditions (including rain, hail, extreme heat and wind, and very high ultraviolet radiation), which may prevent or impede maintenance activities, or influence the selection of tools, equipment and safety equipment to minimise the hazards presented
- the relationship between specific maintenance activities and the external environment, and reasons for procedures that help to minimise the impact that these activities may have on the environment
- workplace hazards and work health and safety symbols, signs and practices in the context of own work.
- sustainability practices in the context of own work.

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK201 Observe and report on weather

Modification History

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Application

This unit of competency describes the skills and knowledge required to observe and contribute to positive environmental work practices.

The skills and knowledge described in this unit underpin a broad range of activities applicable to a variety of job roles throughout industries at various levels.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare to work</td>
<td>1.1 Clarify work instructions with supervisor</td>
</tr>
</tbody>
</table>
## Element | Performance criteria
--- | ---
| **safety checks** | 1.3 Select and use personal protective equipment  
1.4 Identify hazards and inform supervisor  
1.5 Identify and action work health and safety policies and procedures and legislative requirements |
| **Check weather and climate information** | 2.1 Check weather and climate information to determine likely conditions  
2.2 Recognise changed weather and climate situations  
2.3 Anticipate likely impact of changes in weather and climate in respect to work tasks, safety of others, property, natural resources and local environment  
2.4 Report anticipated impact of weather and climate to supervisor |
| **Carry out preventative action** | 3.1 Disseminate information and advice to relevant personnel  
3.2 Determine the preventative action required according to the known effects on livestock, crops and work tasks  
3.3 Implement actions to minimise loss and damage  
3.4 Adjust livestock, horticultural or crop management program or schedule of work tasks according to weather and climatic changes |
| **Monitor weather and climate** | 4.1 Access regular updates to determine ongoing suitability of current programs  
4.2 Review the viability of livestock, horticultural or crop management practices to ensure suitability within meteorological conditions  
4.3 Research forecasting techniques to maintain currency of information  
4.4 Document relevant information |

### Foundation Skills

This unit of competency describes the skills and knowledge required to observe and contribute to positive environmental work practices.

The skills and knowledge described in this unit underpin a broad range of activities applicable to a variety of job roles throughout industries at various levels.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work.
No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK201A Observe and report on weather

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK201 Observe and report on weather

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- monitor physical signs of weather in the context of available information
- relate forecasts to impact on current operations and activities
- communicate information on weather and situations that may be impacted
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- effects of wind and rain on wind chill
- effects of wind shear and wind chill exposure
- enterprise and industry policies for monitoring weather and climate conditions, and recording and reporting weather and climate conditions
- weather and climate conditions impact upon farming and grazing activities
- effects of wind chill on metabolism of animals
- effects of prolonged dry periods on pastures and animal production, and natural resources
- effects of extreme heat on animals, including during birthing, and effects of heat stress on neonates
- work health and safety requirements and practices, especially as they relate to weather and climate monitoring and preparations for hazardous weather
- sustainability practices in the context of own work.

Assessment Conditions

Assessors must satisfy current standards for RTOs
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK202 Observe environmental work practices

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Application

This unit of competency describes the skills and knowledge required to observe and contribute to positive environmental work practices.

The skills and knowledge described in this unit underpin a broad range of activities applicable to a variety of job roles throughout industries at various levels.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Follow environmental workplace practices</td>
<td>1.1 Recognise and follow workplace practices and work instructions relating to potential environmental impacts and seek clarification</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
---|---
1. | where necessary
1.2 | Respond to changes to work practices and procedures positively and promptly

2. | Contribute to improved environmental work practices
2.1 | Gather information and suggest improvements to support the development of improved workplace approaches to environmental practices
2.2 | Discuss environmental issues and their relationship to workplace practices in the workplace with colleagues and designated personnel
2.3 | Make contributions to the review of environmental practices and policies within limits of responsibility

3. | Recognise and report on a potential environmental threat
3.1 | Recognise signs or symptoms of a potential environmental threat
3.2 | Report information about or observations of a potential environmental threat to supervisors or appropriate authorities
3.3 | Record the location and extent of the potential environmental threat

4. | Maintain environmental records
4.1 | Prepare and maintain environmental records as required
4.2 | Store environmental records securely in a form accessible for reporting purposes

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCWRK202A Observe environmental work practices

### Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK202 Observe environmental work practices

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- communicate with supervisors and workplace colleagues
- recognise basic environmental hazards and threats
- follow workplace directions and instructions related to environment
- keep simple environmental records
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- relevant legislation from all levels of government on environmental issues
- relevant environmental policies and workplace and industry practices and procedures
- good practice approaches relevant to work area particularly in regard to minimising environment hazards and risks, and improving environmental performance
- environmental issues, especially in regard to water catchments, air, noise, ecosystems, habitat, efficient use of resources, sustainability and waste minimisation
- potential environmental threats and problems relevant to a given region and occupation
- general work place practices and their potential impact on the environment
- work health and safety in the context of own work.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK203 Operate in isolated and remote situations

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</table>

Application

This unit of competency describes the skills and knowledge required to plan, prepare for and work safely in isolated and remote situations.

The skills and knowledge described in this unit underpin a broad range of activities applicable to job roles throughout the horse industries at various levels.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan for operating in remote environments</td>
<td>1.1 Collate and record information relating to the operating environment and location</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Establish detailed operating and travel plans, including a disaster plan and fallback position requirements in consultation with supervising staff</td>
<td>1.2 Establish detailed operating and travel plans, including a disaster plan and fallback position requirements in consultation with supervising staff:&lt;br&gt;1.3 Notify the appropriate authorities of the action plans and time schedules&lt;br&gt;1.4 Identify and source relevant maps&lt;br&gt;1.5 Assess factors that may impact on public and personal health and safety and the environment, for consideration in preparations</td>
</tr>
<tr>
<td>2. Prepare for operating in remote environments</td>
<td>2.1 Prepare personal needs for activities or travel in remote areas&lt;br&gt;2.2 Prepare transportation and equipment for use in prescribed work location or along prescribed routes&lt;br&gt;2.3 Obtain and study relevant maps prior to departure&lt;br&gt;2.4 Record planned activities and itinerary prior to departure&lt;br&gt;2.5 Identify weather patterns and indicators</td>
</tr>
<tr>
<td>3. Prepare for emergency situations</td>
<td>3.1 Confirm that provisioning meets expected operational and possible emergency needs&lt;br&gt;3.2 Use initial planning and regular monitoring to ensure structured usage of available provisions and resources&lt;br&gt;3.3 Structure an operating plan to include training in remote area survival techniques prior to operating in remote situations&lt;br&gt;3.4 Include emergency management procedures as an integral part of operating plans and enterprise policy</td>
</tr>
<tr>
<td>4. Operate in remote environment</td>
<td>4.1 Complete activities according to instructions and established time schedules&lt;br&gt;4.2 Use bushcraft skills to modify the living environment where necessary&lt;br&gt;4.3 Carry out all activities in remote situations in accordance with prescribed procedures&lt;br&gt;4.4 Handle emergency situations in accordance with prescribed procedures&lt;br&gt;4.5 Follow established reporting procedures on completion of planned activities and on return to base</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK203A Operate in isolated and remote situations

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK203 Operate in isolated and remote situations

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan and prepare for operating in remote environments
- prepare for emergency situations
- source and interpret maps of the area
- operate in remote environments
- implement workplace procedures to notify location, activities and travel
- prepare provisions to cover essential and emergency needs
- preparing communication equipment
- use bushcraft skills to modify the living environment and reduce the risk of mishap
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- map reading and navigation skills including direction finding (including GPS, use of compass, stars or watch)
- local topography, nearby inhabitants and locations within that area
- survival techniques and human needs relating to survival situations
- clothing requirements for sun or heat protection
- first aid procedures for common injuries
- bush craft including making a fire, cooking and wild food gathering
- water supplies, sources and generation methods
- emergency vehicle and mechanical equipment repair
Assessment Requirements for AHCWRK203 Operate in isolated and remote situations

- the operation of communication equipment (including field communications by two-way, satellite telephony or HF radio), and distress signalling including use of signalling mirrors
- weather patterns and indicators
- work health and safety in the context of work in isolated and remote situations
- environmental impacts of work in isolated and remote situations
- rope skills including useful knots including: reef, clove hitch, truckie's hitch, and bowline; simple lashings and tying down of loads.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK204 Work effectively in the industry

Modification History

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Application

This unit of competency describes the skills and knowledge required to work effectively on an individual basis and with others as well as within a hierarchy of management.

The skills and knowledge described in this unit underpin a broad range of activities applicable to a variety of job roles throughout industries at various levels.

The unit applies to individuals who work at various levels and should be contextualised to accommodate the responsibility of the individual.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Obtain information about the industry</td>
<td>1.1 Identify and access sources of information about the industry 1.2 Collect information to assist effective and safe work performance</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>----------------------------------</td>
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</tbody>
</table>
| 2. Observe employment requirements| 2.1 Use industry developments in the workplace context to improve quality, productivity and conditions  
2.2 Confirm that work practices comply with Codes of Practice and workplace expectations  
2.3 Recognise faults and abnormalities in workplace practices and take remedial action as required  
2.4 Ensure that dress and personal requirements comply with workplace standards  
2.5 Observe punctuality in work attendance  
2.6 Meet employer’s expectations through completion of workplace routines and specific instructions within enterprise policies and procedures |
| 3. Accept responsibility for quality of own work | 3.1 Keep personal work space in a well organised and safe condition, and meets relevant standards and policies  
3.2 Adhere to the workplace code of conduct  
3.3 Detect variations in the quality of service or products from required standards and report as required |
| 4. Plan and conduct own work      | 4.1 Interpret and follow instructions  
4.2 Identify factors affecting work requirements and take appropriate action  
4.3 Assess work load and prioritise within allocated timeframes  
4.4 Communicate the need for assistance to improve performance clearly to the appropriate person |
| 5. Promote workplace cooperation  | 5.1 Undertake responsibilities and duties in a positive manner to promote co-operation and good relationships  
5.2 Conduct co-operation with others in a courteous manner and is appropriate to culture, special needs and linguistic background and position in the organisation  
5.3 Recognise problems and conflict and resolve, where possible, through personal communication or refer to a supervisor, manager or employer for resolution |
| 6. Contribute to a productive work | 6.1 Fulfil commitments to undertake work or assist co-workers  
6.2 Share information relevant to work with co-workers to ensure |
<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>environment</td>
<td>designated work goals are met</td>
</tr>
<tr>
<td></td>
<td>6.3 Share knowledge and skills co-workers through conversations and meetings</td>
</tr>
<tr>
<td></td>
<td>6.4 Recognise and seek contributions of individuals of different gender and social and cultural backgrounds</td>
</tr>
<tr>
<td></td>
<td>6.5 Observe and implement the principles of equal employment opportunity</td>
</tr>
<tr>
<td></td>
<td>6.6 Ensure work is consistent with workplace standards relating to anti-discrimination and workplace harassment</td>
</tr>
<tr>
<td>7. Undertake an activity to workplace requirements</td>
<td>7.1 Interpret work schedules with the schedule and tasks defined</td>
</tr>
<tr>
<td></td>
<td>7.2 Discuss knowledge and skills required for task with supervisors and co-workers</td>
</tr>
<tr>
<td></td>
<td>7.3 Check the availability of materials and equipment to ensure they are consistent with work schedules and the requirements of the tasks</td>
</tr>
<tr>
<td></td>
<td>7.4 Create a daily schedule for completing workplace activities and allocated tasks including priorities, allocated start times, estimation of completion times and materials, equipment and assistance required for completion is decided upon</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK204A Work effectively in the industry.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK204 Work effectively in the industry

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- collect information on the industry
- observe employment requirements
- accept responsibility for quality of own work
- manage own work
- maintain the safety of others
- contribute to a productive work environment
- interpret work schedules
- meet the industry standard for dress and work practices
- communicate effectively with team members and supervisors
- use industry standard terminology

Knowledge Evidence

The candidate must demonstrate knowledge of:
- industry and workplace awards and conditions
- employer’s expectations
- relevant legislation and Codes of Practice applying to the industry
- workplace policies and procedures including those relating to quality systems
- emergency procedures
- organisational structure
- workplace communication channels
- awareness of workplace health and safety in the context of own work
- biosecurity in the context of own work
- animal welfare practices in the context of own work where applicable
- sustainability practices in the context of own work

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet -
AHCWRK205 Participate in workplace communications

Modification History

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Application

This unit of competency describes the skills and knowledge required to participate in workplace communications.

The skills and knowledge described in this unit underpin a broad range of activities applicable to a variety of job roles throughout industries at various levels.

The unit applies to individuals who work at various levels and should be contextualised to accommodate the responsibility of the individual.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Follow routine spoken messages</td>
<td>1.1 Gather required information by listening and interpret information</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.2 Follow instructions and procedures in an appropriate sequence for the task and in accordance with the information received</td>
<td></td>
</tr>
<tr>
<td>1.3 Seek clarification from the workplace supervisor on all occasions when any instruction or procedure is not understood</td>
<td></td>
</tr>
<tr>
<td>2. Perform workplace duties following routine written notices</td>
<td>2.1 Read and interpret written notices and instructions</td>
</tr>
<tr>
<td>2.2 Follow routine written instructions and procedures in sequence</td>
<td></td>
</tr>
<tr>
<td>2.3 Seek clarification from the workplace supervisor on all occasions when any instruction or procedure is not understood</td>
<td></td>
</tr>
<tr>
<td>2.4 Follow enterprise work health and safety policies</td>
<td></td>
</tr>
<tr>
<td>3. Obtain and provide information in response to workplace requirements</td>
<td>3.1 Obtain and interpret specific, relevant information</td>
</tr>
<tr>
<td>3.2 Write any required information completely, accurately and legibly</td>
<td></td>
</tr>
<tr>
<td>3.3 Identify sources of required information and establish appropriate contact</td>
<td></td>
</tr>
<tr>
<td>3.4 Ensure personal interaction is courteous and make enquiries clearly and concisely</td>
<td></td>
</tr>
<tr>
<td>3.5 Use defined procedures for the location and storage of information</td>
<td></td>
</tr>
<tr>
<td>4. Complete relevant work-related documents</td>
<td>4.1 Complete a range of forms relating to conditions of employment accurately and legibly</td>
</tr>
<tr>
<td>4.2 Record workplace data manually or electronically using standard workplace forms and documents</td>
<td></td>
</tr>
<tr>
<td>4.3 Use basic mathematical processes for routine calculations</td>
<td></td>
</tr>
<tr>
<td>4.4 Identify and rectify errors in recording information on forms and documents</td>
<td></td>
</tr>
<tr>
<td>4.5 Complete reporting requirements to supervisor as required by workplace procedures</td>
<td></td>
</tr>
<tr>
<td>5. Participate in workplace meetings and discussion</td>
<td>5.1 Attend team meetings on time</td>
</tr>
<tr>
<td>5.2 Express own opinions clearly and listen to those of others without interruption</td>
<td></td>
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<tr>
<td>5.3 Make contributions to meetings that are consistent with the meeting purpose and established protocols</td>
<td></td>
</tr>
<tr>
<td>5.4 Ask and respond to questions about routine workplace procedures and matters concerning conditions of employment</td>
<td></td>
</tr>
<tr>
<td>5.5 Interpret and implement meeting outcomes</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK205A Participate in workplace communications.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK205 Participate in workplace communications

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- following simple spoken messages
- performing routine workplace duties following simple written instructions
- gathering and providing information in response to workplace requirements
- completing relevant work-related documents
- estimating, calculating and recording routine workplace measures
- using basic mathematical processes of addition, subtraction, division, multiplication, percentages, decimal points and ratios
- participating in workplace meetings and discussions
- use of industry standard terminology
- awareness of work health and safety in the context of own work
- appropriate sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- effective communication, including the role of body language
- different modes of communication (e.g. written and non-verbal)
- effective communication in a work team
- communication procedures and systems, and technology relevant to the organisation and the individual’s work responsibilities.

Assessment Conditions

Assessors must satisfy current standards for RTOs
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK206 Observe enterprise quality assurance procedures

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Application

This unit of competency describes the skills and knowledge required to observe enterprise quality assurance procedures.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Apply basic quality assurance practices | 1.1 Recognise elements of the enterprise’s quality assurance system  
1.2 Identify hazards to quality in work area  
1.3 Identify critical control points for immediate work area  
1.4 Complete basic record-keeping as required by quality process |
<p>| 2. Follow work | 2.1 Follow work instructions for quality control for work area |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>instructions</td>
<td>2.2 Complete quality documentation</td>
</tr>
<tr>
<td>3. Check quality of product</td>
<td>3.1 Check the quality of the product or service as prescribed in work instructions</td>
</tr>
<tr>
<td></td>
<td>3.2 Inform supervisor of problems that affect or could potentially affect quality</td>
</tr>
<tr>
<td></td>
<td>3.3 Take action to correct the problem under supervision</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK206A Observe enterprise quality assurance procedures

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au.Pages/TrainingDocs.aspx?q=e6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK206 Observe enterprise quality assurance procedures

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- apply basic quality assurance practices
- follow work instructions
- check quality of work
- identify and report quality issues
- keep records
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- production processes in the context of own work
- HACCP (Hazard Analysis Critical Control Point) approach to Quality Assurance (QA)
- enterprise QA policies, guidelines and standard operating procedures relating to work being undertaken and at a level that reflects the level of responsibility.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK207 Collect and record production data

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Application

This unit of competency describes the skills and knowledge required to collect and record production data obtained from a variety of sources.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

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<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1. Identify data to be collected | 1.1 Determine the specific requirements of the data to be collected by discussion with the supervisor or by reading work instructions  
1.2 Select materials or tools required for data collected and calibrate where necessary  
1.3 Identify difficulties that may be encountered in collecting the data and seek advice from the supervisor if needed |
<table>
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</table>
| 1.4 Communicate advice about the proposed data collection to others as required | 1.5 Select and use suitable personal protective equipment  
1.6 Determine whether notices relating to site quarantine are in effect and, where required, follow site quarantine procedures |
| 2. Record production data | 2.1 Record production data in the correct format and to meet specific requirements |
| 3. Present and store production data | 3.1 Present production data in the correct format and to meet specific requirements  
3.2 Store production data sheets appropriately  
3.3 Download or enter production data into a computer where required, using specified formats and applications |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK207A Collect and record production data

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK207 Collect and record production data

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- collecting data as part of the work role or job function
- entering data into specified written or electronic formats
- storing data in the prescribed location and format
- referring to data to complete work activities if necessary
- use of industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- purposes for which the recorded data might be used
- software programs used for recording or storing data
- the enterprise’s recording methods
- workplace health and safety in the context of own work.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK208 Provide information on products and services

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</table>

Application

This unit of competency describes the skills and knowledge required to provide information on products and services in a range of settings.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify information requirements</td>
<td>1.1 Use appropriate interpersonal skills identify customer’s information needs \</td>
</tr>
<tr>
<td></td>
<td>1.2 Handle customer enquiries courteously and promptly \</td>
</tr>
<tr>
<td></td>
<td>1.3 Update knowledge and understanding of products and services via authoritative sources and appropriate personnel \</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify personal and professional limitations in addressing</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>customer information needs and seek assistance from appropriate personnel when required</td>
</tr>
<tr>
<td></td>
<td>1.5 Follow enterprise work health and safety policies</td>
</tr>
<tr>
<td>2. Provide information</td>
<td>2.1 Provide information that addresses customer requirements to customers in a timely and professional manner</td>
</tr>
<tr>
<td></td>
<td>2.2 Exhibit product and services that may meet customer requirements to customer as required</td>
</tr>
<tr>
<td></td>
<td>2.3 Refer enquiries that fall outside own areas of responsibility and knowledge within enterprise for follow up and completion</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK208A Provide information on products and services.

**Links**

Assessment Requirements for AHCWRK208 Provide information on products and services

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- respond to customer requests for information
- use questioning to identify customer requirements
- refer or seek advice from supervisor when required
- engage customer, especially in relation to giving and receiving information
- assess initial customer needs
- access and research product information
- seek assistance as required
- recommend products
- encourage repeat business
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- customer service techniques
- how to effectively engage and communicate with a range of customers
- customer requirements in various rural and horticultural settings
- the enterprise’s business values, structure, products and services
- work health and safety in the context of own work.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Assessment Requirements for AHCWRK208 Provide information on products and services

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet -
AHCWRK209 Participate in environmentally sustainable work practices

Modification History

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<tr>
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<tbody>
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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to follow workplace procedures and instructions and to participate in environmentally sustainable work practices.

This unit applies to individuals who work under general supervision and exercise limited autonomy with some accountability for their own work.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify current resource use | 1.1 Identify workplace environmental and resource efficiency issues  
1.2 Identify resources used in own work role  
1.3 Document and measure current usage of resources using appropriate techniques |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Record and file documentation measuring current usage, using technology (such as software systems) where applicable</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify and report workplace environmental hazards to supervisor</td>
</tr>
<tr>
<td>2.1</td>
<td>Follow workplace procedures to ensure compliance</td>
</tr>
<tr>
<td>2.2</td>
<td>Report breaches or potential breaches to appropriate personnel</td>
</tr>
<tr>
<td>3.1</td>
<td>Follow organisational plans to improve environmental practices and resource efficiency</td>
</tr>
<tr>
<td>3.2</td>
<td>Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area</td>
</tr>
<tr>
<td>3.2</td>
<td>Make suggestions for improvements to workplace practices in own work area</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK209A Participate in environmentally sustainable work practices.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK209 Participate in environmentally sustainable work practices

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify workplace environmental and resource efficiency issues
- identify and measure resources used in own work role
- record measurements of current usage and filing documentation using appropriate technology
- identify and report workplace environmental hazards to supervisor
- follow workplace procedures to ensure compliance
- report breaches or potential breaches to supervisor
- follow organisational plans to improve environmental practices and resource efficiency
- work as part of a team to identify possible areas for improvements
- use industry standard terminology
- apply work health and safety in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- environmental and resource hazards and risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- work health and safety issues and requirements applicable to own role
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
• terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK301 Collect samples for a rural production or horticulture monitoring program

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to collect samples as part of a rural production or horticulture monitoring program or while conducting post-mortem examination of livestock or other animals.

Samples collected will usually be analysed by laboratory staff, although collection staff may undertake some testing.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
## AHCWRK301 Collect samples for a rural production or horticulture monitoring program

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
</table>
| **1. Plan for collection of samples** | 1.1 Confirm the purpose and scope of sample collection activity from discussion with supervisor or work instructions  
1.2 Confirm the sample collection schedule with supervisor  
1.3 Confirm the sampling site location and gain approval for site access where required  
1.4 Identify the samples to be collected and preserved with supervisor  
1.5 Assess the range of likely operating conditions, hazards and difficult or sensitive environments for impact on sampling and testing |
| **2. Prepare equipment and resources** | 2.1 Source equipment required for sampling and preserving as outlined in sampling procedures  
2.2 Check equipment for availability and serviceability  
2.3 Select and use appropriate personal protective equipment  
2.4 Collect data or record sheets or books for use  
2.5 Move equipment, data sheets and personnel to sampling sites and prepare for use  
2.6 Apply safe work practices at all times |
| **3. Carry out sampling and preserving procedures** | 3.1 Collect samples as outlined in sampling plan  
3.2 Preserve and record samples  
3.3 Prepare and package samples for external analysis in line with laboratory standards and send to laboratory  
3.4 Package and transport hazardous materials appropriately  
3.5 Make observations including information on the surrounding area and environmental conditions  
3.6 Report and deliver collection outcomes including presentation of samples |
| **4. Complete sample collection activities** | 4.1 Clean, sanitise and store equipment and clothing  
4.2 Repair damaged or malfunctioning equipment on site or sent to manufacturer or specialist  
4.3 Record sampling results and observations on data sheets and forward to appropriate person  
4.4 Advise supervisor of changes in field conditions and equipment |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK301A Collect samples for a rural production or horticulture monitoring program

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK301 Collect samples for a rural production or horticulture monitoring program

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- plan for collection of samples and moving equipment to the site
- collect and preserve samples for a given site
- record sampling results and observations on data sheets
- carry out sampling procedures
- distinguish atypical circumstances
- prepare samples
- package samples for transport to laboratory
- use and operate relevant tools and equipment
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- hydrological cycle
- field procedures for sampling and preservation
- collecting equipment and methods
- preservation equipment and processes
- basic habitat assessment
- water quality issues
- fauna and flora recognition relevant to sampling activities
- topographical, climatic or environmental influence on material or sampling procedure.
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK302 Monitor weather conditions

Modification History

<table>
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<tbody>
<tr>
<td>Release 2</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to monitor and interpret weather and climate conditions and assess the likely impact on work functions and activity.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1. Interpret weather and climate information | 1.1 Monitor weather and climate information and warnings to determine likely conditions according to workplace procedures
1.2 Anticipate and assess potential variations in weather and climate conditions according to warnings, weather patterns and historical |
<table>
<thead>
<tr>
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</tbody>
</table>
| experience  
1.3 Identify the possible impacts of weather and climate on workplace activity  
1.4 Identify and review options for appropriate preventative actions | |
| 2. Carry out preventative actions within the workplace | 2.1 Disseminate information and advice according to workplace procedures  
2.2 Plan preventative action according to the known effects on workplace activities  
2.3 Implement actions to minimise adverse effects on workplace activities according to workplace procedures  
2.4 Adjust and revise workplace activities and schedules according to weather conditions |
| 3. Monitor weather and climate | 3.1 Access regular weather updates to determine the ongoing suitability of current programs  
3.2 Review the viability of management practices and scheduling of work tasks to ensure suitability within weather conditions  
3.3 Maintain currency of forecasting skills according to workplace procedures and personal requirements  
3.4 Record weather information according to workplace procedures |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Analyses and consolidates weather reports, warning and data from a range of sources to interpret for actions</td>
</tr>
<tr>
<td>Writing</td>
<td>• Accurately documents weather warning for dissemination and records weather and climate data according to workplace procedures using appropriate language, grammar and terminology</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Performs mathematical calculations to interpret and compare weather data</td>
</tr>
</tbody>
</table>
### Skill Description

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>• Plans and implements professional development to maintain weather interpretation and forecasting skills</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes responsibility for following explicit and implicit policies, procedures</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Selects and uses appropriate conventions and protocols when disseminating weather warning to co-workers in a range of work contexts</td>
</tr>
</tbody>
</table>
| Get the work done           | • Takes responsibility for planning, sequencing and prioritising tasks and workload  
                                | • Uses familiar digital technologies and systems to access weather information  
                                | • Makes routine decisions and implements standard procedures for tasks |

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| AHCWRK302 Monitor weather conditions Release 2 | AHCWRK302 Monitor weather conditions Release 1 | Minor changes to Performance Criteria for clarity  
Updated Performance Evidence and Knowledge Evidence | Equivalent unit |

### Links

Companion Volumes, including Implementation Guides, are available at VETNet -  
Assessment Requirements for AHCWRK302 Monitor weather conditions

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have monitored weather conditions, including:

- monitored and interpreted weather and climate information and considered the impact on work activities and current operations
- interpreted weather and climate conditions to determine preventative actions
- communicated warnings and concerns to others according to workplace procedures
- determined and implemented preventative actions to minimise impact of adverse weather conditions on workplace activities
- monitored ongoing changes to weather conditions and reviewed prevention actions
- reviewed personal currency of skills in weather forecasting and implemented a personal development plan
- recorded weather information according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- weather and climate conditions and its impact upon agriculture, horticulture and conservation activities, including:
  - humidity
  - temperature
  - sunlight
  - $\Delta T (\Delta T)$
  - frosts
  - inversions
• dew point
• wind - force and direction
• rainfall - precipitation rate and frequency
• effect of adverse weather conditions on agriculture, horticulture and conservation activities
• strategies to mitigate effects of adverse weather and climatic conditions on agriculture, horticulture and conservation activities
• methods of monitoring and interpreting weather and climatic conditions, including:
  • bureau of meteorology
  • local weather stations
  • weather meters
• enterprise and industry procedures for monitoring weather and climate conditions and recording and reporting
• strategies for maintaining personal development in weather monitoring and forecasting skills.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in an agriculture or horticulture or conservation environment or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • weather stations or weather meter relevant to workplace
  • computer or similar technologies to access weather data
• specifications:
  • workplace procedures, instructions or job specifications relevant to assessing the effects of weather conditions
  • weather reports, warnings and climate data relevant to workplace
• relationships:
  • team members for dissemination of weather warning information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK303 Respond to emergencies

Modification History

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<tr>
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</table>

Application

This unit of competency describes the skills and knowledge required to recognise and respond to workplace emergencies.

Workplace emergencies may include such incidents as a small fire that can be controlled using a nearby fire extinguisher; or a chemical spill that can be controlled using personal protective clothing and equipment, and a small spill kit; or other workplace accident where there is no significant injury or damage.

Responding to emergencies may also include application of basic first aid to injured persons. A first aid certificate will be required.

All aspects of the unit must be undertaken in line with legislative requirements, workplace policies and procedures, and accepted safe practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| **1. Prepare for emergency situations** | 1.1 Identify potential workplace emergency situations and appropriate responses, within the range of current skills and relevant workplace emergency procedures  
1.2 Identify relevant emergency resources and their location in the work area  
1.3 Carry out regular checks of the workplace to minimise potential hazards and report any issues  
1.4 Select, use and maintain personal protective equipment, safety equipment and other aids as required for emergencies and store properly after use  
1.5 Identify problems with the serviceability of the emergency resources and report to relevant people |
| **2. Identify and evaluate the emergency** | 2.1 Recognise and assess the identified or potential emergency situation and evaluate the risks and effectiveness of initial response actions  
2.2 Seek advice in evaluating the emergency with appropriate personnel  
2.3 Determine emergency needs and priority, including any assistance that may be required  
2.4 Evaluate the potential for further development of the emergency and assess any hazards or risks to staff, clients or animals  
2.5 Maintain high standards of hygiene and infection control to reduce the risk of infection or cross infection where necessary |
| **3. Implement fire protection and control procedures** | 3.1 Minimise the risk of fire hazards and any hazardous fuelling procedures in the workplace  
3.2 Use fire extinguishers and equipment appropriate to the fire situation and notify authorities  
3.3 Follow procedures for evacuation to nominated assembly points  
3.4 Carry out safety procedures for the handling and use of industrial gases |
| **4. Safely confine the emergency where possible** | 4.1 Confine emergency to the immediate area using available resources within current skill limits  
4.2 Carry out emergency procedures and operate equipment using safe practices and as trained  
4.3 Coordinate use of equipment with other emergency actions  
4.4 Implement strategies for group control, including removal of staff, clients and animals from danger and monitor ongoing |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>condition</td>
</tr>
<tr>
<td>4.5</td>
<td>Acquire and document information required to assist emergency services and notify as appropriate</td>
</tr>
<tr>
<td>4.6</td>
<td>Amend plan of action to accommodate changes in situational variables</td>
</tr>
<tr>
<td>5.</td>
<td>Manage the emergency situation</td>
</tr>
<tr>
<td>5.1</td>
<td>Evacuate casualties using established emergency procedures</td>
</tr>
<tr>
<td>5.2</td>
<td>Minimise the risk to self and casualty's health by isolating the hazard if possible</td>
</tr>
<tr>
<td>5.3</td>
<td>Assess vital signs and reassure casualty in a calm and caring manner using available resources</td>
</tr>
<tr>
<td>5.4</td>
<td>Provide first aid in accordance with established first aid procedures</td>
</tr>
<tr>
<td>5.5</td>
<td>Seek first aid assistance and advice from others where necessary</td>
</tr>
<tr>
<td>5.6</td>
<td>Implement organisational procedures and policies in the event of a near miss, major injury or death</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK303A Respond to emergencies

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK303 Respond to emergencies

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- evaluate the emergency
- avoid and controlling escalation of the emergency
- develop a plan of action decisively
- implement a plan of action
- render first aid care
- deal with contingencies
- operate emergency equipment according to manufacturer's specifications and training
- use appropriate fire protection and control techniques relevant to the organisation and industry
- apply basic first aid to individuals across a range of incident situations applicable to the job role, organisation or sector
- use industry standard terminology
- apply work health and safety in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the use of safe working practices
- the emergency network and contacts
- enterprise plan and evacuation procedures
- work health and safety legislative requirements and Codes of Practice
- legal responsibilities and duty of care
- use of communications equipment
- organisational and legal policies and procedures in the event of an accident/incident
- local call out procedures to access emergency services personnel
- practical first aid skills using prepared and improvised materials
- the emergency evacuation procedure and assembly point/s
- techniques to emergency response network and procedures to access relevant emergency personnel
- legal responsibilities and duty of care for persons and animals as appropriate to industry and emergency situation
- the proper use and technique for handling industrial gases
- hazard identification and risk assessment techniques and tools relevant to the organisation and industry
- use of communications equipment and protocols in the event of an emergency
- procedures to minimise infection and cross infection
- procedures for dealing with major injury or death prepare for, evaluate and act appropriately in emergency situations.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK304 Respond to rescue incidents

Modification History

<table>
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<tbody>
<tr>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to respond to emergency and rescue incidents.

Work health and safety requirements should be followed at all times and form part of the planning and response activities.

This unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for response</td>
<td>1.1 Check equipment to ensure availability and serviceability</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 1.2 Obtain task and operational instructions  
1.3 Confirm location details of incident  
1.4 Select and use personal protective equipment  
1.5 Identify local environment conditions | |
| 2. Respond to incident | 2.1 Travel to incident location in a safe and efficient manner  
2.2 Maintain communication with base station and other personnel at all times  
2.3 Carry out on site search activities as necessary |
| 3. Rescue is effected | 3.1 Assess and monitor incident scene for hazards and appropriateness of planned procedures  
3.2 Modify planned procedures where necessary in response to local circumstances  
3.3 Provide support to other rescue services as appropriate  
3.4 Obtain access to casualties safely  
3.5 Operate equipment safely and appropriately  
3.6 Communicate the progress of the rescue to appropriate people  
3.7 Treat and monitor casualties and move to safety |
| 4. Implement post incident responses | 4.1 Recover, clean and service equipment  
4.2 Complete documentation  
4.3 Report incidents |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK304A Respond to rescue incidents.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK304 Respond to rescue incidents

Modification History

<table>
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<tbody>
<tr>
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<td>AHCv1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- investigate the circumstances and logistics for the emergency
- carry out preparation and move to the rescue site
- assess the situation and establish communication with additional or specialist help
- carry out the required rescue or response to emergency
- implement post incident responses
- use industry standard terminology
- apply workplace health and safety in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- local environmental conditions
- search and rescue methods
- operation and characteristics of rescue equipment, tools and vehicles
- environmental, public health and safety issues
- types of hazards and how they should be handled
- enterprise procedures, legislative and work health and safety requirements
- first aid, life preservation.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

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Skills Impact
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK305 Coordinate work site activities

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to coordinate work site activities for small scale projects.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for work site activities | 1.1 Clarify the requirements of the work with supervisor  
1.2 Identify personnel, equipment and material resource requirements according to the scope of the project and supervisors instructions  
1.3 Identify and document the order of activities and time allocation and present to the supervisor for verification |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Identify the environmental implications of the proposed work site activities and assess the likely outcomes and report to supervisor</td>
</tr>
<tr>
<td>1.5</td>
<td>Carry out a work health and safety risk assessment</td>
</tr>
<tr>
<td>1.6</td>
<td>Select, use and maintain personal protective equipment according to the type of work site activities to be undertaken</td>
</tr>
<tr>
<td>2. Organise resources</td>
<td>2.1 Purchase materials and hire equipment and machinery as authorised by the supervisor</td>
</tr>
<tr>
<td></td>
<td>2.2 Obtain external agency permits in the correct order as necessary</td>
</tr>
<tr>
<td></td>
<td>2.3 Notify neighbours and affected parties of works to be undertaken as necessary</td>
</tr>
<tr>
<td></td>
<td>2.4 Organise delivery of materials, equipment and machinery to site as outlined in the order of activities</td>
</tr>
<tr>
<td></td>
<td>2.5 Organise personnel to be on site when they are required</td>
</tr>
<tr>
<td>3. Coordinate and report on activities</td>
<td>3.1 Coordinate all resources to suit the scope of the project and order of activities</td>
</tr>
<tr>
<td></td>
<td>3.2 Direct personnel in activities for each period of work</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor and document personnel, activities, timelines and resource usage</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify contingency situations and report to the supervisor and take corrective actions as required</td>
</tr>
<tr>
<td></td>
<td>3.5 Write a simple project report to inform management of work site activities undertaken and completed</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK305A Coordinate work site activities.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK305 Coordinate work site activities

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- read and interpreting documentation associated with work site activities
- prepare and planning worksite activities
- calculate material and resource requirements
- schedule activities and allocating tasks and responsibilities
- coordinate a team to achieve optimum performance
- communicate with personnel at all levels
- monitor activities and recording costs and production levels
- document results clearly and concisely
- perform a work health and safety risk assessment
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- environmental awareness associated with undertaking project works to ensure the impact on the environment is minimal
- work schedule programming
- possible causes of disruption to work activities and their effect on quality and time schedules
- responsibilities and requirements for obtaining external agency permits as necessary
- the range, use and availability of materials, equipment and machinery that may be required for the project
- work health and safety issues, legislative requirements and Codes of Practice.
Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK306 Comply with industry quality assurance requirements

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to comply with industry quality assurance requirements in the production of food, fibre, fuels and raw materials produced from agriculture and horticulture activities.

The unit applies to individuals who work under broad direction and take responsibility for their own work to complete tasks according to quality assurance for food safety, biosecurity, environmental management and/or animal welfare requirements. They use discretion and judgement in the selection and use of available resources and to solve problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Follow quality assurance</td>
<td>1.1 Identify elements of quality assurance applicable to</td>
</tr>
</tbody>
</table>
Elements

Elements describe the essential outcomes.

Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element.

practices

industry sector

1.2 Identify hazards to food safety and product quality standards applicable to industry sector

1.3 Determine critical control points for work area

1.4 Complete record keeping according to workplace requirements

1.5 Conduct a safety hazard analysis and risk assessment

1.6 Implement the Hazard Analysis Critical Control Point (HACCP) approach to quality assurance

2. Implement standard operating procedures

2.1 Identify and comply with standard operating procedures according to workplace requirements

2.2 Report non-conformances or defective product according to workplace procedures

2.3 Take corrective action according to procedures

3. Report problems that affect quality

3.1 Identify potential or existing quality problems

3.2 Identify instances of variation in quality from specifications or work instructions

3.3 Report variations and potential problems according to workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret standards and quality documentation to determine requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes full responsibility for following policies, procedures and industry specific quality standards including HACCP</td>
</tr>
</tbody>
</table>
Skill | Description
---|---
Get the work done | • Contributes to continuous improvement of quality practices by recognising and reporting non-conformances and variations

## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>AHCWRK306 Comply with industry quality assurance requirements Release 2</td>
<td>AHCWRK306 Comply with industry quality assurance requirements Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

## Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK306 Comply with industry quality assurance requirements

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that on at least one occasion the individual has demonstrated the ability to apply quality assurance procedures, including:

- identified elements of quality, food safety hazards and quality standards for an industry sector
- assessed work area for critical control points, safety hazards and risks
- identified and reported issues that impact on product quality
- implemented standard operating procedures for operations and corrective action
- recognised, responded and reported non-conformances and variations of product against quality standards
- completed records according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- industry quality assurance requirements for a specified sector of industry
- work processes for specified field of work
- State and territory food safety requirements
- Hazard Analysis and Critical Control Point (HACCP) approach to quality assurance
- procedures, policies, guidelines and standard operating procedures for field of work
- reporting and record keeping requirements for quality assurance.
Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a primary production or a manufacturing setting or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - products or services relevant to the specific primary production sector
- specifications:
  - workplace policies and procedures related to quality assurance
  - workplace specifications and/or quality standards relevant to the industry sector
  - access to legislation/codes of practice relevant to quality including HACCP

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK307 Develop and apply fertiliser and soil ameliorant product knowledge

Modification History

<table>
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<tr>
<th>Release</th>
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<tr>
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</table>

Application

This unit of competency describes the skills and knowledge required to develop and apply fertiliser and soil ameliorant product knowledge.

The unit applies to contractors and employees working in a number of roles within the fertiliser and soil ameliorant industry, including those involved in fertiliser and soil ameliorant spreading or application, warehousing, wholesale and retail sales and transport and the storage of fertilisers and soil ameliorants.

Work is carried out to comply with industry codes of practice, quality assurance requirements, environmental best practices and relevant legislative requirements.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify fertiliser and soil ameliorant products and associated work health and safety, food safety and environmental issues | 1.1 Source information about new products and developments continually  
1.2 Provide information about fertiliser and soil ameliorant product to customers  
1.3 Explain work health and safety, food safety and environmental issues relating to particular products to customers, with particular reference to their safe storage, handling and application  
1.4 Identify bulk fertiliser and soil ameliorant products using a combination of visual and physical examination of product characteristics  
1.5 Use correct terminology when distinguishing between different products and services  
1.6 Maintain biosecurity protocols and quarantine procedures at all times |
| 2. Work with fertiliser and soil ameliorant products | 2.1 Identify and apply storage and handling requirements of products consistently  
2.2 Identify work health and safety hazards associated with particular products and take appropriate action to minimise risks to self and others  
2.3 Identify environmental risks associated with particular products and take appropriate action to minimise any likely risks to self and others  
2.4 Select, use and maintain suitable personal protective equipment  
2.5 Use inventory and labelling systems to locate products within the workplace or store |

## Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK307A Develop and apply fertiliser and soil ameliorant product knowledge.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK307 Develop and apply fertiliser and soil ameliorant product knowledge

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify fertiliser and soil ameliorant products using information about their characteristics
- provide information to customers about fertiliser and soil ameliorant products
- refer customers to other appropriate sources of information about products
- work safely with products
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- characteristics and key label components (including product analysis, impurities and warnings) of the range of fertiliser and soil ameliorants sold or handled in the workplace
- key environmental, work health and safety and food safety risks associated with the use, spreading, storage, handling and transport of fertilisers and soil ameliorants.

Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK308 Handle bulk materials in storage area

Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to safely receive, move and sample bulk materials in a storage area to minimise loss or damage according to industry standards and storage program.

The unit applies to individuals who work in a bulk storage environment under broad direction and take responsibility for their own work. They use discretion and judgement in the selection and use of available resources and to solve problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to work in bulk materials storage area</td>
<td>1.1 Confirm job requirements according to workplace procedures 1.2 Identify health and safety in the workplace hazards, assess risks and implement control measures</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1.3 Select, fit, use and maintain suitable personal protective equipment</td>
<td>1. Select, check and maintain tools and equipment for bulk storage work</td>
</tr>
<tr>
<td>1.4 Identify environmental implications of undertaking work in the bulk materials storage area, assess likely outcomes and determine action required</td>
<td>1.5 Identify environmental implications of undertaking work in the bulk materials storage area, assess likely outcomes and determine action required</td>
</tr>
<tr>
<td>1.6 Maintain biosecurity protocols</td>
<td>1.7 Identify and comply with legislative, regulatory and industry requirements</td>
</tr>
<tr>
<td>2. Sample bulk materials for testing</td>
<td>2. Sample bulk materials for testing</td>
</tr>
<tr>
<td>2.1 Take representative samples of bulk material for testing according to workplace procedures</td>
<td>2.2 Follow workplace safety procedures when taking samples</td>
</tr>
<tr>
<td>2.2 Prepare and label representative bulk material samples for dispatch according to workplace procedures</td>
<td>2.3 Prepare and label representative bulk material samples for dispatch according to workplace procedures</td>
</tr>
<tr>
<td>2.4 Dispatch samples according to workplace procedures</td>
<td>2.4 Dispatch samples according to workplace procedures</td>
</tr>
<tr>
<td>3. Move bulk materials into and out of storage</td>
<td>3. Identify bulk materials for handling and storage according to job requirements</td>
</tr>
<tr>
<td>3.1 Identify bulk materials for handling and storage according to job requirements</td>
<td>3.2 Segregate bulk materials by volume, type, variety and quality characteristics according to workplace specifications</td>
</tr>
<tr>
<td>3.3 Check and take measures to minimise infestation and contamination of bulk materials during movement according to workplace procedures</td>
<td>3.4 Select storage type and handling equipment for each bulk material according to the material characteristics and properties</td>
</tr>
<tr>
<td>3.5 Implement suitable measures to minimise the effect of product properties on the flow of bulk materials</td>
<td>3.6 Operate, clean and store equipment used for bulk storage according to workplace practices and environmental guidelines</td>
</tr>
<tr>
<td>3.7 Update and store records according to workplace procedures</td>
<td>3.7 Update and store records according to workplace procedures</td>
</tr>
<tr>
<td>4. Repair and maintain storage facility</td>
<td>4.1 Identify equipment and facilities requiring repair or maintenance</td>
</tr>
<tr>
<td>4.2 Conduct maintenance and repairs according to workplace procedures</td>
<td>4.2 Conduct maintenance and repairs according to workplace procedures</td>
</tr>
</tbody>
</table>
### Elements

Elements describe the essential outcomes.

### Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Complete maintenance records according to workplace procedures</td>
</tr>
<tr>
<td>4.4 Clean and maintain work areas according to workplace and environmental guidelines</td>
</tr>
<tr>
<td>4.5 Report maintenance and repairs, damage, malfunctions or irregular performance for machinery, tools and equipment according to workplace procedures</td>
</tr>
<tr>
<td>4.6 Clean, maintain and store tools and equipment according to workplace procedures</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret workplace documentation to determine requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete workplace documentation using appropriate terminology and in required format</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Takes responsibility for identifying and following workplace procedures, legislative, regulatory and industry requirements</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Selects and uses appropriate conventions and protocols when communicating with clients and co-workers in a range of work contexts</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Takes responsibility for planning, sequencing and prioritising workload</td>
</tr>
<tr>
<td></td>
<td>• Makes routine decisions and implements procedures for tasks, using decision making processes</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence</th>
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</table>

© Commonwealth of Australia, 2019
<table>
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<tr>
<th>version</th>
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<th>status</th>
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</thead>
<tbody>
<tr>
<td>AHCWRK308 Handle bulk materials in storage area Release 2</td>
<td>AHCWRK308 Handle bulk materials in storage area Release 1</td>
<td>Minor changes to Performance Criteria for clarity Updated Performance Evidence and Knowledge Evidence Equivalent unit</td>
</tr>
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</table>

## Links

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Assessment Requirements for AHCWRK308 Handle bulk materials in storage area

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they can handle bulk materials in storage, including:

- confirmed work instructions for tasks required and bulk materials to be handled according to workplace procedures
- identified work safety hazards and risks, selected and used appropriate personal protective equipment (PPE) and implemented control measures
- prepared and safely used equipment for bulk storage activities
- assessed work implications for the storage environment and determined actions and activity to address possible outcomes
- maintained records for bulk storage, handling and equipment maintenance according to procedures
- identified bulk materials legislative, regulatory and biosecurity implications and implemented appropriate protocols and procedures for compliance
- collected, prepared, labelled and despatched samples of bulk materials for testing according to workplace procedures
- selected appropriate storage type and equipment and moved bulk material in storage area according to required bulk material characteristics
- maintained quality and minimised infestations and contamination of the product
- cleaned, maintained, secured and stored machinery and equipment and related work facilities according to workplace procedures and maintenance requirements
- recognised, reported and rectified operational faults of storage facilities and equipment according to workplace procedures
- applied measures to ensure product flow was maintained.
Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- types of materials and their characteristics suitable for bulk storage
- sampling techniques, quality and classification
- common bulk material biological and product contamination and the problems they can cause for storage
- effect of product properties, including contaminants and desiccant dusts, on the flow of the product
- bulk storage legislative requirements, manufacturer’s instructions and workplace procedures
- storage operations and configuration
- work place safety requirements for equipment and facilities in a bulk storage environment
- organisation and industry guidelines for segregation of bulk materials and related quality assurance principles
- bulk storage tools and equipment and their operation including:
  - pre-start checks
  - safety checks
  - maintenance requirements
- cleaning and storage of machinery and equipment
- environmental impact associated with bulk storage operations
- safety hazards, and risks associated with bulk storage
- safety risk controls associated with bulk storage, including PPE
- work place recording and reporting procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a bulk storage facility or an environment that accurately represents workplace conditions for the relevant industry sector
- resources, equipment and materials:
  - access to bulk materials
  - tools, equipment and machinery used to handle bulk materials
  - PPE
- specifications:
  - workplace procedures for bulk storage environment operations
  - operating instructions for required tools, equipment and machinery
  - safety data sheets for cleaning products
  - workplace job specifications or client briefs
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK309 Apply environmentally sustainable work practices

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
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<td>Initial release</td>
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</table>

Application

This unit of competency describes the skills and knowledge required to apply environmentally sustainable work practices.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others.

Work routines meet organisational and compliance requirements for ethical handling and welfare of animals, environmental sustainability, work health and safety, and biosecurity appropriate to the work role.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1. Identify current practices in relation to resource usage and sustainability | 1.1 Identify current environmental regulations and associated procedures applying to the workplace  
1.2 Identify environmental sustainability policy and procedures applicable to the workplace  
1.3 Identify resource usage in the workplace using purchasing and other relevant data  
1.4 Access information on impact of resource usage on environmental sustainability  
1.5 Conduct a safety hazard analysis and risk assessment |
| 2. Contribute to the review of workplace environmental sustainability practices | 2.1 Collect information on environmental sustainability and resource efficiency systems relevant to the workplace  
2.2 Review current practices and identify potential areas for improvement  
2.3 Seek suggestions and ideas from stakeholders to improve the management of the environment and resource efficiency  
2.4 Contribute to development of tools or resources to help make improvements in the workplace, using collected information  
2.5 Communicate proposed improvements to management |
| 3. Apply improvement strategies                                         | 3.1 Use appropriate techniques and tools to assist in achieving efficiencies and environmental targets  
3.2 Apply life cycle management principles  
3.3 Apply strategies to minimise waste and employ recycling, re-use or re-purposing where appropriate  
3.4 Apply strategies to minimise environmental risks and impacts |
| 4. Record and report on work practices                                  | 4.1 Use monitoring and evaluation tools and technology where available  
4.2 Record incidents where sustainability policy and procedures have been breached  
4.3 Record and report on progress against resource efficiency and environmental targets  
4.4 Provide feedback to management on environmental sustainability review and improvement process  
4.5 Promote organisational improvement strategies |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is not equivalent to AHCWRK313A Implement and monitor environmentally sustainable work practices. No equivalent unit.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK309 Apply environmentally sustainable work practices

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify current procedures and practices related to environmental regulations
- identify current procedures and practices related to minimising impact of resource usage on environment
- make contributions to the review of environmental sustainability procedures and practices through research and development of tools or techniques
- use appropriate techniques and tools to assist in achieving resource efficiencies and environment targets
- use communication skills to:
  - convey proposed improvements
  - provide feedback on improvement processes
  - promote organisational improvement strategies
- apply life cycle management principles in strategies to improve resource usage, reduce waste, employ recycling, re-use, or re-purposing, and to minimise environmental risks and impacts
- use tools and technology to monitor effectiveness of improvement strategies, and incidents that breach sustainability policy and procedures
- record and report on progress against resource efficiency and environmental targets.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- basic environmental sustainability principles
- environmental legislation, regulations, standards, codes of practices as may be relevant to industry sector and workplace
• relevant internal and external sources of information that can be used to identify sustainability improvements
• common environmental and energy efficiency issues within the industry
• environmental hazards and risks associated with the relevant industry sector
• organisation’s sustainability work policies and procedures
• principles of resources efficiency and life cycle management
• practices for disposal or recycling of waste associated with relevant industry sector
• organisation’s recording and reporting systems.

**Assessment Conditions**

Assessors must satisfy current standards for RTOs

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK310 Provide on-job training support

Modification History

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Application

This unit of competency describes the skills and knowledge required to provide on-job training support.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify needs for on-the-job training support | 1.1 Determine training needs in consultation with supervisor and employee or trainee  
1.2 Obtain agreement on the extent and scope of training support to be provided with the supervisor  
1.3 Define outcomes from training prior to commencement |
## Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

## Unit Mapping Information
This unit is equivalent to AHCWRK310A Provide on-job training support.

## Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Clarify methods of providing on-job training support and obtain agree from supervisor</td>
<td></td>
</tr>
<tr>
<td>2.1 Confirm training outcomes with the learner</td>
<td></td>
</tr>
<tr>
<td>2.2 Deliver training as directed and in accordance with workplace procedures and relevant legislation</td>
<td></td>
</tr>
<tr>
<td>2.3 Practice opportunities are provided to re-enforce the training</td>
<td></td>
</tr>
<tr>
<td>2.1 Confirm training outcomes with the learner</td>
<td></td>
</tr>
<tr>
<td>2.2 Deliver training as directed and in accordance with workplace procedures and relevant legislation</td>
<td></td>
</tr>
<tr>
<td>2.3 Practice opportunities are provided to re-enforce the training</td>
<td></td>
</tr>
<tr>
<td>3.1 Opportunities to apply competencies on-the-job are provided</td>
<td></td>
</tr>
<tr>
<td>3.2 Constructive feedback and coaching are provided to assist learning</td>
<td></td>
</tr>
<tr>
<td>3.3 Feedback of employee's progress is given to the supervisor in the workplace</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Requirements for AHCWRK310 Provide on-job training support

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify hazards and providing a safe learning environment
- determine training needs and required outcomes
- deliver training in work skills
- identify needs for on-the-job training support
- provide follow-up and support to learner
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- adult learning principles
- setting up on-job training support
- approaches to on-job training support
- resources required for on-job training support
- reviewing and reporting on on-job training support
- work health and safety issues related to on-job training support.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK311 Conduct site inspections

Modification History

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<tbody>
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<td>Initial release</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to conduct a site inspection, including verification of the location, ownership, orientation and boundaries of a site.

This unit applies to individuals who work under broad direction and take responsibility for their own work including limited responsibility for the work of others. They use discretion and judgement in the selection and use of available resources.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Collect information</td>
<td>1.1 Obtain site location and relevant details</td>
</tr>
<tr>
<td></td>
<td>1.2 Source site maps and plans where available and review</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify the scope of inspection in line with client-stakeholder needs and local regulations</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.4</td>
<td>Determine climate and weather conditions from historical data</td>
</tr>
<tr>
<td>1.5</td>
<td>Seek formal approval is sought to visit site where required</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify and record covenants</td>
</tr>
<tr>
<td>1.7</td>
<td>Check remote sensing systems for status</td>
</tr>
<tr>
<td>2.1</td>
<td>Identify and prepare requirements for inspection</td>
</tr>
<tr>
<td>2.2</td>
<td>Plan methods for recording inspection and confirm forms are available for use</td>
</tr>
<tr>
<td>2.3</td>
<td>Evaluate the scope of proposed work and prepare field notes to checklist specific concerns</td>
</tr>
<tr>
<td>2.4</td>
<td>Evaluate environmental conditions in preparation for likely site conditions</td>
</tr>
<tr>
<td>2.5</td>
<td>Consider traffic management requirements where required</td>
</tr>
<tr>
<td>3.1</td>
<td>Carry out site orientation and verify ownership and site boundaries</td>
</tr>
<tr>
<td>3.2</td>
<td>Identify site hazards for a site inspection, assess risks and implement appropriate control measures</td>
</tr>
<tr>
<td>3.3</td>
<td>Identify, estimate and record site dimensions and gradients</td>
</tr>
<tr>
<td>3.4</td>
<td>Identify soil types from soil identification reference chart guidelines</td>
</tr>
<tr>
<td>3.5</td>
<td>Test soil samples in the field and record detailed notes for analysis of potential problems</td>
</tr>
<tr>
<td>3.6</td>
<td>Inspect relevant vegetation to determine the identity, health, condition and location</td>
</tr>
<tr>
<td>3.7</td>
<td>Investigate observable signs of fauna</td>
</tr>
<tr>
<td>3.8</td>
<td>Identify and record existing on-site services and adjacent site features</td>
</tr>
<tr>
<td>4.1</td>
<td>Prepare a base plan of the site</td>
</tr>
<tr>
<td>4.2</td>
<td>Document site inspection information in an inspection or site inventory report or on the base plan if required</td>
</tr>
<tr>
<td>4.3</td>
<td>Complete documents and forward to client or supervisor</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK311A Conduct site inspections.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK311 Conduct site inspections

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify a wide range of vegetation common to the region
- recognise plant health problems and defects
- perform hazard identification and risk control procedures
- conduct soil field tests
- estimate dimensions and gradients
- report findings to the client or supervisor
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- plan and map interpretation
- soil pH, texture, structure and type
- plant identification and plant physiology
- measuring and estimating methods
- current land use and environmental threats to site hazards associated with undertaking site inspections
- protocols of accessing and visiting a site
- relevant legislative and regulatory requirements including environmental protection legislation
- local government regulations relating to the proximity of trees to buildings, services and roads
- local tree protection and preservation regulations
• relevant Codes of Practice.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCWRK312 Operate in isolated and remote situations

Modification History

<table>
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<tr>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application
This unit of competency describes the skills and knowledge required to plan, prepare for and work safely in isolated and remote situations.

The unit applies to individuals who work under broad direction and take responsibility for their own work. They use discretion and judgement in the selection, allocation and use of available resources and for solving problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Unit Sector
Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan for operating in remote environments</td>
<td>1.1 Collate and record information relating to the operating environment and location</td>
</tr>
<tr>
<td></td>
<td>1.2 Establish detailed operating plans for work, travel, emergencies, timeframes and contingencies with supervisor</td>
</tr>
<tr>
<td></td>
<td>1.3 Notify appropriate authorities of the action plans and time schedules according to workplace procedures</td>
</tr>
</tbody>
</table>
### Elements

*Elements describe the essential outcomes.*

### Performance Criteria

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1.4 Identify and source relevant maps</td>
<td>2.1 Prepare personal needs for remote situation according to plan</td>
</tr>
<tr>
<td>1.5 Conduct a risk assessment for possible health, safety and environmental hazards for remote location</td>
<td>2.2 Prepare transportation and equipment required for prescribed work according to workplace procedures</td>
</tr>
<tr>
<td>2. Prepare for operating in remote environments</td>
<td>2.3 Obtain and review relevant maps prior to departure to orient and plan route</td>
</tr>
<tr>
<td>2.4 Record planned activities and itinerary prior to departure according to workplace procedures</td>
<td>2.5 Identify weather conditions and assess effect on travel and operating outcomes</td>
</tr>
<tr>
<td>3. Prepare for emergency situations</td>
<td>3.1 Ensure that provisioning complies with expected operational and emergency requirements</td>
</tr>
<tr>
<td>3.2 Monitor available provisions and resources to ensure appropriate usage according to operating plan</td>
<td>3.3 Identify personal gaps in remote area survival skills and arrange training prior to departure</td>
</tr>
<tr>
<td>3.4 Ensure emergency management operational plans are applied according to workplace policies</td>
<td>4. Operate in remote environment</td>
</tr>
<tr>
<td>4.1 Complete activities according to instructions within time schedules according to work instructions</td>
<td>4.2 Use appropriate skills to modify the living environment according to prevailing conditions</td>
</tr>
<tr>
<td>4.3 Carry out activities in remote situations according to prescribed plans and procedures</td>
<td>4.4 Use appropriate technologies to maintain communication according to workplace procedures</td>
</tr>
<tr>
<td>4.5 Handle emergency situations according to prescribed plans and procedures</td>
<td>4.6 Comply with workplace reporting procedures on return to base</td>
</tr>
<tr>
<td>4.6 Comply with workplace reporting procedures on return to base</td>
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</tbody>
</table>
Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Reads and interprets symbols and features on maps to determine special awareness</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Uses clear language and concepts, and tone and pace appropriate for discussions with supervisor when planning and reporting</td>
</tr>
<tr>
<td>Learning</td>
<td>• Demonstrates awareness of learning strengths and areas of need and applies a limited range of learning strategies to developing remote area survival skills</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Understands roles and responsibilities for task and makes basic decisions on work completion parameters</td>
</tr>
<tr>
<td></td>
<td>• Complies with explicit policies and procedures</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Selects and uses appropriate conventions and protocols when communicating with co-workers</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeks assistance in setting priorities</td>
</tr>
<tr>
<td></td>
<td>• Responds to predictable routine problems and implements standard solutions</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWRK312 Operate in isolated and remote situations</td>
<td>AHCWRK203 Operate in isolated and remote situations</td>
<td>Minor changes to Performance Criteria for clarity Code changed to reflect AQF alignment Updated Performance Evidence and Knowledge Evidence</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK312 Operate in isolated and remote situations

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that on at least one occasion the individual has demonstrated that they have operated in an isolated and remote environment, including:

- planned and prepared for operating in remote environments in conjunction with supervisor
- conducted a risk assessment for health, safety and environmental hazards for remote location
- prepared and implemented procedures for emergency situations
- sourced and interpreted maps of the remote area
- conducted work activities safely in a remote environment
- implemented workplace communication procedures to notify location, activities and travel to appropriate personnel
- prepared and monitored provisions and resources for essential and emergency needs
- used bushcraft skills to modify the living environment and reduced risks
- maintained records according to workplace procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- planning and preparations required for working in isolated environments
- map reading and navigation skills, including:
  - direction finding; GPS, compass, astronavigation
  - local topography
  - habitation
  - geographic indicator
- basic survival and bushcraft skills to maintain human needs in survival situations, including:
  - making a fire
Assessment Requirements for AHCWRK312 Operate in isolated and remote situations

- cooking
- distress signalling
- basic rope skills and useful knots
- personal protective clothing requirements for adverse weather conditions
- basic first aid procedures for common injuries
- emergency vehicle and mechanical equipment repair
- communication procedures and operation and maintenance of communications equipment, including:
  - field communications by two-way radio
  - satellite telephony
  - HF radio
- work health and safety in the context of work in isolated and remote situations
- environmental impacts of work in isolated and remote situations including weather patterns and indicators.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in an isolated environment or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - provisions and resources required for an isolated worksite
  - tools and equipment for work activities
  - personal protective equipment for use in isolated working environments
- specifications:
  - workplace documents including policies, procedures, processes, instructions and job specifications
  - manufacturers’ operating instructions for specific communications and navigational equipment
- relationships:
  - supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK401 Implement and monitor quality assurance procedures

Modification History

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<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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Application

This unit of competency describes the skills and knowledge required to implement and monitor quality assurance procedures.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Establish quality specifications for product | 1.1 Source market specifications  
1.2 Identify legislated requirements |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify hazards and critical control points in the production of quality product</td>
<td>2.1 Identify critical control points impacting on quality&lt;br&gt;2.2 Determine the degree of risk for each hazard</td>
</tr>
<tr>
<td>3. Assist in planning of quality assurance procedures</td>
<td>3.1 Develop procedures for each identified control point to ensure optimum quality&lt;br&gt;3.2 Minimise hazards and risks by application of appropriate controls&lt;br&gt;3.3 Develop processes to monitor the effectiveness of quality assurance procedures</td>
</tr>
<tr>
<td>4. Implement quality assurance procedure</td>
<td>4.1 Allocate responsibilities for carrying out procedures to staff and contractors&lt;br&gt;4.2 Prepare instructions&lt;br&gt;4.3 Provide staff and contractors with induction training on the quality assurance policy&lt;br&gt;4.4 Provide staff and contractors with in-service training relevant to their allocated procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK401A Implement and monitor quality assurance procedures.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK401 Implement and monitor quality assurance procedures

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify hazards and critical control points in the production of quality product
- assist in planning of quality assurance procedures
- provide induction and in-service staff training
- implement quality assurance procedures
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- market requirements for product
- definition of quality
- quality specifications for product
- enterprise and industry quality assurance systems
- Hazard Analysis and Critical Control Points (HACCP) techniques
- strategies for control of hazards to quality
- workplace training strategies
- delegation and empowerment
- contingency management.

Assessment Conditions

Assessors must satisfy current standards for RTOs
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK402 Provide information on issues and policies

Modification History

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Application

This unit of competency describes the skills and knowledge required to research, extract and provide information on issues and policies.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Process a request for information on issues and policies</td>
<td>1.1 Document the request using the appropriate recording system 1.2 Record relevant notes from dialogue with the client and from correspondence 1.3 Seek and obtain approval to access information and forward requests where appropriate</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.4 Listen actively to the client and question appropriately to clarify and elicit information 1.5 Follow enterprise work health and safety policies</td>
<td></td>
</tr>
<tr>
<td>2. Identify sources and extract information</td>
<td>2.1 Identify, access and research relevant sources and locations of information 2.2 Provide clear sequenced verbal instructions to colleagues who require assistance 2.3 Evaluate workplace policies and documentation relevant to the request 2.4 Locate and extract information relevant to the particular request 2.5 Use alternative methods to locate identified gaps in information</td>
</tr>
<tr>
<td>3. Evaluate information for meeting client request</td>
<td>3.1 Evaluate information for its validity and reliability and appropriateness to the client request 3.2 Engage client in effective dialogue to clarify indistinct or incorrect information 3.3 Obtain additional information if available information is inadequate, unclear, conflicting or incorrect</td>
</tr>
<tr>
<td>4. Prepare and finalise report</td>
<td>4.1 Develop, write, format and proof read report 4.2 Check report for accuracy and intention 4.3 Arrange report’s review and sign off with designated person where required 4.4 Make a record of report and correspondence 4.5 Forward report and correspondence to client</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK402A Provide information on issues and policies.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK402 Provide information on issues and policies

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- process a request for information
- access information to respond to a request
- collate information to deal specifically with the request
- prepare a response using chosen media
- maintain a record of the information provided and file for future reference
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- workplace policies and documentation on local, regional, state and national issues
- relevant workplace documentation on international treaties, agreements and charters
- types of information sources
- methods and means of accessing and extracting the required information
- methods of validating information
- types of reports and their uses.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK403 Supervise work routines and staff performance

Modification History

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Application

This unit of competency describes the skills and knowledge required to supervise work routines and staff performance.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Communicate work roles | 1.1 Define and document the roles and responsibilities of staff
|                          | 1.2 Identify the skills of staff and match with available tasks and duties
|                          | 1.3 Identify the requirements of jobs and communicate to personnel
<p>|                          | 1.4 Develop information on activities and provide to personnel |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>Implement work health and safety policy and procedural requirements for supervisors</td>
</tr>
</tbody>
</table>
| 2. Coordinate activities | 2.1 Prioritise work activities to ensure completion of tasks within available timelines  
2.2 Develop work plans to establish targets and objectives of activities, and to define tasks and timelines  
2.3 Identify training and learning opportunities and incorporate into work activities  
2.4 Clarify supervisory and reporting responsibilities and maintain  
2.5 Implement enterprise environmental policy and procedures for supervisors |
| 3. Maintain effective working relations | 3.1 Recognise and address problems through discussion with work group  
3.2 Seek assistance from work group members when difficulties arise in achieving allocated tasks  
3.3 Use discussion and information sharing routinely to communicate requirements of work activities through a participative approach  
3.4 Manage disagreements and conflicts constructively using appropriate conflict management strategies |
| 4. Provide feedback | 4.1 Provide clear and constructive feedback to individuals to support achievement of outcomes  
4.2 Identify difficult situations and use negotiation techniques to achieve results  
4.3 Monitor team and individual performances regularly to ensure personnel are able to achieve goals  
4.4 Maintain supervisory structures and lines of reporting |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK403A Supervise work routines and staff performance.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK403 Supervise work routines and staff performance

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- supervise and instruct staff to achieve work activities
- delegate and allocate tasks
- assess and evaluate staff capability
- identify and provide training requirements
- plan timesheets and timetables to meet deadlines
- demonstrate safe workplace and environmentally responsible practices
- solve staffing and resourcing problems
- evaluate performance, provide feedback and prepare reports and performance appraisals
- promote and maintain effective relationships between staff
- monitor productivity and maintain staff records as required
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- enterprise personnel processes
- enterprise organisational structure and responsibilities
- techniques for building trust and relationships
- principles of team work and negotiation
- leadership for the work team
- performance appraisal systems and procedures
- principles of time management
- conflict management techniques
• enterprise training requirements and processes
• relevant State and Territory legislation, regulations and Codes of Practice with regard to work health and safety, environmental protection and employment
• work health and safety hazard identification, risk assessment and development of risk controls.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK405 Implement and monitor environmentally sustainable work practices

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

This unit applies to individuals who take responsibility for their own work and for the quality of the work of others within known parameters. They provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Investigate current practices in relation to resource usage | 1.1 Identify environmental regulations applying to the enterprise  
1.2 Analyse procedures for assessing compliance with environmental and sustainability regulations |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate</td>
<td>1.4 Collect, analyse and organise information from a range of sources to provide information, advice, tools and resources for improvement opportunities</td>
</tr>
<tr>
<td>1.5 Measure and document current resource usage of members of the work group</td>
<td>1.6 Analyse and document current purchasing strategies</td>
</tr>
<tr>
<td>1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement</td>
<td>1.8 Follow enterprise work health and safety policies</td>
</tr>
<tr>
<td>2. Set targets for improvements</td>
<td>2.1 Seek input from stakeholders, key personnel and specialists</td>
</tr>
<tr>
<td>2.2 Access external sources of information and data as required</td>
<td>2.3 Determine alternative solutions to workplace environmental issues</td>
</tr>
<tr>
<td>2.4 Set efficiency targets</td>
<td>3. Implement performance improvement strategies</td>
</tr>
<tr>
<td>3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets</td>
<td>3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management</td>
</tr>
<tr>
<td>3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities</td>
<td>3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area</td>
</tr>
<tr>
<td>3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate</td>
<td>3.6 Implement costing strategies to fully value environmental assets</td>
</tr>
<tr>
<td>3.7 Implement efficient supply chain procedures</td>
<td>4. Monitor performance</td>
</tr>
<tr>
<td>4.1 Use and develop evaluation and monitoring, tools and technology</td>
<td>4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders</td>
</tr>
<tr>
<td>4.3 Analyse strategies and improvement plans</td>
<td>4.4 Set new efficiency targets, and investigate and apply new tools and strategies</td>
</tr>
<tr>
<td>4.5 Promote successful strategies and reward participants where possible</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK313A Implement and monitor environmentally sustainable work practices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK405 Implement and monitor environmentally sustainable work practices

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify the environmental regulations applicable to the enterprise
- analyse information on environmental and resource efficiency systems and explain it to the work group
- measure and document current resource use
- analyse current work processes to identify areas for improvement
- set targets for improvement
- implement environmental improvement plans for own work group
- develop and use evaluation and monitoring tools
- apply supervisory skills to work effectively with a team
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- relevant compliance requirements in own area of work
- hazards and risks associated with work area
- environmental and energy efficiency issues, systems and procedures specific to industry practice
- external benchmarks and support for particular benchmarks to be used within enterprise, including approaches to improving resource use for work area and expected outcomes
- work health and safety issues and requirements
- organisational structure and reporting channels and procedures
- quality assurance systems relevant to own work area
strategies to maximise opportunities and to minimise impact relevant to own work area
- supply chain procedures
- terms and conditions of employment including policies and procedures, such as daily
tasks, work area responsibilities, employee, supervisor and employer rights, equal
opportunity.

**Assessment Conditions**
Assessors must satisfy current standards for RTOs.

**Links**
Companion Volume implementation guides are found in VETNet -
322cf72
AHCWRK501 Plan, implement and review a quality assurance program

Modification History

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Application

This unit of competency describes the skills and knowledge required to plan, implement and review a quality assurance program.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

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<tbody>
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<td>Elements describe the essential outcomes.</td>
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</tr>
<tr>
<td>1. Determine quality assurance objectives for the enterprise</td>
<td>1.1 Assess future market requirements for quality assured products 1.2 Determine premiums for quality assurance products 1.3 Assess strategic benefits of a quality assurance program</td>
</tr>
</tbody>
</table>
## Element

<table>
<thead>
<tr>
<th>2. Plan the quality assurance program and develop implementation strategies</th>
<th><strong>Performance criteria</strong></th>
</tr>
</thead>
</table>
| 2.1 Define product quality standards | 2.2 Audit current status of products and operations  
2.3 Evaluate and cost industry quality assurance programs  
2.4 Document required processes and practices in the quality assurance program manual and prepare an implementation plan |

<table>
<thead>
<tr>
<th>3. Implement the quality assurance program</th>
<th><strong>Performance criteria</strong></th>
</tr>
</thead>
</table>
| 3.1 Document instructions defining task and process requirements | 3.2 Implement contractor and staff training  
3.3 Confirm communication takes account of social, cultural and ethnic backgrounds  
3.4 Introduce changes to processes and practices  
3.5 Establish processes to monitor and verify product quality  
3.6 Introduce recording systems  
3.7 Validate operating instructions under conditions to verify their suitability  
3.8 Analyse problems and issues and resolve appropriately, promptly and decisively  
3.9 Conduct system analysis, HAACCP or related processes |

<table>
<thead>
<tr>
<th>4. Review the quality assurance program</th>
<th><strong>Performance criteria</strong></th>
</tr>
</thead>
</table>
| 4.1 Establish reporting formats | 4.2 Implement mechanisms for gaining feedback information  
4.3 Make preparations for quality assurance audits |

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information

This unit is equivalent to AHCWRK501A Plan, implement and review a quality assurance program.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK501 Plan, implement and review a quality assurance program

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine quality assurance objectives for the enterprise
- plan the quality assurance program and develop implementation strategies
- implement the quality assurance program
- review the quality assurance program
- maintain required records to support quality assurance
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- market projections and customer requirements
- cost/benefit of quality assurance implementation
- system analysis, HAACCP or related processes
- enterprise culture and values
- leadership and administrative skills
- human resources induction practices
- human resources performance monitoring practices.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK502 Collect and manage data

Modification History

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Application

This unit of competency describes the skills and knowledge required to collect, analyse and manage data.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

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</tbody>
</table>
| 1. Determine the type and extent of data to be collected | 1.1 Define data requirements and communicate to all staff involved in data collection  
1.2 Identify relevant data sources  
1.3 Define the type and extent of data required  
1.4 Identify work health and safety hazards associated with data collecting  
1.5 Define data collection methods and techniques relative to data requirements |
| 2. Access and collate data | 2.1 Format data collection sheets to assist collection  
2.2 Research or collect data from field source  
2.3 Collate data by appropriate electronic means  
2.4 Monitor appropriateness of data and record during collection  
2.5 Research information using appropriate methods and technologies  
2.6 Review sources of information regularly for usefulness, validity, reliability and cost  
2.7 Use channels and sources of information effectively  
2.8 Take opportunities to establish and maintain contacts with those who may provide useful information  
2.9 Follow appropriate work health and safety requirements and work practices |
| 3. Evaluate data | 3.1 Collect data that is relevant, valid and sufficient  
3.2 Seek clarification and assistance where data is unclear or difficult to interpret  
3.3 Obtain additional data where data is inadequate  
3.4 Analyse information for its validity and reliability |
| 4. Manage and retrieve data | 4.1 Store data by appropriate electronic means  
4.2 Present data using appropriate graphical aids and techniques  
4.3 Assemble data and provide to the manager or client as required  
4.4 Retrieve data as required  
4.5 Suggest and introduce new methods of recording and storing data as needed |
| 5. Analyse and interpret data | 5.1 Analyse data using appropriate statistical and analytical techniques  
5.2 Interpret data to determine its significance, validity and reliability  
5.3 Report findings based on the analysis and interpretation of the data  
5.4 Organise data into a suitable report format to aid decision making |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5.5 Ensure conclusions drawn are based on reasoned argument and appropriate evidence</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK502A Collect and manage data.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK502 Collect and manage data

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify data requirements and establish sampling and data collection techniques
- collect and collate data using standardised recording sheets and systems
- review sampling and data collection techniques based on validity and reliability of the data
- manage data to facilitate retrieval and analysis
- analyse data using appropriate statistical and analytical techniques
- draw conclusions based on reasoned argument and appropriate evidence
- produce a report in required format with information and data presented to support decision making
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- data collection techniques and procedures
- data recording and evaluation techniques
- data analysis and interpretive techniques
- data storage and retrieval methods
- data reporting methods.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK503 Prepare reports

Modification History

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Application

This unit of competency describes the skills and knowledge required to prepare comprehensive reports.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
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<th>Performance criteria</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Research material</td>
<td>1.1 Identify and describe the topic of the report</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine the sources of information</td>
</tr>
<tr>
<td></td>
<td>1.3 Collect and organise information appropriate to the task</td>
</tr>
<tr>
<td>2. Evaluate information</td>
<td>2.1 Confirm that information collected is relevant and sufficient to</td>
</tr>
</tbody>
</table>
### Element | Performance criteria
--- | ---
| | provide a full report
| 2.2 Seek clarification where information is unclear or difficult to understand and seek assistance if required
| 2.3 Obtain additional information where available information is inadequate
| 2.4 Assess information for its validity and reliability and organise into a suitable form to aid decision making
| 2.5 Confirm that conclusions drawn from relevant information are based on reasoned argument and appropriate evidence

### 3. Produce a document
| 3.1 Use language that is applicable to the task and audience
| 3.2 Organise the document logically, and confirm it is structured and balanced according to purpose, audience and context
| 3.3 Format the document
| 3.4 Confirm that conclusions reached reflect the stated objectives of the report
| 3.5 Complete preparation within the specified timeframe
| 3.6 Follow enterprise and work health and safety requirements and procedures

### 4. Deliver a verbal presentation
| 4.1 Confirm language is applicable to the task and audience
| 4.2 Use concise and well-presented support materials are used in oral presentations
| 4.3 Allocate sufficient time to allow clear presentation of the desired topic
| 4.4 Deliver verbal presentation is delivered within a specified time

### Foundation Skills
Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

### Unit Mapping Information
This unit is equivalent to AHCWRK503A Prepare reports.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCWRK503 Prepare reports

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- identify the purpose of the report and verify it with the client
- conduct research and compile information
- draw conclusions from research supported by reasoned argument and supporting information
- make recommendations if required and reference to information and conclusions
- produce a correctly formatted report document that uses appropriate language and terminology, is arranged in a logical order, and provides details on information sources and consultation
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- information and research sources
- report structure and presentation
- public presentation techniques and approaches.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK504 Assess new industry developments

Modification History

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Application

This unit of competency describes the skills and knowledge required to assess new developments of enterprises and of the industry sector as a whole.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Analyse the industry sector</td>
<td>1.1 Develop and maintain knowledge of own and related industry sectors, products, equipment, supply chain, organisations, people, resource management processes and policies, work practices, legislation and regulations</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and undertake opportunities for participation in relevant</td>
</tr>
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</table>
## AHCWRK504 Assess new industry developments

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<td></td>
<td>organisations</td>
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<tr>
<td>1.3</td>
<td>Identify and access likely sources of credible information as required</td>
</tr>
<tr>
<td>1.4</td>
<td>Recall and apply relevant historical events, sensitivities and positions of people involved</td>
</tr>
<tr>
<td>1.5</td>
<td>Analyse state, territory, national and international issues for their relevance to the industry and impact on the enterprise</td>
</tr>
<tr>
<td>2.1</td>
<td>Source industry research and development information and evaluate for relevance</td>
</tr>
<tr>
<td>2.2</td>
<td>Evaluate risks and opportunities of new developments in industry processes, technologies and quality and environmental requirements</td>
</tr>
<tr>
<td>2.3</td>
<td>Identify emerging stakeholders and interest groups and assess for their potential benefit or impact on the enterprise and industry sector as a whole</td>
</tr>
<tr>
<td>2.4</td>
<td>Analyse trends in production, marketing, resource management and research</td>
</tr>
<tr>
<td>2.5</td>
<td>Identify potential impacts of proposed government initiatives and assess for significance</td>
</tr>
<tr>
<td>2.6</td>
<td>Assess success and failure of relevant or related initiatives in other industries or enterprises for their relevance</td>
</tr>
<tr>
<td>2.7</td>
<td>Monitor changing community and customer beliefs, attitudes and expectations</td>
</tr>
<tr>
<td>2.8</td>
<td>Follow enterprise work health and safety policies</td>
</tr>
<tr>
<td>3.1</td>
<td>Integrate evaluated research information in the enterprise or industry sector planning processes</td>
</tr>
<tr>
<td>3.2</td>
<td>Share research information with others and explore and encourage opportunities for cooperative approaches</td>
</tr>
<tr>
<td>3.3</td>
<td>Consider implications for use of research information in a wider context with other producers, associates or colleagues</td>
</tr>
<tr>
<td>3.4</td>
<td>Prepare a report on new industry developments</td>
</tr>
</tbody>
</table>

### Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK504A Assess new industry developments.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK504 Assess new industry developments

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- critically evaluate information and research findings of relevance to enterprises and industry sector
- integrate research and development into enterprise planning
- evaluate the potential of research proposals with other producers, associates or colleagues
- document a report on new industry developments
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- appropriate avenues to disseminate industry sector information to a range of stakeholders
- correct names and terminology relevant to one's industry sector
- credible sources of information
- key industry development and promotion programs relevant to one's industry sector
- roles and responsibilities of stakeholders and organisation's relevant to own industry sector
- supply chain for industry sector enterprises.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCWRK505 Manage trial and research material

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Application

This unit of competency describes the skills and knowledge required to manage a trial and research material as part of a designated research project.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify scope and extent of work</td>
<td>1.1 Identify trial and research hypothesis and parameters as required by researchers</td>
</tr>
<tr>
<td></td>
<td>1.2 Plan the trial or research to meet research objectives</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess the data relevant to managing trial or research materials according to research parameters</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1.4 Assess data relevant to managing trial or research materials | 1.4 Assess data relevant to managing trial or research materials  
1.5 Identify work health and safety, assess risks and develop controls and cost and document in the survey design  
1.6 Identify and cost tools, equipment and machinery required for managing trial or research materials and confirm availability with suppliers, contractors and appropriate personnel  
1.7 Determine research design according to the trial or research plan                                                                                                                                                                                                                     |
| 2.1 Prepare, maintain and monitor trial or research in line with project parameters | 2.1 Prepare, maintain and monitor trial or research in line with project parameters  
2.2 Conduct field work to verify and collect data as required by the trial or research design and research parameters  
2.3 Monitor work activities for accuracy, validity and compliance to the parameters of the trial or research design  
2.4 Undertake staged data collection as required by the trial or research design, scheduling and access requirements  
2.5 Record monitoring and data                                                                                                                                                                                                                                                         |
| 3.1 Record collected data | 3.1 Record collected data  
3.2 Analyse data statistically to determine significance of research results  
3.3 Accept or reject hypothesis based on data collected  
3.4 Produce reports which conform to the structure and content required by the researcher                                                                                                                                                                                                 |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK505A Manage trial and/or research material.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b232cf72
Assessment Requirements for AHCWRK505 Manage trial and research material

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- define the purpose of the trial
- identify scope and extent of work
- collate data
- oversee management of trial and research materials
- comply with legislative and enterprise requirements
- draw conclusions and apply findings of trials and research
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- scheduling and programming work within timelines
- ecological principles and terminology
- data collection and reporting
- research procedures and best practice techniques
- enterprise work team management guidelines
- data analysis techniques
- research planning and design
- research methodologies.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK507 Implement professional practice

Modification History

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Application

This unit of competency describes the skills and knowledge required to apply ethical standards in dealing with clients, contractors and other stakeholders and conducting business contracts to the required standard.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Investigate and analyse business structures and working practices | 1.1 Define the roles and responsibilities of the job role  
1.2 Define the roles of various personnel working in a business practice or organisation  
1.3 Formulate a range of management approaches and methodologies |
<table>
<thead>
<tr>
<th>Element</th>
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</table>
| 2. Develop legal, professional and ethical responsibilities working in industry | 2.1 Develop methods of sourcing policies, regulations and standards relevant to a project  
2.2 Observe the legal and ethical responsibilities of the job role  
2.3 Identify and describe legislation governing protection of intellectual property in Australia and internationally  
2.4 Identify issues that need to be addressed when entering into a client and practitioner agreement  
2.5 Undertake a range of contracts and agreements used in the industry and demonstrate their application  
2.6 Implement the ethical and legal responsibilities in expert witness roles, provision of legal evidence and provision of expert advice  
2.7 Apply enterprise work health and safety policies |
| 3. Evaluate and reflect upon own practice                                | 3.1 Demonstrate and promote sustainable practices in own work and the work of others  
3.2 Analyse own work to identify influences, style, market relevance and quality in conjunction with supervisors or peers  
3.3 Seek feedback actively and accept non defensively |
| 4. Develop a professional practice plan to meet professional goals       | 4.1 Develop personal and professional goals and objectives  
4.2 Identify strengths and weaknesses in relation to goals and objectives  
4.3 Evaluate own capacity to meet goals and objectives  
4.4 Develop a professional development plan to enhance professional capabilities  
4.5 Document a professional practice plan designed to support the achievement of goals |
| 5. Operate within an agreed ethical code of practice/ethics              | 5.1 Assess own practice against identified objectives or code of ethics using a range of valid evidence  
5.2 Identify the effect of values, beliefs and behaviour in work with clients  
5.3 Build client relationships in accordance with identified objectives or code of ethics  
5.4 Establish realistic goals and targets for self development |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK507A Implement professional practice.

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for AHCWRK507 Implement professional practice

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- investigate and analyse business structures and working practice
- develop legal, professional and ethical responsibilities working in an industry
- evaluate and reflect on own work practice
- develop a professional practice plan to meet professional goals
- operate within an agreed ethical code of practice and ethics
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- typical business management structures
- issues of professional practice for the job role
- team roles, responsibilities and accountabilities
- legislation, ethical and financial considerations
- legislation covering protection of copyright and intellectual property
- local and international professional organisations relevant to the industry
- workplace occupational health and safety policies and procedures
- understanding of relevant theories, principles, practices and their application and other aspects of knowledge, desirable or necessary in order to practise effectively within the industry
- expert witness roles and processes
- personal goal setting strategies
- measuring performance
- time management strategies
- marketing principles
- professional practice considerations
- communication principles
- strategies for promoting awareness of a product.

**Assessment Conditions**
Assessors must satisfy current standards for RTOs.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK508 Interpret legislation

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Application

This unit of competency describes the skills and knowledge required to interpret and apply legislation.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

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<tbody>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine applicable legal framework</td>
<td>1.1 Identify and access current legislation, regulations, organisational procedures, standards and codes of practice affecting the workplace, industry, occupation or client</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine legal accountability obligations in relation to workplace, industry, occupation or client</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
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</tr>
<tr>
<td>1.3</td>
<td>Identify consequences of non-compliance with legislation, regulations, organisational procedures, standards and codes of practice</td>
</tr>
<tr>
<td>2.1</td>
<td>Monitor sources of information for changes to the legal framework</td>
</tr>
<tr>
<td>2.2</td>
<td>Regularly update and communicate information and changes to legal framework components which impact on work activities</td>
</tr>
<tr>
<td>3.1</td>
<td>Access current information about the range of legislation and other legally binding policies and protocols relating to own work</td>
</tr>
<tr>
<td>3.2</td>
<td>Clarify compliance requirements to confirm understanding and ensure consistency of interpretation and application</td>
</tr>
<tr>
<td>3.3</td>
<td>Obtain advice to assist in applying relevant legislation to own work and identifying compliance requirements</td>
</tr>
<tr>
<td>3.4</td>
<td>Identify areas of uncertainty in own work related to compliance requirements and take action to clarify issues</td>
</tr>
<tr>
<td>3.5</td>
<td>Identify possible implications of non-compliance and use these to guide own work practices</td>
</tr>
<tr>
<td>4.1</td>
<td>Identify and document details of suspected or actual incidences of illegal conduct by self or others in the workplace</td>
</tr>
<tr>
<td>4.2</td>
<td>Contribute to ongoing monitoring and compliance with legal framework</td>
</tr>
<tr>
<td>4.3</td>
<td>Ensure that work is undertaken in a legally compliant manner</td>
</tr>
<tr>
<td>4.4</td>
<td>Recognise limits of own expertise, legal accountability obligations and access appropriate sources of expertise as required</td>
</tr>
<tr>
<td>4.5</td>
<td>Assess conduct of self and others in the workplace against specific components of the legal framework applicable to the workplace</td>
</tr>
<tr>
<td>4.6</td>
<td>Take appropriate actions to resolve or report illegal conduct, as required by applicable legislation, regulations, organisational procedures, standards and codes of practice</td>
</tr>
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</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK508A Interpret legislation

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK508 Interpret legislation

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- determine legislation and legal framework applicable to task
- research, interpret and apply appropriate legislation
- promote compliance with relevant legislation
- assess situations which may potentially present legal problems and issues
- maintain knowledge of legal frameworks and relevant legislation
- develop and implement strategies to manage compliance with appropriate legislation
- provide advice and documentation regarding applicable legislation, regulations, organisational procedures and codes of practice
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- the provisions contained in key relevant legislation and other legally binding legal policies and protocols from all levels of government that affect the relevant industry
- relevant Australian Standards
- organisational policies and procedures relating to legislation in organisation's functional area
- penalties for non-compliance with legislative requirements
- auditing requirements
- work health and safety requirements applicable to own work and functional area
- the scope of legal practitioner and support role and own responsibilities and obligations to provide legal advice, complete or sign off on legal work and appear in court as described by relevant jurisdictions
- how to encourage and support own compliance and that of others in the workplace
Assessment Requirements for AHCWRK508 Interpret legislation

- relevant conventions, treaties, agreements, guidelines, declarations, recommendations, laws and rules
- how to apply legal information to the workplace
- techniques to monitor compliance and identify illegal conduct
- where to find appropriate sources of information and specialist personnel when limits of own expertise are reached in determining applicable legislation
- accepted codes of practice relevant to the workplace including those relating to:
  - privacy and confidentiality
  - use of company property
  - duty of care
  - ethical behaviour
  - non-discriminatory practice
  - conflict of interest
  - compliance with reasonable direction
  - relevant general legal terminology.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
AHCWRK509 Provide specialist advice to clients

Modification History

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<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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Application

This unit of competency describes the skills and knowledge required to maintain technical currency for specialist knowledge and provide specialist advice to clients.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Develop and maintain specialist knowledge | 1.1 Use research skills regularly to build a comprehensive knowledge and understanding of specialist information from industry and other sources.  
1.2 Identify characteristics of industry practices, products and services and analyse using available documentation. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Document information and maintain in a format consistent with enterprise requirements</td>
<td></td>
</tr>
<tr>
<td>1.4 Apply acquired knowledge to improve quality within personal work areas</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify legislative, regulatory and industry requirements relating to own work</td>
<td></td>
</tr>
<tr>
<td>2. Consult with clients</td>
<td>2.1 Conduct consultation with clients in a professional and courteous manner at all times</td>
</tr>
<tr>
<td></td>
<td>2.2 Use appropriate interpersonal skills to facilitate accurate and relevant exchange of information</td>
</tr>
<tr>
<td></td>
<td>2.3 Use work practices that reflect sensitivity to client's requirements, specific needs and cultural, family and individual differences</td>
</tr>
<tr>
<td>3. Provide a response to client enquiries and need</td>
<td>3.1 Prepare information relevant to client's needs</td>
</tr>
<tr>
<td></td>
<td>3.2 Use research skills to find verifiable evidence in support of information and document in the appropriate format</td>
</tr>
<tr>
<td></td>
<td>3.3 Structure information to identify clear benefits to clients and the organisation</td>
</tr>
<tr>
<td></td>
<td>3.4 Document and present information in a professional format and style to the client for consideration and discussion</td>
</tr>
<tr>
<td></td>
<td>3.5 Evaluate client feedback by survey to improve future provision of technical information and professional services</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK509A Provide specialist advice to clients

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK509 Provide specialist advice to clients

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- develop and maintain industry wide specialist knowledge
- provide a professional service to client enquiries and needs
- show discretion and judgement in stakeholder interaction
- implement professional practice in stakeholder consultation and report documentation
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- products, treatments services of the industry
- environmental sustainability and land use issues relevant to the industry
- enterprise policy and procedures for customer service including handling customer complaints
- service standards and best practice models
- strategies for planning and monitoring activities
- consultation methods, techniques and protocols
- current enterprise, government and local council policy, legislation and regulations
- mechanisms to obtain and analyse customer feedback.

Assessment Conditions

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet -
AHCWRK510 Audit site operations

Modification History

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Application

This unit of competency describes the skills and knowledge required to audit site operations.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Determine the scope of the audit | 1.1 Prepare objectives and scope of the audit  
1.2 Confirm expectations of client or organisation  
1.3 Determine the pattern of random or non-random audit events  
1.4 Identify individual and personal actions for audit requirements  
1.5 Identify groups and processes for audit for audit requirements |
<table>
<thead>
<tr>
<th><strong>Element</strong></th>
<th><strong>Performance criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 Prepare a list of audit items</td>
<td></td>
</tr>
<tr>
<td>1.7 Identify legislative, regulatory and industry requirements for audit</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Specify the audit requirements                                        | 2.1 Identify and document precise parameters of acceptable conditions and results  
|                                                                         | 2.2 Describe the relevant sections of Codes of Practice and specific clauses in Australian Standards  
|                                                                         | 2.3 Communicate written guidelines to the audited group and individual staff members  
|                                                                         | 2.4 Provide detailed information to audit groups in a durable format for working conditions                                                                                                                                 |
| 3. Define the audit process                                               | 3.1 Determine and assign responsibilities for audit implementation and evaluation  
|                                                                         | 3.2 Determine the timing and frequency of the audit events of audit events  
|                                                                         | 3.3 Confirm schedules and logistical arrangements and plan contingency arrangements  
|                                                                         | 3.4 Confirm expectations with the audited group and individual staff members  
|                                                                         | 3.5 Document audit process and communicate to appropriate people                                                                                                                                                      |
| 4. Manage the audit implementation                                        | 4.1 Organise an audit meeting in advance at a mutually agreed time  
|                                                                         | 4.2 Examine the activities of audited group and individual staff members  
|                                                                         | 4.3 Identify and record items of compliance and non compliance  
|                                                                         | 4.4 Interview appropriate persons for detailed information, clarification and feedback  
|                                                                         | 4.5 Gather and record relevant information and sample documentation  
|                                                                         | 4.6 Take contingency actions as required and record                                                                                                                                                                    |
| 5. Evaluate and document the audit findings into a report                 | 5.1 Examine results and findings against audit objectives and present to the audited group or individual  
|                                                                         | 5.2 Seek and reach agreement on corrective action reports  
|                                                                         | 5.3 Explain and discuss context and consequences of audit during follow-up meetings  
|                                                                         | 5.4 Provide feedback on results to client or organisation  
|                                                                         | 5.5 Document the final audit report and present to client or organisation                                                                                                                                              |
Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHCWRK510A Audit site operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9e62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK510 Audit site operations

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- identify client or organisation expectations
- determine the scope of items for audit
- specify parameters of audit requirements
- define the audit process
- identify compliance and noncompliance items
- implement an audit
- manage the implementation of audits
- plan for and act on contingencies
- evaluate audit findings
- organise scheduling and meetings
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- audit methodology and techniques
- product or service
- quality principles and techniques
- interview techniques
- workplace documentation and policies
- logistics of operations of organisation
- legal issues and terminology relating to quality auditing
- award and enterprise agreements and relevant industrial instruments
- relevant legislation and regulations from all levels of government
• relevant codes of practice, regulations and Standards.

Assessment Conditions
Assessors must satisfy current standards for RTOs.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK511 Develop workplace policy and procedures for sustainability

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to develop workplace policy and procedures for sustainability.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They demonstrate deep knowledge in a specific technical area and analyse, design and communicate solutions to sometimes complex problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Develop workplace sustainability policy | 1.1 Define scope of sustainability policy  
1.2 Gather information from a range of sources to plan and develop policy  
1.3 Identify and consult stakeholders as a key component of the |
<table>
<thead>
<tr>
<th>Element</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>policy development process</td>
</tr>
<tr>
<td>1.4</td>
<td>Include appropriate strategies in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches</td>
</tr>
<tr>
<td>1.5</td>
<td>Make recommendations for policy options based on likely effectiveness, timeframes and cost</td>
</tr>
<tr>
<td>1.6</td>
<td>Develop policy that reflects the organisation’s commitment to sustainability as an integral part of business planning and as a business opportunity</td>
</tr>
<tr>
<td>1.7</td>
<td>Agree to appropriate methods of implementation</td>
</tr>
<tr>
<td>1.8</td>
<td>Identify legislative, regulatory and industry requirements relating to environmental sustainability, employment conditions and work health and safety</td>
</tr>
<tr>
<td>2.</td>
<td>Communicate workplace sustainability policy</td>
</tr>
<tr>
<td>2.1</td>
<td>Promote workplace sustainability policy, including its expected outcome to key stakeholders</td>
</tr>
<tr>
<td>2.2</td>
<td>Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned</td>
</tr>
<tr>
<td>3.</td>
<td>Implement workplace sustainability policy</td>
</tr>
<tr>
<td>3.1</td>
<td>Develop and communicate procedures to help implement workplace sustainability policy</td>
</tr>
<tr>
<td>3.2</td>
<td>Implement strategies for continuous improvement in resource efficiency</td>
</tr>
<tr>
<td>3.3</td>
<td>Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches</td>
</tr>
<tr>
<td>4.</td>
<td>Review workplace sustainability policy implementation</td>
</tr>
<tr>
<td>4.1</td>
<td>Document outcomes and provide feedback to key personnel and stakeholders</td>
</tr>
<tr>
<td>4.2</td>
<td>Investigate successes or otherwise of policy</td>
</tr>
<tr>
<td>4.3</td>
<td>Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance</td>
</tr>
<tr>
<td>4.4</td>
<td>Modify policy and or procedures as required to ensure improvements are made</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK511A Develop workplace policy and procedures for sustainability

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK511 Develop workplace policy and procedures for sustainability

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- participate in planning, development and implementation of organisational policy that complies with legislative requirements
- communicate with stakeholders to discuss approaches to policy development and implementation and contribute to the resolution of disputes that may arise due to different points of view
- develop and monitor policies for analysing data on enterprise resource consumption
- review policies and identify improvements while benchmarking against industry best practice
- implement new approaches as required
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- best practice approaches relevant to own work area
- environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation
- equal employment opportunity, equity and diversity principles and work health and safety implications of policy being developed
- policy development processes and practices
- principles, practices and available tools and techniques of sustainability management relevant to the particular industry context
- quality assurance systems relevant to own organisation
- relevant industry competency
• relevant organisational policies, procedures and protocols
• relevant systems and procedures to aid in the achievement of workplace sustainability.

**Assessment Conditions**

Assessors must satisfy current standards for RTOs.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK601 Monitor projects in a program

Modification History

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</table>

Application

This unit of competency describes the skills and knowledge required to monitor and report on requirements at a program level including interim, annual and final project reporting.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse and synthesise information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Review project milestones</td>
<td>1.1 Log project milestones for approved projects within the program for monitoring</td>
</tr>
<tr>
<td></td>
<td>1.2 Use negotiated and approved changes to milestones to adjust the monitoring records</td>
</tr>
<tr>
<td>2. Check progress against</td>
<td>2.1 Maintain contact with groups and coordinators to monitor project</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
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</tr>
</tbody>
</table>
| milestones | progress against agreed timelines  
2.2 Keep records of progress for reporting purposes  
2.3 Identify variations from agreed progress for reporting and response purpose  
2.4 Submit requests for change in project milestones and timelines for approval as required |
| 3. Summarise progress | 3.1 Prepare regular progress reports as required by program and agency  
3.2 Discuss progress reports with groups, coordinators and others  
3.3 Consolidate project reports into program reports as required |
| 4. Assist groups maintain project timeline | 4.1 Review group activities and resources where required achievement may not or has not been met  
4.2 Develop strategies to place the project back onto required plan with coordinator and community group leaders  
4.3 Submit documented proposed changes in project for approval by group initially, and then to program and agency requirements |

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

**Unit Mapping Information**

This unit is equivalent to AHCWRK601A Monitor projects in a program.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK601 Monitor projects in a program

Modification History

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:
- review project milestones
- check progress against milestones
- summarise progress
- assist groups maintain project timelines
- monitor resource usage against the project plan
- use industry standard terminology to describe.

Knowledge Evidence

The candidate must demonstrate knowledge of:
- group and regional cultures including diverse groups of people
- program and agency reporting requirements
- reporting formats
- project management
- financial reporting
- project management computer applications.

Assessment Conditions

Assessors must satisfy current standards for RTOs
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK602 Lead and manage community or industry organisations

Modification History

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Application

This unit of competency describes the skills and knowledge required to lead and manage community or industry organisations.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse and synthesise information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Guide the organisation in the achievement of its aims | 1.1 Examine and confirm the strategic direction of the organisation  
1.2 Undertake a leadership role in the strategic planning, goal setting and action planning of the organisation  
1.3 Promote a clear understanding of organisational purpose is with |
<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define and manage community or industry organisations</td>
<td>Stakeholders</td>
</tr>
<tr>
<td>1.4 Define and document clear roles and responsibilities for those in</td>
<td></td>
</tr>
<tr>
<td>the organisation</td>
<td></td>
</tr>
<tr>
<td>2. Design and implement communication</td>
<td>2.1 Communicate the organisation’s policies and directions through documents and presentations</td>
</tr>
<tr>
<td></td>
<td>2.2 Define reporting mechanisms clearly and produce reports in line with organisational policy and guidelines</td>
</tr>
<tr>
<td></td>
<td>2.3 Define protocols for communication</td>
</tr>
<tr>
<td>3. Establish and maintain effective relationships</td>
<td>3.1 Establish a code of behaviour covering disagreements and negotiation in consultation with others in organisation</td>
</tr>
<tr>
<td></td>
<td>3.2 Employ different strategies to deal with a variety of personality types</td>
</tr>
<tr>
<td></td>
<td>3.3 Manage conflict to seek mutually beneficial solutions</td>
</tr>
<tr>
<td></td>
<td>3.4 Achieve consensus in decision-making within the organisation where appropriate</td>
</tr>
<tr>
<td></td>
<td>3.5 Maintain and promote stakeholder relationships</td>
</tr>
<tr>
<td></td>
<td>3.6 Apply and promote effective meeting procedures within the organisation</td>
</tr>
<tr>
<td>4. Establish and manage professional and business networks</td>
<td>4.1 Influence decision-making in other relevant forums to align with organisation’s best interests</td>
</tr>
<tr>
<td></td>
<td>4.2 Gather and acknowledge views for consideration and representation</td>
</tr>
<tr>
<td></td>
<td>4.3 Achieve win-win outcomes through lobbying and negotiations</td>
</tr>
<tr>
<td></td>
<td>4.4 Maintain contemporary knowledge of issues and political factors</td>
</tr>
<tr>
<td>5. Build effective teams in the organisation</td>
<td>5.1 Demonstrate and maintain ethical behaviour and appropriate inter-personal skills in all dealings</td>
</tr>
<tr>
<td></td>
<td>5.2 Adapt leadership style to suit a range of differing contexts</td>
</tr>
<tr>
<td></td>
<td>5.3 Canvas opinion leaders and gain institutional support for the organisation</td>
</tr>
<tr>
<td></td>
<td>5.4 Recruit new members for the organisation</td>
</tr>
<tr>
<td></td>
<td>5.5 Provide relevant information to new and potential members</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK602A Lead and manage community or industry organisations

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK602 Lead and manage community or industry organisations

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</table>

Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- guide the organisation in the achievement of its aims
- design and implement communication
- establish and maintain effective relationships
- establish and manage professional and business networks
- promote team building
- use industry standard terminology.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- leadership styles, roles and responsibilities
- strategic planning
- development and implementation of organisational policy and procedures
- ethics and codes of behaviour
- conflict management
- meeting procedures and protocols
- negotiation and consensus in decision-making.

Assessment Conditions

Assessors must satisfy current standards for RTOs
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCWRK603 Design and conduct a field-based research trial

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AHCv1.0</td>
<td>Initial release</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to design and conduct a field-based research trial.

This unit applies to individuals who take personal responsibility and exercise autonomy in undertaking complex work. They analyse and synthesise information and exercise judgement to complete a range of advanced skilled activities.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Work (WRK)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Design the trial</td>
<td>1.1 Identify problems and opportunities that support undertaking a trial and define the trial subject and projected outcomes as required by enterprise guidelines, market research, client requirements, cost analysis and cost benefits to the enterprise</td>
</tr>
<tr>
<td></td>
<td>1.2 Undertake research into available evidence to establish the</td>
</tr>
<tr>
<td>Element</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.1</td>
<td>performance criteria of the subject, product or treatment to be trialled and the trial design</td>
</tr>
<tr>
<td>1.3</td>
<td>Locate trial sites according to trial design requirements and enterprise capabilities and identify site factors and incorporate into the trial design</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify and obtain approvals and permits required to conduct the trial</td>
</tr>
<tr>
<td>1.5</td>
<td>Establish data collection and recording specifications according to the trial design and follow proper conventions and controls to satisfy statistical audit requirements and eliminate variables according to sound clinical practice</td>
</tr>
<tr>
<td>2. Prepare to conduct the trial</td>
<td>2.1 Identify workplace health and safety hazards, assess risks and develop control measures, and cost and document in the trial design</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify environmental implications associated with implementation of the trial and document in the trial design</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and cost materials, tools, equipment and machinery required for the trial and confirm availability with suppliers, contractors and appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>2.4 Establish and prepare trial sites for implementation of the trial</td>
</tr>
<tr>
<td></td>
<td>2.5 Document detailed trial site plans, trial specifications and trial procedures clearly and comprehensively in the trial design</td>
</tr>
<tr>
<td>3. Conduct the trial</td>
<td>3.1 Undertake staged data collection throughout the course of the trial</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor trial implementation for accuracy, compliance to the trial design and out-of-specification procedures or events</td>
</tr>
<tr>
<td></td>
<td>3.3 Record all monitoring and trial data</td>
</tr>
<tr>
<td>4. Assess practical application of trial outcome</td>
<td>4.1 Undertake statistical auditing for the trial outcomes and follow proper conventions and controls to eliminate variables according to sound clinical practice</td>
</tr>
<tr>
<td></td>
<td>4.2 Draw conclusions from relevant information that are based on appropriate evidence and reasoned arguments</td>
</tr>
<tr>
<td></td>
<td>4.3 Assess trial outcomes for practical application, based on conclusions drawn from the trial</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Unit Mapping Information
This unit is equivalent to AHCWRK603A Design and conduct a field-based research trial

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
Assessment Requirements for AHCWRK603 Design and conduct a field-based research trial

Modification History

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Performance Evidence

The candidate must be assessed on their ability to integrate and apply the performance requirements of this unit in a workplace setting. Performance must be demonstrated consistently over time and in a suitable range of contexts.

The candidate must provide evidence that they can:

- establishing sound research parameters that enables achievable results
- conducting research consistent with recognised scientific practice
- calculate the cost and spatial and logistical requirements of components of the trial
- enter, analyse and organise data in a mathematically sound and accurately graphed, charted or tabled representation, consistent with the trial design
- comply with legislative requirements
- use of industry standard terminology
- awareness of workplace health and safety in the context of own work
- appropriate sustainability practices in the context of own work.

Knowledge Evidence

The candidate must demonstrate knowledge of:

- growth habits, physiological properties and taxonomic specification of animals and plants involved in the trial
- physical and biochemical properties of products involved in the trial
- properties and current, best practice application of treatments involved in the trial
- scientific and mathematical trialling, data collection, processing and analytical techniques and procedures
- auditing and reporting procedures
- the enterprise business and marketing plans
- enterprise work team management guidelines
- bio-ethics (where animals are involved in the trial).
Assessment Conditions

Assessors must satisfy current standards for RTOs.

Links

Companion Volume implementation guides are found in VETNet -
AMPMT806 Commercialise research and technology product or idea

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge required to undertake the fundamentals of product/idea commercialisation. It describes the process from conception to launch to full production.

Competency requires developing the skills and knowledge to successfully research, analyse, cost and develop a business opportunity for a product/idea. This unit also describes the skills required to manage commercialisation and evaluate product success.

This unit applies to leaders or managers responsible for developing a commercialisation strategy for an innovative product or technique, which has been developed through research.

Leaders undertaking product commercialisation must investigate and negotiate the legal and partnership implications of commercialisation, undertake market testing and develop commercialisation strategies.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil.
Unit Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Investigate commercialisation options | 1.1 Describe product/innovation to be commercialised  
1.2 Analyse innovation alignment against organisation's innovation objectives  
1.3 Research, analyse and test market opportunities  
1.4 Investigate optimum business structure and funding options |
| 2. Develop commercialisation proposal | 2.1 Determine resourcing requirements  
2.2 Develop marketing plan  
2.3 Determine supply chain strategy  
2.4 Determine strategies for managing Intellectual Property (IP)  
2.5 Determine environmental sustainability of proposed product/idea  
2.6 Develop risk mitigation plan  
2.7 Negotiate proposal modifications with key stakeholders |
| 3. Prepare for implementation | 3.1 Develop project implementation plan  
3.2 Determine monitoring process  
3.3 Establish and develop required business processes  
3.4 Assemble project team |

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

MTMBUS706A Commercialise research and technology product/idea   E
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e2e56b7-698f-4822-84bb-25adb8443a7
Assessment Requirements for AMPMGT806 Commercialise research and technology product or idea

Modification History

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<tr>
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</tr>
</tbody>
</table>

Performance Evidence

Candidates must undertake the fundamentals of product/idea commercialisation from conception to launch to full production.

Candidates must demonstrate ability to:

- analyse market trends
- budget, including forecasting, capacity and asset analysis, setting targets and compliance mechanisms
- negotiate licensing IP (in and out), contractual supply chain arrangement and partnerships
- use communication skills to:
  - maintain appropriate relationships with colleagues and others
  - value and be open to the opinions of others
  - work as part of a team
  - model collaborative communication and learning
  - use active listening and negotiation skills
  - present and negotiate proposals
  - seek opinions and feedback from a range of stakeholders
  - develop plain English texts deslining with complex ideas and concepts
- generate and evaluate ideas by analysing information and concepts at an abstract level
- provide strategic leadership during change and negotiation processes
- use problem-solving, initiative and enterprise skills to:
  - direct, motivate, consult and delegate appropriately
  - collect, analyse and interpret data using a range of methods
  - shape strategic thinking and inspire others with a shared vision
  - work with teams with diverse emotional intelligence and cognitive ability
- provide leadership in workplace health and safety practice, ethical standards and legislative requirements
• review own personal and professional competence against personal development objectives
• support and use participative arrangements aimed at establishing trust
• to develop, negotiate and structure an agreed commercialisation strategy
• to apply leadership style and approach appropriate to individuals involved, outcomes being sought and contextual factors

Knowledge Evidence
Candidates must demonstrate specialised and integrated technical and theoretical knowledge of:
• relevant legislation
• business strategies and legal requirements underpinning trademarks, copyright and patents
• legal requirements underpinning partnership arrangements, contracts and taxation
• commercial environmental analysis techniques, including Strengths, Weaknesses, Opportunities, Threats (SWOT)/TOWS
• market testing strategies and techniques
• strategies for analysing and assessing the upstream and downstream implications of an innovation
• risk assessment strategies and techniques
• team selection, management and support strategies
• environmental sustainability principles

Assessment Conditions
Competency must be demonstrated through sustained performance over time, at an appropriate level of responsibility and under typical operating and production conditions for the enterprise.

Assessment must ensure:
• access to an actual workplace or simulated environment
• assessment over a sufficient timeframe to allow holistic assessment of the candidate’s capacity to lead the development of a commercialisation strategy
• resources normally used in the workplace, including organisational policies and procedures, and relevant legislation
• access to stakeholders, potential partners and clients

Assessors must satisfy current standards for RTOs.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e2e56b7-698f-4822-84bb-25adb b8443a7
BSBADM409 Coordinate business resources

Modification History

<table>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

It applies to individuals with a broad knowledge of business resources who contribute well developed skills and knowledge to ensure adequate resources are available to perform the work of the organisation. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Determine resource requirements</td>
<td>1.1 Determine resource requirements in accordance with business and operational plans and organisational requirements</td>
</tr>
<tr>
<td>1.2 Provide opportunities to individuals and workgroups to contribute to the identification of resource requirements</td>
<td></td>
</tr>
<tr>
<td>1.3 Ensure resource expenditure is realistic and makes efficient use of available budget resources</td>
<td></td>
</tr>
<tr>
<td>1.4 Present recommendations on resource requirements in the</td>
<td></td>
</tr>
</tbody>
</table>
ELEMENT | PERFORMANCE CRITERIA
---|---
required format, style and structure using relevant business equipment and technology

2 Acquire and allocate resources
2.1 Acquire physical resources and services in accordance with organisational requirements
2.2 Check resources to ensure quality and quantity are in line with service agreements
2.3 Allocate resources promptly to enable achievement of workgroup objectives
2.4 Ensure consultation with individuals and teams on allocation of resources is participative and is conducted using appropriate interpersonal skills

3 Monitor and report on resource allocation and usage
3.1 Measure effectiveness of resource planning and assess against actual costs, identified shortfalls and surpluses
3.2 Develop and implement methods of monitoring resource use to enable timely and accurate reporting against business and operational plans
3.3 Identify improvements in resource planning through consultation and feedback, and implement in accordance with organisational requirements
3.4 Maintain records concerning equipment and resource purchases in accordance with organisational requirements

Foundation Skills
This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 2.2, 3.1, 3.3, 3.4</td>
<td>• Identifies and interprets information from organisational plans, policies and procedures</td>
</tr>
<tr>
<td>Writing</td>
<td>1.4, 2.1, 3.1-3.4</td>
<td>• Develops a range of documents using structure and vocabulary appropriate to audience, context and purpose</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.2, 2.4, 3.3</td>
<td>• Participates effectively in spoken interactions using active listening and questioning to confirm and clarify understanding</td>
</tr>
</tbody>
</table>
Numeracy | 1.3, 2.2, 3.1, 3.2 |
---|---|
• Interprets and comprehends a range of mathematical information that is embedded in familiar texts  
• Calculates and compares numeric data to track expenditure

Navigate the world of work | 1.1, 2.1, 3.3, 3.4 |
---|---|
• Recognises and responds to explicit and implicit organisational procedures and protocols and legislative/regulatory requirements

Interact with others | 1.2, 1.4, 2.4, 3.3 |
---|---|
• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role  
• Cooperates with others as part of familiar routine activities playing an active role in facilitating group interaction

Get the work done | 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2 |
---|---|
• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints  
• Recognises and takes responsibility for addressing predictable problems in familiar work contexts  
• Utilises a range of features within digital applications to access, store and share information  
• Reflects on the ways in which variables impact on decision outcomes to identify improvement opportunities

Unit Mapping Information

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BSBADM409 Coordinate business resources</td>
<td>BSBADM409A Coordinate business resources</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBADM409 Coordinate business resources

Modification History

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<tbody>
<tr>
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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- monitor resource usage
- maintain records of resource requirements and usage
- calculate costs and expenditures in relation to use and maintenance of business resources
- acquire and allocate physical resources and services to team members
- consult and communicate with individuals and teams about acquiring and using resources
- monitor, review and report on resource use acquisition, allocation, use and procedures
- follow organisational policies and procedures in relation to business resource acquisition and monitoring.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- describe the functions of business equipment used in an organisation and identify common faults
- identify organisational policies, plans and procedures in relation to business resource acquisition and monitoring.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:
- records relating to business resources
- policies and procedures relating to resources
- case studies, and where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBADM504 Plan and implement administrative systems

Modification History

<table>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to plan for or review the requirements of effective administrative systems and procedures for implementing, monitoring and reviewing the system.

It applies to individuals employed in a range of work environments in senior administrative roles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – General Administration

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1 Plan for the new or modified administrative system | 1.1 Identify requirements of, or modifications to, the administrative system through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements  
1.2 Obtain quotations from suppliers/developers for the identified requirements or modifications to be made to the system in accordance with organisational policy and procedures  
1.3 Select supplier or developer in accordance with organisational |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>policy and procedures</td>
<td></td>
</tr>
</tbody>
</table>
| 2 Implement new or modified administrative system | 2.1 Identify and develop implementation strategies in consultation with staff  
2.2 Encourage staff to participate in all stages of the implementation process  
2.3 Implement system in accordance with organisational and legislative requirements  
2.4 Define and communicate procedures for using the system to staff  
2.5 Provide training and support for staff on the use of the new or modified system  
2.6 Deal with contingencies to ensure minimal impact on users |
| 3 Monitor administrative system | 3.1 Monitor system for usage, security and output in accordance with organisational requirements  
3.2 Modify system to meet changing needs in accordance with organisational requirements  
3.3 Clearly identify further modifications and notify users  
3.4 Monitor staff training needs and train new staff on administrative system |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>2.5, 3.4</td>
<td>• Actively reinforces own knowledge and skills by training or mentoring others</td>
</tr>
<tr>
<td>Reading</td>
<td>1.2, 1.3, 3.1</td>
<td>• Extracts, analyses and evaluates information from complex texts, including organisational policies and procedures</td>
</tr>
</tbody>
</table>
| Writing | 1.1, 2.1, 2.4, 3.2, 3.3 | • Gathers and utilises information and ideas from a range of sources to create texts to meet organisational requirements  
• Creates instructional texts using grammatical structures and vocabulary appropriate to audience and
<table>
<thead>
<tr>
<th>context</th>
<th>Oral Communication 1.1, 2.1, 2.2, 2.4, 2.5, 3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose</td>
</tr>
<tr>
<td></td>
<td>• Uses listening and questioning techniques to elicit key information and confirm understanding</td>
</tr>
<tr>
<td></td>
<td>• Presents complex information adjusting presentation style and vocabulary to suit the audience</td>
</tr>
<tr>
<td></td>
<td>Numeracy 1.1, 1.2</td>
</tr>
<tr>
<td></td>
<td>• Recognises and interprets numerical information related to budgets</td>
</tr>
<tr>
<td></td>
<td>Navigate the world of work 1.1-1.3, 2.3, 2.4, 3.1</td>
</tr>
<tr>
<td></td>
<td>• Develops systems to meet organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>Interact with others 1.1, 1.2, 2.1, 2.2, 2.4</td>
</tr>
<tr>
<td></td>
<td>• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</td>
</tr>
<tr>
<td></td>
<td>• Collaborates with others to achieve joint outcomes, providing guidance to others, where necessary</td>
</tr>
<tr>
<td></td>
<td>Get the work done 1.1-1.3, 2.1, 2.3, 2.4, 2.6, 3.2, 3.3</td>
</tr>
<tr>
<td></td>
<td>• Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints</td>
</tr>
<tr>
<td></td>
<td>• Monitors progress of plans and changes them to meet new demands or priorities</td>
</tr>
<tr>
<td></td>
<td>• Systematically gathers and analyses all relevant information and evaluates options to make informed decisions</td>
</tr>
<tr>
<td></td>
<td>• Anticipates potential problems and implements contingency plans as soon as warning signs are recognised</td>
</tr>
<tr>
<td></td>
<td>• Uses and investigates new digital technologies and applications to manage and manipulate data</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates awareness of the importance of data security in a digital environment</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

<table>
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<tr>
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<tr>
<td>BSBADM504 Plan and implement administrative</td>
<td>BSBADM504B Plan or review administrative</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
<tr>
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</tbody>
</table>
| systems                       | systems                        | Minor title change  
                                           Minor correction to wording in elements and performance criteria - 'administration' changed to 'administrative' | |

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBADM504 Plan and implement administrative systems

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- work with relevant personnel and stakeholders to identify administrative system improvements
- document necessary requirements or modifications
- provide training and support for staff to use the new or modified system
- monitor the new system and identify future improvements and staff training needs.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
summarise relevant legislative and organisational policies and procedures for reviewing administrative systems

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:
- organisational policy and procedure manuals
- reference materials
- appropriate equipment.

Assessors must satisfy NVR/AQTF assessor requirements.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBCMM401 Make a presentation

Modification History

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</table>

Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Prepare a presentation</td>
<td>1.1 Plan and document presentation approach and intended outcomes</td>
</tr>
<tr>
<td></td>
<td>1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed</td>
</tr>
<tr>
<td></td>
<td>1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation</td>
</tr>
<tr>
<td></td>
<td>1.5 Select techniques to evaluate presentation effectiveness</td>
</tr>
</tbody>
</table>
| 2 Deliver a presentation | 2.1 Explain and discuss desired outcomes of the presentation with the target audience  
                               2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas  
                               2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes  
                               2.4 Use persuasive communication techniques to secure audience interest  
                               2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences  
                               2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding |
| 3 Review the presentation | 3.1 Implement techniques to review the effectiveness of the presentation  
                                3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation  
                                3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 1.3, 2.2</td>
<td>• Reviews and analyses documents to identify information relevant to a specific presentation</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1, 3.3</td>
<td>• Develops material to convey ideas and information to target audience in an engaging way</td>
</tr>
<tr>
<td>Oral</td>
<td>1.4, 2.1, 2.2, 2.3</td>
<td>• Presents information using words and non-verbal features appropriate to the audience and context</td>
</tr>
</tbody>
</table>
| Communication | 2.4, 2.5, 2.6, 3.2 | • Uses listening and questioning techniques to gather information required to develop or modify presentations  
• Interprets audience reactions and changes words or non-verbal features accordingly |
| Interact with others | 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2 | • Selects and uses appropriate conventions and protocols to encourage interaction or to present information  
• Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals  
• Recognises the need to alter personal communication style in response to the needs or expectations of others |
| Get the work done | 1.1-1.5, 2.2, 2.5, 3.1-3.3 | • Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes  
• Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas  
• Uses the main features and functions of digital tools to complete work tasks |

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>BSBCMM401 Make a presentation</td>
<td>BSBCMM401A Make a presentation</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBCMM401 Make a presentation

Modification History

<table>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:
- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.
Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBCOM602 Develop and create compliance requirements

Modification History

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<tbody>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to plan, develop and validate compliance requirements.

It applies to individuals who are responsible for the compliance requirements of an organisation. It also applies to individuals in regulatory authorities, licensing authorities, statutory standards authorities, professional associations and institutes, government departments or other organisations who are responsible for establishing compliance requirements to be fulfilled by other organisations and personnel.


No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Compliance

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| 1 Clarify the purpose and scope of the proposed compliance requirements | 1.1 Determine the authority for the compliance requirements in conjunction with relevant personnel  
1.2 Clarify the purpose of the compliance requirements with relevant authorised personnel  
1.3 Determine the scope of the proposed compliance requirements in consultation with relevant internal and/or external personnel  
1.4 Clarify the implications of non-compliance with the proposed compliance requirements and evaluate in consultation with relevant internal and/or external personnel  
1.5 Identify and interpret relevant Australian and international standards pertaining to the proposed compliance requirements and related compliance program/management system |
| 2 Prepare the development plan | 2.1 Establish a suitable project methodology to identify and consult with relevant stakeholders who have an interest in the proposed compliance requirements  
2.2 Prepare the plan for the proposed project to develop compliance requirements  
2.3 Obtain approval of plan from relevant internal and/or external personnel |
| 3 Consult with relevant stakeholders | 3.1 Identify relevant internal and/or external stakeholders in the compliance requirements  
3.2 Consult stakeholders on compliance requirements in accordance with the established methodology  
3.3 Interpret, analyse and organise outcomes of consultations with stakeholders  
3.4 Summarise findings and issues determined through the consultation process and draft appropriate recommendations on compliance requirements |
| 4 Prepare the initial draft report on the proposed compliance requirements | 4.1 Prepare the initial draft report on the proposed compliance requirements including information on the findings, issues and recommended requirements identified through the consultation processes  
4.2 Submit draft report to the development team for consideration and make any changes required in preparation for validation consultations |
<p>| 5 Obtain feedback on draft compliance | 5.1 Determine an appropriate sample of stakeholders for the validation process in collaboration with the other members of the |</p>
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>requirements</td>
<td>development team in accordance with the established methodology</td>
</tr>
<tr>
<td></td>
<td>5.2 Disseminate the draft compliance requirements to the identified sample of stakeholders using appropriate techniques and technology</td>
</tr>
<tr>
<td></td>
<td>5.3 Collate, interpret and analyse feedback received on the draft compliance requirements</td>
</tr>
<tr>
<td></td>
<td>5.4 Summarise and organise outcomes of the feedback process in preparation for editing of the draft compliance requirements</td>
</tr>
<tr>
<td>6 Edit and document recommended compliance requirements</td>
<td>6.1 Edit the draft compliance requirements appropriately based on the feedback obtained from stakeholders</td>
</tr>
<tr>
<td></td>
<td>6.2 Format and proofread the edited compliance requirements in accordance with the agreed methodology</td>
</tr>
<tr>
<td></td>
<td>6.3 Submit the recommended compliance requirements in the required format to authorised personnel for consideration and due process for approval and implementation</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
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</tr>
</thead>
</table>
| Reading | 1.5, 3.3, 3.4, 4.1, 5.3, 5.4, 6.1, 6.2 | • Comprehends and analyses texts to identify key requirements  
• Identifies, analyses, reviews and extracts relevant information from complex texts  
• Proofreads draft texts to identify changes required |
| Writing | 2.1-2.3, 3.3, 3.4, 4.1, 4.2, 5.3, 5.4, 6.1, 6.2 | • Collates, summarises and compiles information from a range of sources  
• Develops materials for a specific audience using clear and detailed language to convey findings and recommendations  
• Edits and incorporates amendments to ensure compliance with regulatory or organisational requirements |
| Oral Communication | 1.1-1.4, 2.3, 3.2, 5.1 | • Conveys or seeks information, in a format and style appropriate to a specific audience |
| Navigate the world of work | 1.5 | • Elicits the views and opinions of others by listening and questioning  
| Interact with others | 1.1-1.4, 2.3, 3.2, 5.1 | • Identifies organisational implications of legislative requirements and considers these when planning and implementing work  
| Get the work done | 1.4, 1.5, 2.1, 2.2, 2.3, 3.1-3.3, 4.1, 4.2, 5.1-5.4, 6.1-6.3 | • Collaborates with others using effective interpersonal skills to facilitate shared understanding  
| | | • Identifies and uses appropriate conventions and practices when communicating with internal and external personnel  
| | | • Sequences and schedules complex activities, monitors implementation and manages required communication with others  
| | | • Gathers and analyses data and feedback to improve outcomes  
| | | • Utilises features and functions of digital tools to complete complex tasks  

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
<th>Equivalence status</th>
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<td>BSBCOM602 Develop and create compliance requirements</td>
<td>BSBCOM602B Develop and create compliance requirements</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</table>

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBCOM602 Develop and create compliance requirements

Modification History

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<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- access and interpret information on relevant Australian and international standards
- collaborate with others to clarify the purpose and scope of the compliance requirements
- plan the compliance requirements using a suitable project methodology
- consult relevant stakeholders about compliance requirements according to the approved plan
- prepare draft recommendations on compliance requirements based on information collected during consultations
- collaborate with others to conduct a validation process on the draft compliance requirements
- document the final compliance requirements according to organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant compliance requirements
- explain methods and techniques suitable for the development and creation of compliance requirements
- outline elements of compliance program/management systems including:
  - documentation of compliance requirements relevant to the organisation
  - specification of compliance management functions, accountabilities and responsibilities within the organisation
  - compliance related management information systems
  - record keeping systems required for compliance management
- liaison procedures with relevant internal and external personnel on compliance related matters
- breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements
- compliance reporting procedures
- corporate induction and training processes related to compliance management
- processes for the internal and external sharing and promotion of information on compliance requirements and a compliance program management system
- compliance complaints handling systems
- continuous improvement processes for compliance including monitoring, evaluation and review
- strategies for developing a positive compliance culture within the organisation
- techniques and performance indicators for monitoring the operation of a compliance program/management system
- reporting processes on compliance management including reports on breaches and rectification action.
- explain relevant organisational policies and procedures including compliance plans in various compliance area and organisational standards for operations and ethics.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the compliance field of work and include access to:

- organisational policies and procedures and documentation relevant to compliance requirements
- Australian and international standards relevant to compliance requirements
- interaction with others
- computer resources and business technology
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11e6853-ceed-4ba7-9d87-4da407e23c10
BSBCUS301 Deliver and monitor a service to customers

Modification History

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service.

It applies to individuals who apply a broad range of competencies in various work contexts. In this role, individuals often exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over short or long term interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Identify customer needs</td>
<td>1.1 Use appropriate interpersonal skills to accurately identify and clarify customer needs and expectations</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess customer needs for urgency to determine priorities for service delivery according to organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Use effective communication to inform customers about available choices for meeting their needs and assist in the selection</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>of preferred options</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify limitations in addressing customer needs and seek appropriate assistance from designated individuals</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Deliver a service to customers</td>
<td>2.1 Provide prompt service to customers to meet identified needs in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery</td>
</tr>
<tr>
<td></td>
<td>2.3 S sensitively and courteously handle customer complaints in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Provide assistance or respond to customers with specific needs according to organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify and use available opportunities to promote and enhance services and products to customers</td>
</tr>
<tr>
<td>3 Monitor and report on service delivery</td>
<td>3.1 Regularly review customer satisfaction with service delivery using verifiable evidence according to organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Identify opportunities to enhance the quality of service and products, and pursue within organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Regularly seek customer feedback and use to improve the provision of products and services</td>
</tr>
<tr>
<td></td>
<td>3.5 Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reading   | 1.2, 2.1, 2.3, 2.4, 3.1, 3.5 | - Comprehends textual information to determine customer service requirements  
- Proofreads texts for clarity of meaning and accuracy of grammar and punctuation |
<table>
<thead>
<tr>
<th>Writing</th>
<th>2.3, 3.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Completes responses to customer complaints in</td>
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<td></td>
<td>required format</td>
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<td></td>
<td>• Prepares reports using sequencing, format</td>
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<tr>
<td></td>
<td>and words to communicate recommendations</td>
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<tr>
<td></td>
<td>clearly and effectively</td>
</tr>
<tr>
<td>Oral</td>
<td>1.1, 1.3, 1.4, 2.2, 2.3, 2.4</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Provides information or advice using</td>
</tr>
<tr>
<td></td>
<td>structure and language to suit the</td>
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<td></td>
<td>audience</td>
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<td></td>
<td>• Asks questions and listens to gain</td>
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<tr>
<td></td>
<td>information or confirm understanding</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.2, 2.1-2.4, 3.1, 3.2</td>
</tr>
<tr>
<td></td>
<td>• Recognises, understands and applies</td>
</tr>
<tr>
<td></td>
<td>organisational policies and procedures</td>
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<td>relevant to role</td>
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<tr>
<td>Interact with others</td>
<td>1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4</td>
</tr>
<tr>
<td></td>
<td>• Selects and uses appropriate communication</td>
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<tr>
<td></td>
<td>conventions to establish connections,</td>
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<td>build rapport, seek information and</td>
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<td>develop professional working</td>
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<td></td>
<td>relationships</td>
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<td></td>
<td>• Adjusts personal communication style in</td>
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<td>response to the opinions, values and</td>
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<td></td>
<td>particular needs of others</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.2, 2.3, 2.5, 3.1-3.5</td>
</tr>
<tr>
<td></td>
<td>• Plans and implements systems to gather and</td>
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<td></td>
<td>organise information</td>
</tr>
<tr>
<td></td>
<td>• Monitor actions and progress against goals</td>
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<tr>
<td></td>
<td>and implements adjustments as appropriate</td>
</tr>
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<td></td>
<td>• Uses problem-solving skills to analyse and</td>
</tr>
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<td></td>
<td>respond to customer complaints or enquiries</td>
</tr>
<tr>
<td></td>
<td>• Identifies and follows up on opportunities</td>
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<td></td>
<td>to improve work practices and outcomes</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

<table>
<thead>
<tr>
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<td>BSBCUS301B Deliver and monitor a service to customers</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</table>
Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBCUS301 Deliver and monitor a service to customers

Modification History

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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- use communication skills to establish rapport and build relationships with customers in accordance with organisational requirements
- identify customer needs using appropriate questioning and active listening skills
- provide customer service in accordance with organisational requirements
- respond to and record customer feedback and action taken according to organisational standards, policies and procedures
- produce a report which identifies and recommends ways to improve service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise key provisions of relevant legislation from all levels of government that may affect aspects of business operations
- explain organisational policy and procedures for customer service, including handling customer complaints
- provide examples of verifiable evidence that could be used to review customer satisfaction
- outline the interpersonal skills needed for serving customers, including customers with specific needs.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:
Assessment Requirements for BSBCUS301 Deliver and monitor a service to customers

- office equipment and technology
- workplace documents, organisational policies and procedures for customer service
- examples of customer complaints and feedback
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBCUS501 Manage quality customer service

Modification History

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<td>This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
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</table>

Application

This unit describes the skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

It applies to individuals who supervise the provision of quality customer service within an organisation’s procedures framework by others. At this level, individuals must exercise considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Plan to meet internal and external customer</td>
<td>1.1 Investigate, identify, assess, and include the needs of customers in planning processes</td>
</tr>
</tbody>
</table>
### ELEMENT | PERFORMANCE CRITERIA
--- | ---
requirements | 1.2 Ensure plans achieve the quality, time and cost specifications agreed with customers
2 Ensure delivery of quality products and services | 2.1 Deliver products and services to customer specifications within organisation’s business plan
 | 2.2 Monitor team performance to consistently meet the organisation’s quality and delivery standards
 | 2.3 Help colleagues overcome difficulties in meeting customer service standards
3 Monitor, adjust and review customer service | 3.1 Develop and use strategies to monitor progress in achieving product and/or service targets and standards
 | 3.2 Develop and use strategies to obtain customer feedback to improve the provision of products and services
 | 3.3 Develop, procure and use resources effectively to provide quality products and services to customers
 | 3.4 Make decisions to overcome problems and to adapt customer services, products and service delivery in consultation with appropriate individuals and groups
 | 3.5 Manage records, reports and recommendations within the organisation’s systems and processes

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.5</td>
<td>• Interprets and analyses textual information from a variety of sources and applies the knowledge that has been gained to evaluate standards for organisation’s products and services</td>
</tr>
<tr>
<td>Writing</td>
<td>1.2, 3.1, 3.2, 3.3, 3.5</td>
<td>• Produces a range of text types to convey information, requirements or recommendations matching style of writing to purpose and audience</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.1, 1.2, 2.1, 2.3, 3.2</td>
<td>• Clearly articulates systems and standards in a team environment using language suitable to diverse audiences • Uses listening and questioning techniques to obtain</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1.2</td>
<td>Interprets and comprehends mathematical information in organisation’s business and customer service plans.</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>2.1, 2.2, 3.1, 3.5</td>
<td>Recognises and applies organisational protocols and meets expectations associated with own work</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.1, 2.3, 3.4</td>
<td>Identifies and uses appropriate conventions and protocols when communicating with colleagues and customers. Collaborates with others, taking into account their strengths and experience, to achieve desired outcomes. Provides support in field of expertise to team.</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1, 1.2, 2.1, 2.2, 3.1-3.5</td>
<td>Develops and implements plans using logical processes and monitors and evaluates progress against stated goals. Accepts responsibility for addressing complex or non-routine difficulties, applying problem solving processes in determining a solution. Uses digital technology to access, organise and present information in a format that meets requirements.</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS501 Manage quality customer service</td>
<td>BSBCUS501 Manage quality customer service</td>
<td>Updated to clarify assessment conditions</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBCUS501 Manage quality customer service

Modification History

<table>
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<tr>
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<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Release 2</td>
<td>This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version first released with Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- develop and manage organisational systems for quality customer service
- develop and review plans, policies, and procedures for delivering and monitoring quality customer service
- implement policies and procedures to ensure quality customer service
- solve complex customer complaints and system problems that lead to poor customer service
- monitor and assist teams to meet customer service requirements
- develop, procure, and use human and physical resources to support quality customer service delivery.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation relevant to customer service
- describe organisational policy and procedures for customer service including handling customer complaints
- identify service standards and best practice models
- summarise public relations and product promotion
- outline techniques for dealing with customers including customers with specific needs
• explain techniques for solving complaints including the principles and techniques involved in the management and organisation of:
  • customer behaviour
  • customer needs research
  • customer relations
  • ongoing product and/or service quality
  • problem identification and resolution
  • quality customer service delivery
  • record keeping and management methods
  • strategies for monitoring, managing and introducing ways to improve customer service relationships
  • strategies to obtain customer feedback.

Assessment Conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:
• legislation, regulations and codes of practice related to customer service
• business technology
• workplace documentation and resources
• complex customer complaints
• case studies and, where possible, real situations
• interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBDES305 Source and apply information on the history and theory of design

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
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</table>

Application

This unit describes the skills and knowledge required to source information on design history and theory, and to apply that information in the individual’s design work.

It applies to individuals who work in design and need to develop and maintain a general knowledge of design history and theory.

More complex research into design theory and design trends is covered by BSBDES602 Research global design trends and BSBDES801 Research and apply design theory.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Collect information on design history and theory</td>
<td>1.1 Identify and access relevant sources of information on design history and theory</td>
</tr>
<tr>
<td></td>
<td>1.2 Organise research material and findings for current or future use in design practice, facilitating easy access and</td>
</tr>
</tbody>
</table>
### ELEMENT | PERFORMANCE CRITERIA
--- | ---
cross-referencing

| 2 Apply information to own area of work | 2.1 Evaluate information in the context of current design practice  
2.2 Assess which aspects of information on design history and theory could be used or adapted to inform current practice  
2.3 Use relevant information in a culturally appropriate way to develop an understanding of own area of work |

| 3 Update and maintain knowledge of design trends | 3.1 Identify and use opportunities to update and expand knowledge of design trends and developments  
3.2 Incorporate and integrate knowledge into design activities |

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
--- | --- | ---
Reading | 1.1, 2.1, 3.1 |  
- Identifies, interprets and evaluates information on historical and current design trends from a range of sources |
Writing | 1.2, 3.1 |  
- Notes findings and sources of information for design knowledge, trends and developments  
- Documents information for colleagues and peers as requested |
Oral Communication | 1.1, 3.1 |  
- Asks questions to clarify information, listens to responses and shares ideas with others |
Navigate the world of work | 2.3 |  
- Understands main tasks, responsibilities and boundaries of own role |
Get the work done | 1.1, 1.2, 2.2, 3.2 |  
- Plans and implements tasks required to achieve required outcomes  
- Contributes to new approaches within immediate work environment  
- Takes responsibility for routine low-impact decisions within familiar situations  
- Follows routine procedures for using digital technology to enter, store and retrieve information |
Unit Mapping Information

<table>
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<th>Equivalence status</th>
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<tbody>
<tr>
<td>BSBDES305 Source and apply information on the history and theory of design</td>
<td>BSBDES305A Source and apply information on the history and theory of design</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBDES305 Source and apply information on the history and theory of design

Modification History

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</table>

Performance Evidence

Evidence of the ability to:

- show how the history and theory of design can be adapted and used in own professional practice
- maintain currency of theoretical and design knowledge.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise current design trends
- describe the evolution of design
- identify the organisational information practices and their application
- outline sources of information on design history and theory relevant to own design work.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to information sources on design history and theory.

Assessors must satisfy NVR/AQTF assessor requirements.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBDES403 Develop and extend design skills and practice

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge required to develop and extend skills as a practising designer.

It applies to individuals who work as a designer, in any industry context, either independently or employed by an organisation.

Designers must continually refine, develop and evaluate their own conceptual and technical skills. Research, experimentation and collaboration are key factors in this process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1 Acquire and develop technical skills | 1.1 Plan strategies to ensure the development of appropriate technical skills in design practice  
1.2 Plan and use opportunities to develop and assess technical skills  
1.3 Identify and use practice, feedback, discussion and evaluation |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>opportunities to continuously improve technical skills</td>
</tr>
<tr>
<td></td>
<td>1.4 Develop and extend technical skills through testing capabilities of materials, tools and equipment</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify and use relevant media to stimulate technical and professional development</td>
</tr>
<tr>
<td>2 Develop conceptual skills and ideas</td>
<td>2.1 Engage in ongoing experimentation and exploration of different ideas and techniques</td>
</tr>
<tr>
<td></td>
<td>2.2 Discuss ideas with others and apply knowledge gained to inform own work</td>
</tr>
<tr>
<td></td>
<td>2.3 Use work practice to gain experience in a range of genres and interpretations</td>
</tr>
<tr>
<td></td>
<td>2.4 Study the work of others to stimulate conceptual and technical skills development</td>
</tr>
<tr>
<td></td>
<td>2.5 Research and share ideas across a range of design disciplines</td>
</tr>
<tr>
<td></td>
<td>2.6 Identify and use a range of opportunities to develop own skills and keep informed about current design practice</td>
</tr>
<tr>
<td>3 Develop own voice</td>
<td>3.1 Explore and experiment with new ideas in making and/or interpreting design work</td>
</tr>
<tr>
<td></td>
<td>3.2 Explore and use technology, where appropriate, to develop own voice and expand practice</td>
</tr>
<tr>
<td></td>
<td>3.3 Demonstrate own voice through design project realisation implementation</td>
</tr>
<tr>
<td>4 Evaluate own work</td>
<td>4.1 Seek and apply constructive criticism from others to improve own work</td>
</tr>
<tr>
<td></td>
<td>4.2 Evaluate own work against planned strategy for own practice</td>
</tr>
<tr>
<td></td>
<td>4.3 Evaluate own work in the context of work by others to extend own practice</td>
</tr>
<tr>
<td></td>
<td>4.4 Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes</td>
</tr>
<tr>
<td>5 Research work opportunities</td>
<td>5.1 Correctly identify sources of information relating to work opportunities for designers</td>
</tr>
<tr>
<td></td>
<td>5.2 Identify networks and promotional opportunities for designers which may be helpful in developing career opportunities</td>
</tr>
<tr>
<td></td>
<td>5.3 Incorporate research results and information into own work and career planning</td>
</tr>
</tbody>
</table>
# Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>1.1-1.5, 2.2, 2.4, 2.6, 3.2, 4.1-4.3</td>
<td>- Uses practical strategies to identify and implement improvements in own creative skills and technical design skills and practice</td>
</tr>
<tr>
<td>Reading</td>
<td>1.5, 2.4, 2.5, 5.1-5.3</td>
<td>- Researches and evaluates a variety of textual information from a wide range of sources</td>
</tr>
<tr>
<td>Writing</td>
<td>2.5, 4.1, 5.3</td>
<td>- Uses clear and specific language to document ideas, feedback and research results</td>
</tr>
</tbody>
</table>
| Oral Communication  | 1.3, 2.2, 2.5, 4.1                                                                  | - Participates in a range of verbal exchanges and presentations using appropriate tone and vocabulary to suit the audience  
- Uses active listening and questioning techniques to clarify and confirm understanding                                                                                                                                                                                                                                                |
| Navigate the world  | 1.2, 1.3, 2.3, 4.1, 5.2                                                             | - Recognises the importance of developing technical skills and of learning from feedback and self-reflection  
- Begins to broaden areas of interest and focus, seeking new challenges and recognising that expertise can be adapted and applied in diverse contexts                                                                                                                                                     |
| Interact with others| 2.5, 4.1, 5.2                                                                      | - Begins to cultivate relationships with people with the knowledge, skills and influence to provide collaborative support                                                                                                                                                                                                                     |
| Get the work done   | 1.1, 1.2, 1.4, 1.5, 2.1, 2.3, 2.6, 3.1-3.3, 4.2, 4.4, 5.1                           | - Takes responsibility for planning and implementing tasks required to achieve outcomes, including those times when interaction with others is  
- Systematically analyses and evaluates information to aid in decision making and problem solving  
- Applies some basic principles of lateral thinking to generate new or innovative ideas  
- Recognises the potential of new approaches to enhance work practices and outcomes  
- Evaluates effectiveness of decisions on how well they meet stated goals  
- Understands key principles and concepts underpinning the design and operation of digital systems and applies these when seeking to understand the potential of new technology                                                                 |
Unit Mapping Information

<table>
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<tr>
<td>BSBDES403 Develop and extend design skills and practice</td>
<td>BSBDES403A Develop and extend design skills and practice</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBDES403 Develop and extend design skills and practice

Modification History

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<tbody>
<tr>
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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- use strategies to develop or extend skills, ideas and a unique voice
- adjust work processes as a result of peer feedback and self-evaluation
- research work options, networking and promotional opportunities and incorporate information into own work and career development.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- list current and emerging designers in the relevant design discipline
- discuss current and emerging trends and technologies in the relevant design discipline, and the opportunities and challenges they represent
- identify professional development information and resources available to designers
- summarise sources of information relating to work opportunities and career planning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to materials, resources and equipment used in the development of technical and conceptual skills in the relevant design context.

Assessors must satisfy NVR/AQTF assessor requirements.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBDES501 Implement design solutions

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Application

This unit describes the skills and knowledge required to take a design concept or solution to the implementation stage. The outcome of work could be a completed product, object, system or service, but is more likely to be a complete or partial prototype or model for the design. The focus of the unit is on a general knowledge of design techniques and processes, and practical application to a specific design context.

It applies to individuals who implement concepts and solutions in response to a design challenge in any industry context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

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<tr>
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<tr>
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<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
</tbody>
</table>
| 1 Organise resources for realising the design solution | 1.1 Confirm the nature and scope of the proposed design solution  
1.2 Research resources required for developing the design concept to implementation stage  
1.3 Investigate different factors impacting the selection and use of resources  
1.4 Select and prepare resources based on research and other |
### ELEMENT | PERFORMANCE CRITERIA
---|---
| **legislative or organisational requirements**

#### 2 Test the design solution

2.1 Experiment with a range of different techniques and processes to test the design solution  
2.2 Evaluate, challenge and refine testing processes  
2.3 Gain input and feedback from key stakeholders during testing  
2.4 Accurately document outcomes of testing  
2.5 Select final design solution based on outcomes of testing and input from others

#### 3 Develop prototype or model

3.1 Create prototype or model based on agreed approaches  
3.2 Select and organise materials, tools and equipment, where appropriate, according to chosen design solution  
3.3 Expose model or prototype to quality checks and ongoing analysis, enhancement and refinement  
3.4 Compare completed prototype or model against identified needs and other considerations and make adjustments as required

#### 4 Present prototype or model

4.1 Identify key stakeholders design should be presented to  
4.2 Select appropriate format for presentation based on nature of audience and design  
4.3 Present prototype or model to optimise clarity, conciseness and appeal

### Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.4, 3.4</td>
<td>• Researches and accurately interprets textual information from a wide range of sources</td>
</tr>
<tr>
<td>Writing</td>
<td>1.2, 1.3, 2.3, 2.4, 3.4, 4.3</td>
<td>• Documents research, resource requirements and testing outcomes using appropriate language and formats</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.1, 2.3, 4.3</td>
<td>• Participates in a range of verbal exchanges and presentations using appropriate tone and vocabulary to suit audience</td>
</tr>
</tbody>
</table>
| Numeracy | 1.1-1.3, 2.4, 2.5 | • Uses active listening and questioning techniques to gain input and feedback  
• Interprets and applies numeric information relevant to design solution  
• Compares numerical data gathered from testing |
| Navigate the world of work | 1.4 | • Understands and adheres to organisational policies, procedures and legislative requirements during planning and implementation of design solution |
| Interact with others | 4.3 | • Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how |
| Get the work done | 1.1-1.4, 2.1, 2.2, 2.5, 3.1-3.4, 4.1, 4.2 | • Sequences and schedules routine and complex activities, monitors implementation, and manages relevant communication  
• Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the testing process  
• Makes a range of critical and non-critical decisions in relatively complex situations, taking client requirements and range of constraints into account  
• Creates new or innovative ideas through exploration, analysis and critical thinking |

### Unit Mapping Information

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<td></td>
</tr>
<tr>
<td>BSBDES501 Implement design solutions</td>
<td>BSBDES501A Implement design solutions</td>
<td>Updated to meet Standards for Training Packages</td>
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### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBDES501 Implement design solutions

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</table>

Performance Evidence

Evidence of the ability to:

- undertake critical analysis, testing and development of a model, prototype or aspect of a design solution to meet an identified need
- present model to key stakeholders using the most appropriate best practice methods.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the elements and principles of design and their application in relevant design context
- describe key features of the wider industry, with the economic, social and historical context for the design solution
- discuss design trends and technologies including other designs and the work of other design practitioners in the relevant context
- summarise sources of information that support the development of technical and other knowledge
- describe the technical expertise, resources, materials, tools, equipment, techniques and industry processes required for the area the design solutions are being implemented in.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- other people to reflect the collaborative nature of the design process
• resources required to test a design solution in a given industry context including materials, tools, equipment and expertise.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBDES502 Establish, negotiate and refine a design brief

Modification History

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</table>

Application

This unit describes the skills and knowledge required to work proactively with a client or commissioning organisation to develop and negotiate a design brief.

It applies to individuals working in any industry or design context where the designer plays a key role in determining the scope and nature of work required. Establishment, negotiation and refinement of a design brief requires the integration of highly-developed creative thinking, communication and planning skills in a process that may not be linear. Adaptability and effective responses to change and new ideas are crucial.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Establish design requirements</td>
<td>1.1 Identify and make appropriate contact with relevant stakeholders for the design project, in addition to the client</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and source information and references relevant to the design project</td>
</tr>
<tr>
<td></td>
<td>1.3 Undertake critical analysis of sources and extract key information to inform the design project</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.4 Liaise with client and other key stakeholders to determine overall objectives and parameters for the design project</td>
<td></td>
</tr>
<tr>
<td>1.5 Proactively seek, review and act on information needed to inform constructive communication with client</td>
<td></td>
</tr>
<tr>
<td>1.6 Build trust and respect between self and client through effective communication and demonstration of professional integrity</td>
<td></td>
</tr>
<tr>
<td>2.1 Develop concepts and ideas for inclusion in design brief, taking account of overall objectives and parameters</td>
<td></td>
</tr>
<tr>
<td>2.2 Undertake own analysis of concept and challenge ideas and approaches taken to ensure responsiveness to project needs</td>
<td></td>
</tr>
<tr>
<td>2.3 Present ideas in an appropriate format/medium and seek feedback from key stakeholders</td>
<td></td>
</tr>
<tr>
<td>2.4 Use effective communication techniques to generate discussion, debate and critical analysis</td>
<td></td>
</tr>
<tr>
<td>2.5 Re-evaluate and refine options based on own analysis and discourse with others</td>
<td></td>
</tr>
<tr>
<td>2.6 Establish and agree on final nature and scope of design brief with client and accurately document details</td>
<td></td>
</tr>
<tr>
<td>3.1 Negotiate and agree terms and conditions of brief in accordance with relevant organisational and professional standards</td>
<td></td>
</tr>
<tr>
<td>3.2 Clarify, agree and document roles and responsibilities of those involved in the project</td>
<td></td>
</tr>
<tr>
<td>3.3 Confirm agreements in writing in accordance with organisational requirements</td>
<td></td>
</tr>
<tr>
<td>3.4 Identify the need for specialist advice when developing formal agreements or contracts, and seek appropriate assistance</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.2, 1.3, 2.2, 2.5</td>
<td>Identifies and interprets textual information from</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1, 1.3-1.5, 2.1-2.3, 2.6, 3.1-3.3</td>
<td>• Develops a range of documents using appropriate vocabulary, context and formatting for different audiences</td>
</tr>
</tbody>
</table>
| Oral Communication | 1.1, 1.4-1.6, 2.3, 2.4, 2.6, 3.1, 3.2 | • Participates in discussions to elicit views of others by asking questions and listening to responses. 
• Presents ideas and seeks feedback from others using appropriate tone, vocabulary and language structures |
| Numeracy | 1.2-1.4 | • Interprets and applies numeric information relevant to design brief |
| Navigate the world of work | 1.2, 1.3, 3.1, 3.3, 3.4 | • Identifies and adheres to organisational policies and procedures, industry standards and legislative requirements during planning and design of design solution |
| Interact with others | 1.1, 1.4-1.6, 2.3, 2.4, 2.6, 3.1, 3.4 | • Uses appropriate communication conventions and protocols to seek information from stakeholders. 
• Uses a range of collaborative techniques to clarify and refine ideas and negotiate agreeable outcomes with others |
| Get the work done | 1.1-1.3, 1.5, 2.1, 2.2, 2.5, 3.2 | • Sequences and schedules complex activities, monitors implementation, and manages relevant communication. 
• Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the testing process. 
• Makes a range of critical and non-critical decisions in relatively complex situations, taking client and organisational requirements and possible constraints into account. 
• Generates new or innovative ideas or concepts through exploration, analysis and critical thinking |

**Range of Conditions**

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

| Information and references relevant to the design brief must include consideration of: | • legislative and regulatory context 
• financial/budgetary information 
• organisational materials 
• technical reports/data. |
## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title</th>
<th>Code and title</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBDES502</td>
<td>BSBDES502A</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
<tr>
<td>Establish, negotiate and refine a design brief</td>
<td>Establish, negotiate and refine a design brief</td>
<td>Minor edit to clarify meaning of PC 3.4</td>
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</tr>
</tbody>
</table>

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBDES502 Establish, negotiate and refine a design brief

Modification History

<table>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- develop and finalise at least TWO design briefs for a specific industry purpose
- demonstrate highly-developed interpersonal skills, self-evaluation techniques and the ability to seek expert advice when required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- discuss the legal issues that affect negotiations and contracts in the relevant work context
- explain the design process within the specific industry context/design discipline
- compare and contrast the scope, nature and potential variations that occur within design briefs relevant to a specific context
- identify sources of information to assist the development of design concepts within a specific industry context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:
- appropriate equipment and media to communicate and present ideas and concepts
- sources of information relevant to industry context
- interaction with others to reflect the collaborative nature of the work, and communication and negotiation skills required.
Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBFIA301 Maintain financial records

Modification History

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<tbody>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling debtors’ and creditors’ systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts and may exercise discretion and judgement using appropriate theoretical knowledge of financial records.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Maintain daily financial records</td>
<td>1.1 Correctly maintain daily financial records in accordance with organisational and legislative requirements for accounting purposes</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>1.3 Accurately credit and debit transactions and promptly enter into journals in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2 Maintain general ledger</td>
</tr>
<tr>
<td></td>
<td>2.1 Maintain general ledger in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Post transactions into general ledger in accordance with organisational and legislative reporting requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Reconcile systems for accounts payable and receivable with general ledger</td>
</tr>
<tr>
<td></td>
<td>2.4 Accurately prepare trial balance from general ledger in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3 Monitor cash control</td>
</tr>
<tr>
<td></td>
<td>3.1 Ensure cash flow is accurately accounted for in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Make and receive payments in accordance with organisational and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Collect or follow up outstanding accounts within designated timelines</td>
</tr>
<tr>
<td></td>
<td>3.4 Check payment documentation for accuracy of information and despatch to creditors within designated timeline</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1-1.3, 2.1-2.4, 3.1-3.4</td>
<td>• Recognises and interprets numerical and textual information to determine and complete required activities</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>1.3, 2.1-2.4, 3.1-3.4</td>
<td>• Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preparers clear and detailed information and instructions using format, structure and tone suitable to audience</td>
</tr>
</tbody>
</table>
| Oral    | 1.2, 3.2, 3.3 | • Explains financial issues and requirements clearly, using facts and examples, and uses listening and
Communication

questioning techniques to obtain sequenced instructions

Numeracy

1.1-1.3, 2.1-2.4, 3.1-3.4

• Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals and arrange/compare numerical information

Navigate the world of work

1.1-1.3, 2.1-2.4, 3.1-3.3

• Recognises, understands and monitors adherence to legislative and organisational requirements in undertaking own work

Interact with others

3.3, 3.4

• Understands the importance of using appropriate practices and protocols when handling confidential information

Get the work done

1.1-1.3, 2.1-2.4, 3.1-3.4

• Takes responsibility for own workload and monitors adherence to specified goals and timelines
• Uses digital technologies to access, record, store, organise and compile data as required

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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</thead>
<tbody>
<tr>
<td>BSBFIA301 Maintain financial records</td>
<td>BSBFIA301A Maintain financial records</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minor edits to clarify meaning of performance criteria</td>
<td></td>
</tr>
</tbody>
</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBFIA301 Maintain financial records

Modification History

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<tbody>
<tr>
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<td>This version first released with Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- maintain daily transactions and identify and respond to discrepancies and errors
- transfer and record financial data accurately
- reconcile expenditures and revenue in a timely manner.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, codes of practice and national standards that may affect financial record keeping
- discuss organisational policies and procedures relating to maintaining financial records
- define credits/creditors and debits/debtors
- describe principles of double entry bookkeeping and accrual accounting
- identify methods of presenting financial data.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of source documents relating to financial record keeping
- case studies and, where possible, real situations.
Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBFIA302 Process payroll

Modification History

<table>
<thead>
<tr>
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<tbody>
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<td>Release 1</td>
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</tr>
</tbody>
</table>

Application

This unit describes skills and knowledge required to process payroll from provided data using manual and computerised payroll systems.

It applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Record payroll data</td>
<td>1.1 Check payroll data and clarify discrepancies with designated persons</td>
</tr>
<tr>
<td></td>
<td>1.2 Enter employee pay period details and any deductions and allowances in payroll system in accordance with source documents</td>
</tr>
<tr>
<td></td>
<td>1.3 Calculate payment due to individual employees to reflect standard pay and variations in accordance with employee source</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>data</td>
<td></td>
</tr>
</tbody>
</table>
| 2 Prepare payroll | 2.1 Prepare payroll within designated timelines and in accordance with organisational policy and procedures  
2.2 Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution  
2.3 Make arrangements for payment in accordance with organisational and individual requirements  
2.4 Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements  
2.5 Produce, check and store payroll records in accordance with organisational policy and security procedures  
2.6 Follow security procedures for processing payroll and for maintaining payroll records |
| 3 Handle payroll enquiries | 3.1 Respond to payroll enquiries in accordance with organisational and legislative requirements  
3.2 Provide information in accordance with organisational and legislative requirements  
3.3 Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution  
3.4 Complete additional information or follow-up action within designated timelines in accordance with organisational policy and procedures |

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.3, 2.1-2.6, 3.1-3.4</td>
<td>- Interprets a range of textual information to determine activities required</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1-1.3, 2.1-2.6, 3.1-3.4</td>
<td>- Accurately records textual information and maintains personal and banking details using format, language and structure in context</td>
</tr>
</tbody>
</table>
## Oral Communication

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFIA302 Process payroll</td>
<td>BSBFIA302A Process payroll</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

- Explains financial issues clearly using terminology and tone appropriate to audience
- Uses questioning and listening skills in verbal exchanges to clarify information

## Numeracy

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1-1.3, 2.1, 2.2, 2.5, 3.1-3.3</td>
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</tbody>
</table>

- Uses a limited range of mathematical calculations to calculate and reconcile amounts and arrange/compare numerical information

## Navigate the world of work

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2, 1.3, 2.1, 2.3-2.6, 3.1, 3.2, 3.4</td>
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</tr>
</tbody>
</table>

- Adheres to legislative requirements and organisational policies and procedures relevant for own work

## Interact with others

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<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 2.2, 3.1-3.3</td>
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</tbody>
</table>

- Selects the appropriate mode of communication for a specific purpose
- Collaborates with others to achieve predetermined goals

## Get the work done

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<tbody>
<tr>
<td>1.1-1.3, 2.1-2.6, 3.2, 3.4</td>
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</tr>
</tbody>
</table>

- Takes responsibility for own workload and monitors adherence to specified goals and timelines
- Recognises and takes responsibility for resolving problems relevant to own role
- Takes responsibility for routine low-impact decisions within familiar situations
- Uses digital technologies to access, record, store, organise and compile data as required

## Unit Mapping Information

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBFIA302 Process payroll

Modification History

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<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- plan and perform payroll calculations in accordance with all legislative and organisational requirements, and predetermined timelines
- refer enquiries outside area of responsibility to an appropriate authority.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, standards and codes of practice that may affect payroll operations
- outline relevant organisational policies and procedures
- list the different types of payroll systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer with relevant software
- payroll data (samples or actual
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.
Links

Companion Volume implementation guides are found in VETNet -
BSBFIA402 Report on financial activity

Modification History

<table>
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<tr>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of financial reports.

This unit applies to individuals with a broad knowledge of financial activities who contribute financial skills and knowledge to address reporting requirements of clients and legal authorities. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

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<thead>
<tr>
<th>ELEMENT</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Compile financial information and data</td>
<td>1.1 Collect, evaluate and code current financial data to ensure consistency, quality and accuracy in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Use conversion and consolidation procedures to compile analysis in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Make, record and disclose asset and liability valuations in</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1 Same financial activity</td>
<td>accordance with organisational requirements</td>
</tr>
</tbody>
</table>

1.4 Ensure that discrepancies, unusual features or queries are identified, resolved or referred to the appropriate authority

<table>
<thead>
<tr>
<th>2 Prepare statutory requirement reports</th>
<th>2.1 Correctly record income and expenditure to ensure compliance with statutory requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2 Calculate liabilities for tax in accordance with current legislation and revenue gathering practices</td>
</tr>
<tr>
<td></td>
<td>2.3 Correctly identify relevant receipts, revenue documentation and payments</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure that statements and claims take full advantage of available benefits and allowances in accordance with statutory requirements</td>
</tr>
<tr>
<td></td>
<td>2.5 Submit statutory requirement reports to appropriate authorities within stated deadlines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Provide financial business recommendations</th>
<th>3.1 Ensure that recommendations are logically derived and supported by evidence in report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2 Provide recommendations to propose constructive actions to enhance the effectiveness and efficacy of functions and services</td>
</tr>
<tr>
<td></td>
<td>3.3 Ensure recommendations are concise and facilitate direction and control of organisation’s operations</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify and prioritise significant issues in statements including comparative financial performances for review and decision making</td>
</tr>
<tr>
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<td>3.5 Ensure structure and format of reports are clear and conform to organisational and statutory requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.4, 2.1-2.5, 3.1-3.5</td>
<td>• Compares and analyses information from a range of sources varying in complexity to determine and complete financial requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1-1.4, 2.1, 2.2, 2.4</td>
<td>• Records numerical and textual information incorporating required financial language organising</td>
</tr>
<tr>
<td>Skill Category</td>
<td>Code and Title</td>
<td>Comments</td>
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<tr>
<td>--------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</table>
| Oral Communication                   | 1.4, 3.2, 3.3  | • Presents financial issues and requirements clearly, succinctly and based on own findings using language appropriate to audience and environment  
• Exchanges and obtains information from others by listening and questioning |
| Numeracy                             | 1.1-1.4, 2.1-2.5, 3.1, 3.4, 3.5 | • Establishes criteria and categories for financial management purposes and monitors activities on a regular basis  
• Uses a wide range of mathematical calculations to interpret and arrange/compare numerical information in order to comply with requirements |
| Navigate the world of work           | 1.1-1.4, 2.1-2.5, 3.1, 3.3, 3.5 | • Recognises, understands and applies applicable legislation, industry standards and organisational policies and procedures in the conduct of own work |
| Interact with others                 | 1.4, 2.5       | • Selects and uses appropriate conventions and protocols when communicating with external stakeholders to supply required information |
| Get the work done                    | 1.1-1.4, 2.1, 2.2, 2.5, 3.4  | • Uses formal and logical processes to plan and complete tasks, achieving timelines and organisational requirements  
• Uses analytical skills to identify discrepancies, attempts to resolves the issues within the context of own responsibilities and, where appropriate, consults with more experienced colleagues for assistance  
• Uses a range of digital technologies to access, record, store, organise, compile, analyse and present complex data from multiple sources of information |

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
<th>Equivalence status</th>
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<td>BSBFIA402 Report on financial activity</td>
<td>BSBFIA402A Report on financial activity</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBFIA402 Report on financial activity

Modification History

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<td>Release 1</td>
<td>This version first released with Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- organise and present financial data including budget variances, budgets and forecasts, cash flow/profit reports, balance sheets, financial year reports, operating statements, expenditure and receipts and profit and loss statements to highlight relevant features and meet workplace requirements
- use conversion and consolidation procedures such as moving averages, standardised variables, trend analysis and unit costs
- identify, resolve or refer discrepancies such as absence of auditable trail, expenditure report mismatches, incorrect payments and unreconciled cash flows
- record income and expenditure to meet statutory requirements
- calculate liabilities for tax including completing Business Activity Statements
- provide financial business recommendations
- apply knowledge of relevant legislation and regulations
- perform double entry bookkeeping and accrual accounting.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of legislation, regulation and codes of practice relevant to financial operations
- describe the techniques used for forecasting and analysis
- identify the options, methods and practices for deductions, benefits and depreciations.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer with relevant software
- examples of financial data, reports and documents
- workplace financial policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBFIA412 Report on financial activity

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge required to prepare financial reports in line with statutory reporting requirements. It encompasses compiling and analysing data.

This unit applies to individuals that are required to apply specialised knowledge and analytical skills to prepare financial reports as part of their job role.

Work functions in the occupational areas where this unit may be used are subject to regulatory requirements. Refer to the BSB Business Services Training Package Companion Volume Implementation Guide or the relevant regulator for specific guidance on regulatory requirements.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Compile and analyse financial data | 1.1 Collect, evaluate and code current financial data to ensure consistency, quality and accuracy in accordance with organisational requirements  
1.2 Use conversion and consolidation procedures to compile data in accordance with organisational requirements  
1.3 Make, record and disclose asset and liability valuations in compliance with accounting standards |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Ensure that discrepancies, unusual features or queries are identified, resolved or referred to the appropriate authority</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify and record effects of taxation</td>
<td></td>
</tr>
<tr>
<td>2. Prepare reports</td>
<td>2.1 Correctly record income and expenditure to ensure compliance with statutory requirements</td>
</tr>
<tr>
<td>2.2 Correctly identify relevant receipts, revenue documentation and payments</td>
<td></td>
</tr>
<tr>
<td>2.3 Prepare reports according to statutory and ethical requirements, and organisational procedures relating to conflict of interest, confidentiality, and disclosure statements</td>
<td></td>
</tr>
<tr>
<td>2.4 Present charts, diagrams, tables and supporting data in required format</td>
<td></td>
</tr>
<tr>
<td>2.5 Review statements and data for errors and compliance with statutory requirements and organisational procedures, and amend as required</td>
<td></td>
</tr>
<tr>
<td>2.6 Submit statutory requirement reports to appropriate authorities within stated deadlines</td>
<td></td>
</tr>
<tr>
<td>3. Provide financial business recommendations</td>
<td>3.1 Review recommendations and ensure they are logically derived and supported by evidence</td>
</tr>
<tr>
<td>3.2 Provide recommendations to enhance the effectiveness of functions and services</td>
<td></td>
</tr>
<tr>
<td>3.3 Ensure recommendations are concise and relevant to the direction and control of organisational operations</td>
<td></td>
</tr>
<tr>
<td>3.4 Identify and prioritise significant issues in statements including comparative financial performances for review and decision making</td>
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</table>

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Compares and analyses information from a range of sources varying in complexity to determine and complete financial requirements</td>
</tr>
</tbody>
</table>
Writing
- Records numerical and textual information incorporating required financial language organising data in a manner that supports the format and purpose of the document

Oral Communication
- Presents financial issues and requirements clearly, succinctly and based on own findings using language appropriate to audience and environment
- Exchanges and obtains information from others by listening and questioning

Numeracy
- Establishes criteria and categories for financial management purposes and monitors activities on a regular basis
- Uses a wide range of mathematical calculations to interpret and arrange/compare numerical information in order to comply with requirements

Navigate the world of work
- Recognises, understands and applies applicable legislation, industry standards and organisational policies and procedures in the conduct of own work

Interact with others
- Selects and uses appropriate conventions and protocols when communicating with external stakeholders to supply required information

Get the work done
- Uses formal and logical processes to plan and complete tasks, achieving timelines and organisational requirements
- Uses analytical skills to identify discrepancies, attempts to resolves the issues within the context of own responsibilities and, where appropriate, consults with more experienced colleagues for assistance
- Uses a range of digital technologies to access, record, store, organise, compile, analyse and present complex data from multiple sources of information

Unit Mapping Information

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<td>BSBFIA412 Report on financial activity Release 1</td>
<td>BSBFIA402 Report on financial activity Release 1</td>
<td>Updates to elements, performance criteria and assessment requirements.</td>
<td>Equivalent unit</td>
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Links

Companion Volume implementation guides are found in VETNet -
7e23c10
Assessment Requirements for BSBFIA412 Report on financial activity

Modification History

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</table>

Performance Evidence

Evidence of the ability to:

- organise and present financial data to highlight relevant features and meet workplace requirements including:
  - budget variances
  - budgets and forecasts
  - cash flow/profit reports
  - balance sheets
  - financial year reports
  - operating statements
  - expenditure and receipts
  - profit and loss statements
  - use conversion and consolidation procedures such as moving averages, standardised variables, trend analysis and unit costs
  - identify, resolve or refer discrepancies such as:
    - absence of auditable trail
    - expenditure report mismatches
    - incorrect payments and unreconciled cash flows
    - record income and expenditure to meet statutory requirements
    - calculate liabilities for tax including completing Business Activity Statements, where applicable
    - provide financial business recommendations
    - apply knowledge of relevant legislation and regulations
    - perform double entry bookkeeping and accrual accounting.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.
Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- key provisions of legislation, regulation and codes of practice relevant to financial operations
- key techniques used for forecasting and analysis
- key features of the options, methods and practices for deductions, benefits and depreciations
- current business taxation requirements for preparing corporate accounting reports
- current financial legislation and statutory requirements relating to taxable transactions and reporting requirements
- ethical requirements associated with preparing financial reports for corporate entities, including conflict of interest, confidentiality, and disclosure requirements
- industry-standard methods and formats used to present financial data.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer with relevant software
- examples of financial data, reports and documents
- workplace financial policies and procedures
- case studies and, where possible, real situations in the workplace.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBFIM501 Manage budgets and financial plans

Modification History

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Application

This unit describes the skills and knowledge required to undertake financial management within a work team in an organisation. It includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances and reviewing and evaluating effectiveness of financial management processes.

It applies to managers in a wide range of organisations and sectors who have responsibility for ensuring that work team financial resources are used effectively and are managed in line with financial objectives of the team and organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance - Financial Management

Elements and Performance Criteria

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<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Plan financial management approaches</td>
<td>1.1 Access budget/financial plans for the work team</td>
</tr>
<tr>
<td></td>
<td>1.2 Clarify budget/financial plans with relevant personnel within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible</td>
</tr>
<tr>
<td></td>
<td>1.3 Negotiate any changes required to be made to budget/financial plans</td>
</tr>
</tbody>
</table>
BSBFIM501 Manage budgets and financial plans

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>plans with relevant personnel within the organisation</td>
<td></td>
</tr>
<tr>
<td>1. Prepare contingency plans in the event that initial plans need to be varied</td>
<td></td>
</tr>
<tr>
<td>2.1 Disseminate relevant details of the agreed budget/financial plans to team members</td>
<td></td>
</tr>
<tr>
<td>2.2 Provide support to ensure that team members can competently perform required roles associated with the management of finances</td>
<td></td>
</tr>
<tr>
<td>2.3 Determine and access resources and systems to manage financial management processes within the work team</td>
<td></td>
</tr>
<tr>
<td>2.1 Disseminate relevant details of the agreed budget/financial plans to team members</td>
<td></td>
</tr>
<tr>
<td>2.2 Provide support to ensure that team members can competently perform required roles associated with the management of finances</td>
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<tr>
<td>2.3 Determine and access resources and systems to manage financial management processes within the work team</td>
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</tr>
<tr>
<td>3. Implement processes to monitor actual expenditure and to control costs across the work team</td>
<td></td>
</tr>
<tr>
<td>3.2 Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns</td>
<td></td>
</tr>
<tr>
<td>3.3 Implement, monitor and modify contingency plans as required to maintain financial objectives</td>
<td></td>
</tr>
<tr>
<td>3.4 Report on budget and expenditure in accordance with organisational protocols</td>
<td></td>
</tr>
<tr>
<td>3. Implement processes to monitor actual expenditure and to control costs across the work team</td>
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<td>3.3 Implement, monitor and modify contingency plans as required to maintain financial objectives</td>
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</tr>
<tr>
<td>3.4 Report on budget and expenditure in accordance with organisational protocols</td>
<td></td>
</tr>
<tr>
<td>4. Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team</td>
<td></td>
</tr>
<tr>
<td>4.2 Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes</td>
<td></td>
</tr>
<tr>
<td>4.3 Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation</td>
<td></td>
</tr>
<tr>
<td>4. Collect and collate for analysis, data and information on the effectiveness of financial management processes within the work team</td>
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</table>

**Foundation Skills**

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<tr>
<th>Skill</th>
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<tbody>
<tr>
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<td>1.1, 1.2, 2.1, 2.3, 3.1-3.4, 4.2, 4.3</td>
<td>• Interprets and analyses information to determine activities required</td>
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### Writing

<table>
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<td>BSBFIM501A Manage budgets and financial plans</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Oral Communication

- Presents information about financial issues and requirements to a range of audiences using structure and language to suit the audience
- Uses active listening and questioning to clarify information and to confirm understanding

### Numeracy

- Uses a wide range of mathematical calculations to analyse numeric information in budgets or financial plans

### Navigate the world of work

- Recognises, understands and adheres to organisational requirements in undertaking own work

### Interact with others

- Uses a range of strategies to connect, collaborate and cooperate with other work colleagues in activities requiring collective effort and diverse skills and knowledge

### Get the work done

- Uses logical processes in planning, implementing and evaluating complex tasks and developing alternative strategies in achieving goals and timelines
- Uses a range of digital technologies to access, filter, compile, integrate and logically present complex information from multiple sources

### Unit Mapping Information

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### Links

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Assessment Requirements for BSBFIM501 Manage budgets and financial plans

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Performance Evidence

Evidence of the ability to:

- use financial skills to work with and interpret budgets, ageing summaries, cash flow, petty cash, Goods and Services Tax (GST), and profit and loss statements
- communicate with relevant people to clarify budget/financial plans, negotiate changes and disseminate information
- prepare, implement and modify financial contingency plans
- monitor expenditure and control costs
- support and monitor team members
- report on budget and expenditure
- review and make recommendations for improvements to financial processes
- meet record keeping requirements for the Australian Taxation Office (ATO) and for auditing purposes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe basic accounting principles
- identify and explain the relevant legislation and current requirements of the Australian Taxation Office, including the Goods and Services Tax (GST)
- explain the key requirements for financial record keeping and auditing
- describe the principles and techniques involved in managing:
  - budgeting
  - cash flows
  - electronic spreadsheets
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- resources and documentation used in the workplace
- workplace policies and procedures
- workplace budgets and financial plans
- business technology
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

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</table>

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

No licensing, legislative, or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Plan for recruitment</td>
<td>1.1 Obtain approval to fill position, clarify time lines and requirement for appointment</td>
</tr>
<tr>
<td></td>
<td>1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations</td>
</tr>
<tr>
<td></td>
<td>1.3 Consult with relevant personnel about job descriptions and</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>workforce strategy</td>
</tr>
<tr>
<td></td>
<td>1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce</td>
</tr>
<tr>
<td></td>
<td>1.5 Obtain approvals to advertise position</td>
</tr>
<tr>
<td>2 Plan for selection</td>
<td>2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool</td>
</tr>
<tr>
<td></td>
<td>2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Consult with relevant personnel to convene selection panel and develop interview questions</td>
</tr>
<tr>
<td></td>
<td>2.4 Assist in ensuring that interview questions comply with legislative requirements</td>
</tr>
<tr>
<td></td>
<td>2.5 Assist in short-listing applicants</td>
</tr>
<tr>
<td></td>
<td>2.6 Schedule interviews and advise relevant people of times, dates and venues</td>
</tr>
<tr>
<td>3 Support selection process</td>
<td>3.1 Participate in interview process and assess candidates against agreed selection criteria</td>
</tr>
<tr>
<td></td>
<td>3.2 Discuss assessment with other selection panel members</td>
</tr>
<tr>
<td></td>
<td>3.3 Correct biases and deviations from agreed procedures and negotiate for preferred candidate</td>
</tr>
<tr>
<td></td>
<td>3.4 Contact referees for referee reports</td>
</tr>
<tr>
<td></td>
<td>3.5 Prepare selection report and make recommendations to senior personnel for appointment</td>
</tr>
<tr>
<td></td>
<td>3.6 Advise unsuccessful candidates of outcomes and respond to any queries</td>
</tr>
<tr>
<td></td>
<td>3.7 Secure preferred candidate's agreement</td>
</tr>
<tr>
<td></td>
<td>3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements</td>
</tr>
<tr>
<td>4 Induct successful candidate</td>
<td>4.1 Provide successful candidate with employment contract and other documentation</td>
</tr>
<tr>
<td></td>
<td>4.2 Advise manager and work team of new appointment</td>
</tr>
<tr>
<td></td>
<td>4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping</td>
</tr>
<tr>
<td></td>
<td>4.4 Arrange successful candidate's induction according to</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.2, 1.4, 2.4, 2.5</td>
<td>• Synthesises ideas, concepts and specific information from workplace and regulatory texts to inform development of workplace documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluates information to make judgements</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1, 1.2, 1.5, 2.2, 3.5, 3.6, 3.8, 4.2, 4.3</td>
<td>• Produces a range of text types using specific information, workplace conventions and templates</td>
</tr>
<tr>
<td>Oral communication</td>
<td>1.1, 1.3, 1.5, 2.3, 2.5, 3.1-3.5, 3.7</td>
<td>• Asks questions and listens carefully to gather, interpret or evaluate information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses appropriate vocabulary to present ideas or persuasive arguments</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.2, 1.4, 2.4, 3.3, 3.8, 4.1, 4.4</td>
<td>• Applies workplace protocols, legislation or regulations relevant to own responsibilities</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.3, 2.3, 3.2, 3.3</td>
<td>• Selects and uses appropriate conventions and protocols when communicating with personnel, candidates or referees</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participates in conversations relevant to role responding, explaining, negotiating and persuading as required</td>
</tr>
<tr>
<td>Get the work done</td>
<td>2.1, 2.3, 2.6, 4.1, 4.3, 4.4</td>
<td>• Selects and uses digital technology to access, enter, store and retrieve information in accordance with security requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Takes responsibility for planning and implementing tasks for efficient and effective outcomes</td>
</tr>
</tbody>
</table>
## Unit Mapping Information

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BSBHRM405 Support the recruitment, selection and induction of staff</td>
<td>BSBHRM405A Support the recruitment, selection and induction of staff</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
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</table>

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

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</table>

Performance Evidence

Evidence of the ability to:

- prepare job descriptions
- use job descriptions to support sourcing, selecting and appointing suitable staff
- use different advertising channels to promote vacancies and/or establish a potential talent pool
- consult with managers to gain approvals
- develop selection criteria and interview questions in consultation with relevant personnel
- schedule interviews and advise relevant people of times, dates and venues
- participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them
- obtain referees' reports
- prepare and distribute a selection report including feedback to give unsuccessful candidates
- advise unsuccessful candidates of the results
- secure preferred candidate’s agreement and provide an employment contract
- advise other staff of the successful candidate and arrange induction.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify documentation required for recruitment, selection and induction
- explain human resources life cycle and the place of recruitment and selection
- identify legislation relevant to recruitment, selection and induction of staff
- describe channels and technology to advertise vacancies
• explain a range of interviewing techniques and other selection processes and their application.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

• workplace policies and procedures
• business technology
• position descriptions
• legislation, regulations, Codes and Standards relevant to staff recruitment, selection and induction
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBHRM506 Manage recruitment selection and induction processes

Modification History

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Application

This unit describes the skills and knowledge required to manage all aspects of recruitment selection and induction processes in accordance with organisational policies and procedures.

It applies to individuals or human resource personnel who take responsibility for managing aspects of selecting new staff and orientating those staff in their new positions. It is not assumed that the individual will be directly involved in the selection processes themselves, although this may well be the case.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Develop recruitment, selection and induction policies and procedures</td>
<td>1.1 Analyse strategic and operational plans and policies to identify relevant policies and objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 Develop recruitment, selection and induction policies and procedures and supporting documents</td>
</tr>
<tr>
<td></td>
<td>1.3 Review options for technology to improve efficiency and effectiveness of recruitment and selection process</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1.4 Obtain support for policies and procedures from senior managers</td>
<td></td>
</tr>
<tr>
<td>1.5 Trial forms and documents supporting policies and procedures and make necessary adjustments</td>
<td></td>
</tr>
<tr>
<td>1.6 Communicate policies and procedures to relevant staff and provide training if required</td>
<td></td>
</tr>
<tr>
<td>2 Recruit and select staff</td>
<td>2.1 Determine future human resource needs in collaboration with relevant managers and sections</td>
</tr>
<tr>
<td></td>
<td>2.2 Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in recruitment, selection and induction processes</td>
</tr>
<tr>
<td></td>
<td>2.3 Provide access to training and other forms of support to all persons involved in recruitment and selection process</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure advertising of vacant positions complies with organisational policy and legal requirements</td>
</tr>
<tr>
<td></td>
<td>2.5 Utilise specialists where necessary</td>
</tr>
<tr>
<td></td>
<td>2.6 Ensure selection procedures are in accordance with organisational policy and legal requirements</td>
</tr>
<tr>
<td></td>
<td>2.7 Ensure processes for advising applicants of selection outcome are followed</td>
</tr>
<tr>
<td></td>
<td>2.8 Ensure job offers and contracts of employment are executed promptly, and new appointments are provided with advice about salary, terms and conditions</td>
</tr>
<tr>
<td>3 Manage staff induction</td>
<td>3.1 Provide access to training and ongoing support for all persons engaged in staff induction</td>
</tr>
<tr>
<td></td>
<td>3.2 Check induction processes are followed across the organisation</td>
</tr>
<tr>
<td></td>
<td>3.3 Oversee management of probationary employees and provide them with feedback until their employment is confirmed or terminated</td>
</tr>
<tr>
<td></td>
<td>3.4 Obtain feedback from participants and relevant managers on extent induction process is meeting its objectives</td>
</tr>
<tr>
<td></td>
<td>3.5 Make refinements to induction policies and procedures</td>
</tr>
</tbody>
</table>
## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

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<tr>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>1.1, 1.2, 2.2, 2.4, 2.6, 2.7</td>
<td>- Critically evaluates and applies content from a range of complex texts to determine legislative and business requirements</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>1.2-1.6, 2.1, 3.3-3.5</td>
<td>- Demonstrates clear writing skills by selecting appropriate conventions and to express precise meaning relevant to context and audience</td>
</tr>
</tbody>
</table>
| **Oral Communication** | 1.4, 1.6, 2.1, 2.3, 3.3, 3.4 | - Draws on a repertoire of open questioning and active listening when seeking feedback from others  
- Uses appropriate terminology and non-verbal features to present information and clarify understanding |
| **Numeracy**           | 2.8                  | - Analyses numerical information to determine employees’ remuneration packages  
- Makes basic calculations to ensure work output is delivered in a timely manner |
| **Navigate the world of work** | 1.1, 1.2, 1.5, 1.6, 2.4, 2.6 | - Understands and adheres to relevant organisational policies and procedures  
- Develops or updates organisational policies to meet organisational objectives  
- Considers own role in terms of its contribution to broader goals of work environment |
| **Interact with others** | 1.4, 1.6, 2.1-2.3, 2.5, 2.7, 2.8, 3.1, 3.3, 3.4 | - Seeks expert advice and skills training where required  
- Selects appropriate mode of communication for a specific purpose relevant to own role  
- Uses effective communication skills to liaise with a range of people across the organisation |
| **Get the work done**  | 1.1-1.3, 1.5, 1.6, 2.1, 2.3, 2.7, 2.8, 3.1, 3.2, 3.3 | - Plans and implements tasks required to deliver timely outcomes, negotiating some key aspects with others  
- Monitors implementation of plans and adjusts as necessary  
- Considers whether and how often others should be involved, using consultative or collaborative processes as an integral part of the decision-making process  
- Analyses outcomes of decisions to identify improvement opportunities  
- Actively identifies systems, devices and applications with potential to meet current and future needs |
Unit Mapping Information

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<td>BSBHRM506 Manage recruitment selection and induction processes</td>
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Links

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Assessment Requirements for BSBHRM506 Manage recruitment selection and induction processes

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Performance Evidence

Evidence of the ability to:

- develop or critically analyse a policy and procedures framework for recruitment, selection and induction
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the induction process
- comply with relevant legislation and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe recruitment and selection methods, including assessment centres
- explain the concept of outsourcing
- describe the purpose of employee contracts and industrial relations
- summarise relevant legislation, regulations, standards and codes of practice that may affect recruitment, selection and induction
- explain why terms and conditions of employment are an important aspect of recruitment
- explain the relevance of psychometric and skills testing programs to recruitment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:
Assessment Requirements for BSBHRM506 Manage recruitment selection and induction processes

Date this document was generated: 18 March 2019

- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBINM201 Process and maintain workplace information

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</table>

Application

This unit describes the skills and knowledge required to collect, process and store, and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Collect information</td>
<td>1.1 Collect information in a timely manner and ensure it is relevant to organisational needs</td>
</tr>
<tr>
<td></td>
<td>1.2 Use business equipment/technology available in the work area to effectively obtain information</td>
</tr>
<tr>
<td></td>
<td>1.3 Apply organisational requirements relating to security and confidentiality in handling information</td>
</tr>
</tbody>
</table>
## ELEMENT | PERFORMANCE CRITERIA
---|---
2 Process workplace information | 2.1 Use business equipment/technology to process information in accordance with organisational requirements  
2.2 Process information in accordance with defined timeframes, guidelines and procedures  
2.3 Update, modify and file information in accordance with organisational requirements  
2.4 Collate and despatch information in accordance with specified timeframes and organisational requirements
3 Maintain information systems | 3.1 Maintain information and filing systems in accordance with organisational requirements  
3.2 Identify, remove and/or relocate inactive or dead files in accordance with organisational requirements  
3.3 Establish and assemble new files in accordance with organisational requirements  
3.4 Update reference and index systems in accordance with organisational requirements

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.3, 2.1-2.4, 3.1-3.4</td>
<td>• Recognises and interprets textual information to complete tasks according to organisational requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>1.3, 2.1-2.4, 3.4</td>
<td>• Records simple and routine content using an established format to organise information</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.1, 1.2</td>
<td>• Uses listening and questioning skills to clarify and adhere to requirements</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.2, 2.4, 3.4</td>
<td>• Comprehends basic mathematical measurements relating to times and number sequences</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.3, 2.1, 2.3, 2.4, 3.1-3.4</td>
<td>• Recognises organisational procedures and understands relevance of legislative requirements</td>
</tr>
</tbody>
</table>
| Get the work | 1.1-1.3, 2.1, 2.2, 2.4 | • Follows clearly defined instructions and monitors own
done 3.1-3.3 progress to achieve timelines
- Solves problems directly related to tasks, and makes low-impact decisions
- Uses digital technologies following instructions regarding data entry and retrieval

### Unit Mapping Information

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<tr>
<td>BSBINM201 Process and maintain workplace information</td>
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### Links

Assessment Requirements for BSBINM201 Process and maintain workplace information

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</table>

Performance Evidence

Evidence of the ability to:
- collect and process workplace information according to organisational policies and procedures and related regulatory requirements
- record and document information accurately within expected timeframes
- store, classify and maintain documents and records correctly.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect information management
- outline organisational policies and procedures relating to collecting and processing workplace information
- identify and describe organisational recordkeeping/filing systems and security procedures
- describe a range of filing systems including paper-based and software-based.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:
- office equipment and resources
- examples of workplace information systems.
Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet -
BSBINM401 Implement workplace information system

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Application

This unit describes the skills and knowledge required to implement and review the workplace information system. It involves the identification, acquisition, initial analysis and use of appropriate information which plays a significant part in the organisation’s effectiveness.

It applies to individuals whose work will normally be carried out within routine and non-routine methods and procedures which require planning and evaluation, leadership and guidance of others, and some discretion and judgement.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

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<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Identify and source information needs</td>
<td>1.1 Determine and locate information required by teams</td>
</tr>
<tr>
<td></td>
<td>1.2 Acquire and review information held by the organisation to determine suitability, accessibility, currency and reliability according to organisational policies</td>
</tr>
<tr>
<td>2 Collect, analyse and report information</td>
<td>2.1 Collect information, which is adequate and relevant to the needs of teams, in a timely manner</td>
</tr>
</tbody>
</table>
### PERFORMANCE CRITERIA

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.2 Ensure information is in a format suitable for analysis, interpretation and dissemination</td>
<td></td>
</tr>
<tr>
<td>2.3 Analyse information to identify and report relevant trends and developments in terms of the needs for which it was acquired</td>
<td></td>
</tr>
<tr>
<td>3.1 Implement management information systems effectively to store, retrieve and regularly review data for decision making purposes</td>
<td></td>
</tr>
<tr>
<td>3.2 Use technology available in the work area to manage information effectively</td>
<td></td>
</tr>
<tr>
<td>3.3 Submit recommendations for improving the information system to designated persons and/or groups</td>
<td></td>
</tr>
<tr>
<td>4.1 Collect information about information system future needs in consultation with colleagues, including those who have a specialist role in resource management</td>
<td></td>
</tr>
<tr>
<td>4.2 Ensure estimates of information system future needs reflect the organisation’s business plans, and customer and supplier requirements</td>
<td></td>
</tr>
<tr>
<td>4.3 Support proposals to secure resources by clearly presenting submissions that describe realistic options, benefits, costs and outcomes</td>
<td></td>
</tr>
<tr>
<td>4.4 Prepare team members to work with new technology and information system changes</td>
<td></td>
</tr>
</tbody>
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### Foundation Skills

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<td>Reading</td>
<td>1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4</td>
<td>Critically analyses complex documentation from a variety of sources and consolidates information relating to specific criteria to determine requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>1.2, 2.1, 2.3, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4</td>
<td>Develops material for a specific audience using clear and detailed language in order to convey explicit information, requirements and recommendations</td>
</tr>
<tr>
<td>Oral</td>
<td>1.1, 3.3, 4.1, 4.3, 4.4</td>
<td>Uses active listening and questioning and reading of verbal and non-verbal signals to convey and clarify</td>
</tr>
</tbody>
</table>
Communication | information and to confirm understanding
---|---
Numeracy | 4.1-4.3
- Selects from and uses a variety of developing mathematical and problem solving strategies to ensure estimates of information reflect the business plan and staff requirements
Navigate the world of work | 1.2
- Takes responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulation
Interact with others | 1.1, 3.3, 4.1, 4.3, 4.4
- Selects and uses appropriate conventions and protocols when communicating with clients and co-workers in a range of work contexts
- Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met
Get the work done | 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2
- Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes
- Contributes to continuous improvement of current work practices by applying basic principles of analytical thinking
- Uses familiar digital technologies and systems to access, enter, present and communicate data and information

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<td>BSBINM401 Implement workplace information system</td>
<td>BSBINM401A Implement workplace information system</td>
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Assessment Requirements for BSBINM401 Implement workplace information system

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Performance Evidence

Evidence of the ability to:

- identify, source and analyse information to determine:
  - information system needs
  - whether it is fit for purpose
  - trends and developments
- implement and review the workplace information system
- review a workplace information system and prepare and present a submission recommending improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the information systems that are, or should be, available in the workplace
- explain the information management systems and technology typically associated with the workplace including:
  - budgets and financial management systems
  - customer information software or records
  - databases
  - personal digital assistant (PDA)
  - product and service information
  - project management software
  - record management systems
  - spreadsheets.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- business technology
- a workplace information system
- workplace policies and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBITU213 Use digital technologies to communicate remotely

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to effectively identify, select and use available methods of digital communication in a workplace context. Such methods may include electronic mail (email), instant messaging and other similar applications/web-based platforms.

It applies to individuals who use digital technology to communicate with business stakeholders (including co-workers and customers). This will be particularly relevant to individuals in teams that work remotely. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify methods for digital communication</td>
<td>1.1 Identify purpose for communication, intended audience and content of proposed communication (including whether it is commercially sensitive)</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify available digital communication applications by accessing relevant sources of information and clarify with relevant</td>
</tr>
</tbody>
</table>
### ELEMENT

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>personnel as required</td>
</tr>
<tr>
<td>1.3 Select most appropriate application for communication in accordance with available resources and relevant organisational policies and procedures</td>
</tr>
</tbody>
</table>

2. Implement procedures to send and receive digital communications

| 2.1 Access application/platform for sending and receiving digital communications in accordance with organisational policies and procedures |
| 2.2 Create outgoing digital communication, checking for accuracy and ensuring that any required attachments are prepared in accordance with organisational and technology provider requirements |
| 2.3 Identify urgent, confidential, personal, suspicious or potentially dangerous email and take appropriate action, clarifying with relevant personnel as required |
| 2.4 Access and determine most appropriate action in response to incoming digital communications, in accordance with organisational policies and procedures |

3. Manage digital communications effectively

| 3.1 Set security levels and/or filters for incoming digital communications in accordance with organisational policies and procedures |
| 3.2 Create plan for monitoring and maintaining digital communications across multiple applications/platforms in accordance with organisational policies and procedures |
| 3.3 Store digital communications and/or attachments in accordance with policies and procedures |
| 3.4 Empty inboxes and archive or permanently delete in accordance with organisational policies and procedures |
| 3.5 Create methods for communicating electronically with targeted groups of stakeholders as relevant to organisation |

### Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Recognises textual information within different materials and interprets information to determine requirements as well as</td>
</tr>
<tr>
<td>Writing</td>
<td>confirming accuracy of content</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>• Records key information relevant to requirements and prepares</td>
<td></td>
</tr>
<tr>
<td>simple correspondence using basic punctuation, text and correct</td>
<td></td>
</tr>
<tr>
<td>spelling</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>• Obtains information through listening and questioning and uses clear</td>
<td></td>
</tr>
<tr>
<td>and appropriate language suitable to audience</td>
<td></td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td></td>
</tr>
<tr>
<td>• Recognises and follows explicit and implicit protocols and meets</td>
<td></td>
</tr>
<tr>
<td>expectations associated with own role</td>
<td></td>
</tr>
<tr>
<td>Get the work done</td>
<td></td>
</tr>
<tr>
<td>• Recognises and responds to routine problems in context of own work</td>
<td></td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU213 Use digital technologies to communicate remotely</td>
<td>BSBITU203 Communicate electronically</td>
<td>Updates to title, application statement, elements, performance criteria and assessment requirements</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBITU213 Use digital technologies to communicate remotely

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- identify suitable methods for digital communication in the context of the purpose and content of the proposed communication
- follow organisational and technology provider requirements when communicating electronically across multiple digital applications/platforms, including in relation to security of communications
- follow organisational policy and procedures when managing all aspects of digital communication, including by storing, filing and archiving/deleting inbound communications
- communicate electronically with targeted groups of colleagues, clients or similar as relevant to organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role.

- Key features of existing and emerging methods of digital communication, including strengths and limitations of each
- Key features of relevant industry practice relating to digital communication etiquette in a workplace setting
- Key features of commercial sensitivities in relation to knowledge management
- Key features of relevant organisational policies and procedures relating to the use of digital communication


Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry technology
- relevant organisational policies and procedures
- relevant workplace documentation and resources
- industry applications/platforms for communicating digitally.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBITU304 Produce spreadsheets

Modification History

<table>
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<tbody>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to develop spreadsheets through the use of spreadsheet software.

It applies to individuals employed in a range of environments who tend to be personally responsible for designing and working with spreadsheets under minimal supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare resources</td>
<td>1.1 Adhere to ergonomic, work organisation and occupational health and safety requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Use energy and resource conservation techniques to minimise wastage</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify spreadsheet task requirements in relation to data entry, storage, output and presentation</td>
</tr>
<tr>
<td>2. Plan spreadsheet design</td>
<td>2.1 Ensure spreadsheet design suits purpose, audience and information requirements of task</td>
</tr>
</tbody>
</table>
### PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Ensure spreadsheet design enhances readability and appearance, and meets organisational and task requirements for style and layout</td>
</tr>
<tr>
<td>2.3</td>
<td>Use style sheets and automatic functions to ensure consistency of design and layout</td>
</tr>
<tr>
<td>3.1</td>
<td>Ensure data is entered, checked and amended to maintain consistency of design and layout, in accordance with organisational and task requirements</td>
</tr>
<tr>
<td>3.2</td>
<td>Format spreadsheet using software functions to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements</td>
</tr>
<tr>
<td>3.3</td>
<td>Ensure formulae are tested and used to confirm output meets task requirements, in consultation with appropriate personnel as required</td>
</tr>
<tr>
<td>3.4</td>
<td>Use manuals, user documentation and online help to overcome problems with spreadsheet design and production</td>
</tr>
<tr>
<td>4.1</td>
<td>Select chart type and design that enables valid representation of numerical data, and meets organisational and task requirements</td>
</tr>
<tr>
<td>4.2</td>
<td>Create charts using appropriate data range in spreadsheet</td>
</tr>
<tr>
<td>4.3</td>
<td>Modify chart type and layout using formatting features</td>
</tr>
<tr>
<td>5.1</td>
<td>Preview, adjust and print spreadsheet and any accompanying charts, in accordance with task requirements</td>
</tr>
<tr>
<td>5.2</td>
<td>Ensure data input meets designated timelines and organisational requirements for speed and accuracy</td>
</tr>
<tr>
<td>5.3</td>
<td>Name and store spreadsheet in accordance with organisational requirements and exit application without data loss/damage</td>
</tr>
</tbody>
</table>

### Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2.2, 3.1-3.4, 5.1</td>
<td>• Recognises and interprets numerical and textual information to determine organisational and task</td>
</tr>
<tr>
<td></td>
<td>requirements</td>
<td></td>
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<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>2.1, 3.1-3.3, 4.2, 4.3, 5.1-5.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inputs numerical and key reporting information when creating and finalising spreadsheets and uses format, layout, style guides and standard naming conventions to organise data according to purpose and audience</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participates in exchange of information to determine whether formulae utilised produce result required</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>4.1, 4.2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses mathematical equations to create simple formulae and validate numerical data</td>
<td></td>
</tr>
<tr>
<td><strong>Navigate the world of work</strong></td>
<td>1.1-1.3, 2.1-2.3, 3.1-3.3, 4.1, 5.1-5.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognises and follows explicit and implicit protocols and meets expectations associated with own role</td>
<td></td>
</tr>
<tr>
<td><strong>Interact with others</strong></td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaborates with others to achieve joint outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>Get the work done</strong></td>
<td>2.1-2.3, 3.1-3.4, 4.1-4.3, 5.1-5.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses advanced features within applications to address routine and complex work tasks</td>
<td></td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title</th>
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<td>previous version</td>
<td></td>
<td></td>
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<tr>
<td>BSBITU304 Produce spreadsheets</td>
<td>BSBITU304A Produce spreadsheets</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBITU304 Produce spreadsheets

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- design spreadsheets that address a range of data and organisational requirements
- use software functions, graphics and support materials to create spreadsheets
- apply knowledge of formatting requirements for workplace documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe formatting requirements of workplace documents
- identify organisational guidelines on spreadsheet design and use
- explain organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- computer user information
- relevant legislation and codes of practice
- organisational policies and procedures
- relevant workplace documentation and resources.

Assessors must satisfy NVR/AQTF assessor requirements.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBITU306 Design and produce business documents

Modification History

<table>
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<tbody>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

It applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and prepare resources</td>
<td>1.1 Select and use appropriate technology and software applications to produce required business documents</td>
</tr>
<tr>
<td></td>
<td>1.2 Select layout and style of publication according to information and organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>1.4 Discuss and clarify format and style with person requesting document/publication</td>
</tr>
</tbody>
</table>
| 2. Design document | 2.1 Identify, open and generate files and records according to task and organisational requirements  
 2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information  
 2.3 Use a range of functions to ensure consistency of design and layout  
 2.4 Operate input devices within designated requirements |
| 3. Produce document | 3.1 Complete document production within designated timelines according to organisational requirements  
 3.2 Check document produced to ensure it meets task requirements for style and layout  
 3.3 Store document appropriately and save document to avoid loss of data  
 3.4 Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production |
| 4. Finalise document | 4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output  
 4.2 Make any modifications to document to meet requirements  
 4.3 Name and store document in accordance with organisational requirements and exit application without data loss/damage  
 4.4 Print and present document according to requirements |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2.1, 2.2, 3.2, 3.4, 4.1</td>
<td></td>
</tr>
</tbody>
</table>
  • Recognises and interprets textual information from a range of sources to determine and adhere to requirements  
  • Applies strategies to self-correct and verify clarity and conformity of information |
Writing 2.2, 2.3, 3.1, 4.2, 4.3  • Develops documents using required format, accurate spelling and grammar and terminology specific to requirements  
• Organises content to support purposes and audience of material, using clear and logical language

Oral Communication 1.4  • Confirms requirements with relevant personnel using specific terminology and listening and questioning techniques

Navigate the world of work 1.2, 1.3, 2.1, 2.4, 3.1, 3.2, 4.2-4.4  • Recognises and follows explicit and implicit protocols and meets expectations associated with own role

Interact with others 1.4  • Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts

Get the work done 1.1-1.3, 2.1-2.4, 3.1-3.4, 4.1-4.4  • Uses basic features and functions within applications to access, store, organise data and perform routine work tasks

Unit Mapping Information

<table>
<thead>
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<tr>
<td>BSBITU306 Design and produce business documents</td>
<td>BSBITU306A Design and produce business documents</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBITU306 Design and produce business documents

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</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- select appropriate technology and software for design and production of business documents
- adhere to organisational requirements when:
  - selecting layout and style
  - opening and generating files
  - producing documents within designated timelines
  - naming and storing documents
  - printing and presenting documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading as required
- use appropriate data storage options
- apply knowledge of functions and features of contemporary computer applications
- print and present completed documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- identify appropriate technology for production requirements
- describe functions and features of contemporary computer applications
- outline organisational policies, plans and procedures
- list organisational requirements for document design e.g. style guide.

**Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- examples of style guides
- organisational procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBITU401 Design and develop complex text documents

Modification History

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<tbody>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to design and develop business documents using complex technical features of word processing software.

It applies to individuals who work in a range of business environments and have skills which may be applied in the provision of administrative support within an enterprise, or by technical/knowledge experts responsible for producing their own word processed documents.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to produce word processed documents</td>
<td>1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify organisational requirements for text-based business documents to ensure consistency of style and image</td>
</tr>
<tr>
<td></td>
<td>1.4 Evaluate complex technical functions of software for its</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.5 Match document requirements with software functions to provide efficient production of documents</td>
<td></td>
</tr>
<tr>
<td>2.1 Design document structure and layout to suit purpose, audience and information requirements of task</td>
<td></td>
</tr>
<tr>
<td>2.2 Design document to enhance readability and appearance, and to meet organisational and task requirements for style and layout</td>
<td></td>
</tr>
<tr>
<td>2.3 Use complex software functions to enable efficient manipulation of information and other material, and ensure consistency of design and layout</td>
<td></td>
</tr>
<tr>
<td>2.4 Use manuals, user documentation and online help to overcome problems with document design and production</td>
<td></td>
</tr>
<tr>
<td>3.1 Insert a standard table into document, changing cells to meet information requirements</td>
<td></td>
</tr>
<tr>
<td>3.2 Format rows and columns as required</td>
<td></td>
</tr>
<tr>
<td>3.3 Insert images and other data, formatting as required</td>
<td></td>
</tr>
<tr>
<td>4.1 Use complex operations to develop documents, and achieve required results</td>
<td></td>
</tr>
<tr>
<td>4.2 Preview, adjust and print documents in accordance with organisational and task requirements</td>
<td></td>
</tr>
<tr>
<td>4.3 Name and store documents in accordance with organisational requirements and exit application without information loss/damage</td>
<td></td>
</tr>
<tr>
<td>4.4 Prepare documents within designated timelines and for speed and accuracy</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.3, 2.2, 2.4, 4.3, 4.4</td>
<td>• Recognises and interprets textual information from a range of resources to determine and confirm requirements and to assist with document issues</td>
</tr>
<tr>
<td>Writing</td>
<td>2.1-2.4, 3.3, 4.2-4.4,</td>
<td>• Develops material using required format and incorporating technical functions to meet business needs</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.2</td>
<td>• Uses specific and relevant language to confirm understanding of requirements and listens carefully to verbal instructions and discussions</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1.4, 3.3</td>
<td>• Recognises and inputs numerical information according to requirements</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.1-1.3, 1.5, 2.1-2.3, 3.1-3.3, 4.1-4.4</td>
<td>• Recognises and follows explicit and implicit protocols and meets expectations associated with own role</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.2</td>
<td>• Collaborates with others to achieve joint outcomes</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.4, 1.5, 2.1-2.4, 3.1-3.3, 4.1-4.4</td>
<td>• Applies formal processes when planning more complex/unfamiliar tasks, producing plans with logically sequenced steps • Uses advanced features within applications to access, store, organise data and perform routine and complex work tasks</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>BSBITU401 Design and develop complex text documents</td>
<td>BSBITU401A Design and develop complex text documents</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</table>

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11efb853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBITU401 Design and develop complex text documents

Modification History

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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- follow organisational and safe work practices including:
  - ergonomic requirements
  - energy and resource conservation techniques
- adhere to organisational requirements for:
  - producing documents within designated timelines
  - naming and storing documents
- adhere to task requirements when producing complex documents including:
  - using appropriate styles and layout consistently throughout the document
  - using correct formatting and document structure
- resolve issues by referring to user documentation and online help
- use appropriate data storage options
- apply knowledge of complex operation and functions of industry software applications
- communicate with relevant personal.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline various formatting styles and their effect on formatting, readability and appearance of documents
- explain organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- describe purpose and contents of an organisational style guide.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- organisational policies and procedures
- relevant workplace documentation and resources
- industry software packages and user instructions.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBITU404 Produce complex desktop published documents

Modification History

<table>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to design and produce complex desktop published documents.

This unit applies to individuals employed in a range of work environments who require well-developed skills in desktop publishing. They may be individuals providing administrative support within an enterprise, or others responsible for production of their own documents.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare to produce desktop published documents

1.1 Use safe work practices including addressing ergonomic requirements and using work organisation strategies

1.2 Use energy and resource conservation techniques

1.3 Identify document purpose, audience, presentation and final output requirements, and clarify with relevant personnel as required

1.4 Identify organisational and task requirements for desktop
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>published documents to ensure consistency of style and image</td>
<td></td>
</tr>
<tr>
<td>2. Design desktop published documents</td>
<td>2.1 Design document to enhance readability and appearance, according to organisational and task requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Determine document type and assess production and design requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Set up and use master pages, templates and styles to ensure consistency of design and layout</td>
</tr>
<tr>
<td></td>
<td>2.4 Set up colour palettes according to organisational and task requirements</td>
</tr>
<tr>
<td>3. Create desktop published documents</td>
<td>3.1 Prepare, format and enter required text</td>
</tr>
<tr>
<td></td>
<td>3.2 Import text from other applications and resolve any formatting issues</td>
</tr>
<tr>
<td></td>
<td>3.3 Scan or import graphics from other applications and resolve any formatting issues</td>
</tr>
<tr>
<td></td>
<td>3.4 Use complex software functions to arrange text and graphics on page, according to organisational and task requirements</td>
</tr>
<tr>
<td>4. Finalise desktop published documents</td>
<td>4.1 Ensure pages and combined graphics and text are composed correctly, to suit organisational and task requirements</td>
</tr>
<tr>
<td></td>
<td>4.2 Check numerical sequencing and layout of document is correct, to meet binding and finishing requirements</td>
</tr>
<tr>
<td></td>
<td>4.3 Incorporate bleed allowance in margins and borders</td>
</tr>
<tr>
<td>5. Produce desktop published documents</td>
<td>5.1 Review text for possible errors and omissions, and resolve any issues</td>
</tr>
<tr>
<td></td>
<td>5.2 Produce completed document in line with required final output</td>
</tr>
<tr>
<td></td>
<td>5.3 Name and store text documents, in accordance with organisational requirements and exit application without information loss/damage</td>
</tr>
<tr>
<td></td>
<td>5.4 Prepare text documents within designated timelines and organisational requirements for speed and accuracy</td>
</tr>
<tr>
<td></td>
<td>5.5 Use manuals, user documentation and online help to overcome problems with document design and production</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.3, 1.4, 2.1, 2.2, 3.1-3.4, 4.1, 4.2, 4.5, 5.1, 5.2</td>
<td>• Evaluates and integrates information and ideas to construct meaning, to design, set up and create a published document, and review final document for possible errors and other issues</td>
</tr>
<tr>
<td>Writing</td>
<td>2.1, 2.2, 3.1-3.4, 5.1-5.5</td>
<td>• Communicates relationships between ideas and information in a style appropriate to audience and purpose in accordance with organisational and task requirements</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.3, 1.4</td>
<td>• Uses everyday language and listens to short specific instructions to clarify document purpose, audience and presentation requirements with appropriate personnel</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.2, 4.3</td>
<td>• Uses basic numeracy calculations to deal with margin bleeding and arranges sequential numerical information during process of finalising document.</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.1, 1.3, 1.4, 2.1-2.4, 3.4, 4.1, 4.2, 5.2-5.4</td>
<td>• Recognises and follows explicit and implicit protocols and meets expectations associated with own role</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.3</td>
<td>• Collaborates with others to achieve joint outcomes</td>
</tr>
</tbody>
</table>
| Get the work done  | 2.1, 2.3, 2.4, 3.1-3.4, 4.1-4.3, 5.1-5.5 | • Recognises and responds to routine problems in context of own work  
  • Uses advanced features within applications to access, store, organise data and perform routine and complex work tasks |

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<tr>
<td>BSBITU404 Produce complex desktop published documents</td>
<td>BSBITU404A Produce complex desktop published documents</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</tbody>
</table>
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for BSBITU404 Produce complex desktop published documents

Modification History

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<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- follow organisational and safe work practices including:
  - ergonomic requirements
  - energy and resource conservation techniques
- adhere to organisational requirements for:
  - ensuring consistency of style and image
  - logically sequencing data
  - producing documents within designated timelines
  - naming and storing documents
- adhere to task requirements when producing documents including:
  - applying consistent formatting
  - using appropriate templates and master pages
  - using appropriate colour palettes
  - using correct layouts
  - providing bleed allowance
  - meeting binding and finishing requirements
- resolve any issues including:
  - formatting issues
  - errors and omissions
  - problems with design and production.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.
Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline various formatting styles and their effect on formatting, readability and appearance of documents
- explain organisational requirements for ergonomics, work periods and breaks, and energy and resource conservation techniques
- identify purposes, uses and functions of desktop publishing software
- describe purpose and contents of an organisational style guide.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- organisational policies and procedures
- relevant workplace documentation and resources
- industry software packages and user instructions.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBLDR403 Lead team effectiveness

Modification History

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</table>

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan to achieve team outcomes | 1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members  
1.2 Engage team members to incorporate innovation and |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>productivity measures in work plans</td>
</tr>
<tr>
<td></td>
<td>1.3 Lead and support team members in meeting expected outcomes</td>
</tr>
<tr>
<td>2. Lead team to develop cohesion</td>
<td>2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team</td>
</tr>
<tr>
<td></td>
<td>2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities</td>
</tr>
<tr>
<td></td>
<td>2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions</td>
</tr>
<tr>
<td></td>
<td>2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required</td>
</tr>
<tr>
<td></td>
<td>2.5 Model expected behaviours and approaches</td>
</tr>
<tr>
<td>3. Participate in and facilitate work team</td>
<td>3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes</td>
</tr>
<tr>
<td></td>
<td>3.2 Give the team support to identify and resolve problems which impede its performance</td>
</tr>
<tr>
<td></td>
<td>3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers</td>
</tr>
<tr>
<td>4. Liaise with management</td>
<td>4.1 Maintain open communication with line manager/management at all times</td>
</tr>
<tr>
<td></td>
<td>4.2 Communicate information from line manager/management to the team</td>
</tr>
<tr>
<td></td>
<td>4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken</td>
</tr>
<tr>
<td></td>
<td>4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance</th>
<th>Description</th>
</tr>
</thead>
</table>
### Writing

- Criteria: 1.1, 4.2
- Prepares workplace plans that communicate intent and elicits feedback clearly and effectively

### Oral communication

- Criteria: 1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4
- Engages in discussions or provides information using structure and language appropriate to the audience and situation

### Interact with others

- Criteria: 1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1
- Selects and uses appropriate conventions and protocols when communicating with team members
- Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others
- Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others

### Get the work done

- Criteria: 1.1-1.3, 3.2
- Develops, implements and monitors plans and processes to ensure team engagement and effectiveness
- Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

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### Unit Mapping Information

<table>
<thead>
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<th>Code and title current version</th>
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<td>BSBLDR403 Lead team effectiveness</td>
<td>BSBWOR402A Promote team effectiveness</td>
<td>Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria</td>
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### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBLDR403 Lead team effectiveness

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</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning
• workplace innovation
• workplace productivity.

**Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

• information about the organisation, including organisational structure, goals, objectives and plans
• case studies, and where possible, real situations
• workplace equipment and resources
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSLIB502 Manage the development of collections

Modification History

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<tbody>
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<td>This version first released with BSB Business Services Training Package Version 2.0.</td>
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</table>

Application

This unit describes the skills and knowledge required to determine collection needs to accession and de-accession collection material for galleries and collection bodies.

It applies to individuals who possess specialised knowledge, have a degree of autonomy and are responsible for managing all aspects of collections development.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Library – Collection Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1 Determine collection needs | 1.1 Review collection material against organisational objectives and collection requirements  
1.2 Determine priorities in consultation with key stakeholders |
| 2 Assess collection material to be accessioned | 2.1 Use options to identify material that could be accessioned to meet collection needs  
2.2 Assess key internal and external factors that impact options  
2.3 Obtain expert advice on material and its relevance to collections |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Assess potential material for significance and relevance to collections according to organisational collection management policies</td>
<td></td>
</tr>
<tr>
<td>2.5 Examine records to establish provenance and confirm significance</td>
<td></td>
</tr>
<tr>
<td>2.6 Identify resources required for accessioning collection material</td>
<td></td>
</tr>
<tr>
<td>2.7 Develop recommendations for accessioning collection material according to collection needs</td>
<td></td>
</tr>
<tr>
<td>3 Coordinate accessioning of collection material</td>
<td></td>
</tr>
<tr>
<td>3.1 Seek approval for accessioning collection material</td>
<td></td>
</tr>
<tr>
<td>3.2 Establish clear conditions for accessioning collection material according to organisational procedures and guidelines</td>
<td></td>
</tr>
<tr>
<td>3.3 Organise appropriate resources to accession collection material according to approval and conditions</td>
<td></td>
</tr>
<tr>
<td>3.4 Comply with legal, ethical and financial requirements and cultural protocols in the accession process</td>
<td></td>
</tr>
<tr>
<td>3.5 Negotiate terms and organise transfer of rights according to organisational procedures</td>
<td></td>
</tr>
<tr>
<td>3.6 Document agreements and terms according to organisational procedures and guidelines</td>
<td></td>
</tr>
<tr>
<td>4 Coordinate de-accessioning of collection material</td>
<td></td>
</tr>
<tr>
<td>4.1 Identify material to be de-accessioned from collections</td>
<td></td>
</tr>
<tr>
<td>4.2 Consult with experts on the material to determine impact of de-accessioning on the collection</td>
<td></td>
</tr>
<tr>
<td>4.3 Select options to de-accession material</td>
<td></td>
</tr>
<tr>
<td>4.4 Develop and implement recommendations for de-accessioning collection material according to organisational policies and strategies</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

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<tr>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 2.1, 2.2, 2.4-2.6,</td>
<td>• Analyses and compares collection material and documents to determine requirements</td>
</tr>
<tr>
<td>BSBLIB502 Manage the development of collections</td>
<td>3.2, 3.4, 3.6, 4.1</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Checks prepared documentation for compliance with terms, conditions and procedures for collection management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>1.2, 2.3, 3.1-3.3, 3.5, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares specific information conveying an understanding of outcomes and alternatives, and uses terminology appropriate to present to relevant personnel</td>
<td></td>
</tr>
<tr>
<td>Ensures produced material reflects cultural protocols and legal, ethical and financial requirements</td>
<td></td>
</tr>
<tr>
<td>Uses specific and appropriate language to develop accessioning and de-accessioning agreements and recommendations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>1.2, 2.3, 2.7, 3.1, 3.5, 3.6, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiates and participates in verbal exchanges of ideas and elicits views and opinions of others by listening and questioning</td>
<td></td>
</tr>
<tr>
<td>Uses a range of persuasive responses appropriate to audience and environment, and makes comparisons which show an understanding of requirements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interprets numerical information for compliance with financial requirements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Navigate the world of work</th>
<th>1.1, 2.4, 3.2-3.6, 4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takes full responsibility for following policies, procedures and legislative requirements</td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for managing organisational policies, procedures, and protocols relevant to own role</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interact with others</th>
<th>1.2, 2.3, 2.7, 3.1, 3.5, 3.6, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses collaborative techniques to engage stakeholders and colleagues in consultations and negotiations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Get the work done</th>
<th>1.1, 1.2, 2.1-2.7, 3.1-3.3, 4.1-4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness</td>
<td></td>
</tr>
<tr>
<td>Systematically gathers and analyses all relevant information and evaluates options to make decisions about accessioning and de-accessioning collection material</td>
<td></td>
</tr>
<tr>
<td>Uses problem-solving techniques to identify and analyse issues</td>
<td></td>
</tr>
<tr>
<td>Uses main features and functions of digital tools to complete work tasks and access information</td>
<td></td>
</tr>
</tbody>
</table>
## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>BSBLIB502 Manage the development of collections</td>
<td>CULCNM503A Manage the development of collections</td>
<td>Updated to meet Standards for Training Packages Unit moved from Library, Information and Cultural Services Training Package to Business Services Training Package.</td>
<td>Equivalent unit</td>
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## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBLIB502 Manage the development of collections

Modification History

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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- make and justify decisions regarding accessioning and de-accessioning collection material to meet collection needs
- apply organisational procedures and guidelines to manage development of collections
- negotiate and document processes and agreements in relation to collection material.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- identify and interpret organisational procedures and guidelines regarding managing specific items and whole collections
- identify and explain the purpose of subject matter expertise, including curatorial and conservation
- locate and interpret sources for accessioning and de-accessioning options
- interpret and explain information regarding comparable collections and their importance
- describe legal, ethical and financial requirements for accessioning and de-accessioning
- locate and interpret cultural protocols for collections development and management that impact accessioning and de-accessioning of cultural material, including those for Aboriginal or Torres Strait Islander material
- explain security issues associated with collection material.
Assessment Requirements for BSB1B502 Manage the development of collections

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Library – Collection Management field of work and include access to:

- an established or proposed collection as basis of decision-making
- organisational objectives, procedures and guidelines
- relevant personnel to reflect necessary communication and negotiation.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBLIB602 Develop and monitor procedures for the movement and storage of collection material

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge required to develop and monitor procedures for the movement and storage of collection material.

It applies to individuals who work autonomously within established guidelines, and often as a team leader.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Library – Collection Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Establish procedures for handling, moving and storing collection material</td>
<td>1.1 Assess key information about collection material</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess internal and external factors that impact moving and storing collection material</td>
</tr>
<tr>
<td></td>
<td>1.3 Integrate current industry best practice in procedure development</td>
</tr>
<tr>
<td></td>
<td>1.4 Locate and consult with stakeholders on complex matters of movement and storage</td>
</tr>
</tbody>
</table>
### Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>Identify and address legal, insurance and other administrative requirements impacting handling, moving and storing collection material</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify and assess work health and safety issues and legislative requirements</td>
</tr>
<tr>
<td>1.7</td>
<td>Document procedures for moving and storing collection material</td>
</tr>
<tr>
<td>2.1</td>
<td>Organise and monitor movement and storage arrangements according to agreed procedures and work requirements</td>
</tr>
<tr>
<td>2.2</td>
<td>Check movement and storage of collection material against schedules and allocated budgets, and take action to address problems</td>
</tr>
<tr>
<td>2.3</td>
<td>Evaluate information records to ensure completeness, currency, accuracy and compliance with legal, ethical and cultural constraints</td>
</tr>
<tr>
<td>2.4</td>
<td>Make adjustments and enhancements to record-keeping formats and systems based on ongoing review of records and feedback from users</td>
</tr>
<tr>
<td>3.1</td>
<td>Consult with colleagues to obtain feedback on movement and storage procedures</td>
</tr>
<tr>
<td>3.2</td>
<td>Update procedures based on feedback and industry practice</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.3, 1.5, 1.6, 2.2-2.4</td>
<td>- Analyses and interprets a wide range of information for incorporation into organisational practices and procedures</td>
</tr>
</tbody>
</table>
| Writing | 1.3, 1.5, 1.7, 2.4, 3.2 | - Develops and updates detailed procedures which clearly and concisely define organisational systems and practices  
- Develops documents using language understood by target audience |
Oral Communication 1.4, 1.5, 2.4, 3.1
- Elicits views and opinions of others and obtains information by listening and questioning
- Participates in a verbal exchange of ideas/solutions and uses inclusive and collaborative techniques to clarify and present information according to requirements and audience

Numeracy 2.2-2.4
- Interprets and uses budgets to meet required outcomes
- Works effectively with numerical recordkeeping systems to manage and monitor storage collection materials and operations

Navigate the world of work 1.3, 1.5-1.7, 2.1-2.3, 3.1, 3.2
- Works autonomously making high level decisions to achieve and improve organisational goals
- Develops and implements strategies to ensure organisational policies, procedures, timelines and regulatory requirements are met
- Monitors and reviews organisation’s policies, procedures and adherence to legislative requirements to implement and manage change

Interact with others 1.4, 1.5, 2.4, 3.1
- Uses a variety of strategies to build and maintain effective working relationships

Get the work done 1.1-1.7, 2.1-2.4, 3.1, 3.2
- Sequences and schedules complex activities, monitors implementation and manages relevant communication
- Plans, organises, implements and reviews systems and processes to manage compliance within relevant regulations and legislation
- Accepts responsibility for planning, prioritising and sequencing complex tasks and workload
- Gathers and analyses data and seeks feedback to improve plans and processes
- Evaluates effectiveness of systems and processes to inform decisions on how to implement improvements
- Uses problem-solving techniques to identify and analyse issues
- Uses main features and functions of digital tools to complete work tasks

Unit Mapping Information

<table>
<thead>
<tr>
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Approved

© Commonwealth of Australia, 2019
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<tr>
<td>BSBLIB602 Develop and monitor procedures for the movement and storage of collection material</td>
<td>CULCNM602A Develop and monitor procedures for the movement and storage of collection material</td>
<td>Updated to meet Standards for Training Packages Unit moved from Library, Information and Cultural Services Training Package to Business Services Training Package.</td>
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**Links**

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Assessment Requirements for BSBLIB602 Develop and monitor procedures for the movement and storage of collection material

Modification History

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<tr>
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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- develop procedures for moving and storing collection material
- implement and monitor procedures for moving and storing collection material
- integrate into procedures, internal, external and technical issues that impact movement and storage of collection material.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- assess copyright, moral rights and intellectual property legislation and issues that impact moving and storing collection material
- identify and interpret cultural protocols that affect movement and storage of material, including Aboriginal or Torres Strait Islander material
- outline legal and administrative requirements for moving and storing collection material
- interpret procedures and practices for protection, transportation, storage and security of collection material
- explain safety legislation and requirements that impact moving and storing collection material
- describe technical and conservation issues associated with moving and storing collection material.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Library – Collection Management field of work and include access to:

- relevant policies and procedures manuals
- a collection, for which procedures can be planned.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBMGT402 Implement operational plan

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Implement operational plan</td>
<td>1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers</td>
</tr>
<tr>
<td></td>
<td>1.2 Implement operational plans to contribute to the achievement of organisation’s performance/business plan</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and use key performance indicators (KPIs) to monitor</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>operational performance</td>
</tr>
<tr>
<td></td>
<td>1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others</td>
</tr>
<tr>
<td></td>
<td>1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes</td>
</tr>
<tr>
<td>2. Implement resource acquisition</td>
<td>2.1 Recruit and induct employees within organisation’s policies, practices and procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Implement plans for acquisition of physical resources and services within organisation’s policies, practices and procedures and in consultation with relevant personnel</td>
</tr>
<tr>
<td>3. Monitor operational performance</td>
<td>3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets</td>
</tr>
<tr>
<td></td>
<td>3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies</td>
</tr>
<tr>
<td></td>
<td>3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely</td>
</tr>
<tr>
<td></td>
<td>3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval</td>
</tr>
<tr>
<td></td>
<td>3.6 Implement systems, procedures and records associated with performance in accordance with organisation’s requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>3.4</td>
<td>• Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others</td>
</tr>
<tr>
<td>Reading</td>
<td>1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6</td>
<td>• Identifies, interprets, analyses and reviews textual information related to the operational plan and</td>
</tr>
<tr>
<td></td>
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<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>monitoring of operational performance</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1-1.5, 2.1, 2.2,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2-3.6</td>
<td>• Communicates relationships between ideas and information, matching style of writing to purpose and audience</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1, 1.4, 1.5, 2.1,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2, 3.3, 3.4, 3.5</td>
<td>• Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
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<tr>
<td>1.1, 1.2, 1.3, 1.4,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5, 2.2, 3.1, 3.2, 3.3</td>
<td>• Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance</td>
<td></td>
</tr>
<tr>
<td><strong>Navigate the world of work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5, 2.1, 2.2, 3.3, 3.4, 3.6</td>
<td>• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment</td>
<td></td>
</tr>
<tr>
<td><strong>Interact with others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1, 1.4, 1.5, 2.1,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2, 3.3, 3.4, 3.5</td>
<td>• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information</td>
<td></td>
</tr>
<tr>
<td><strong>Get the work done</strong></td>
<td></td>
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</tr>
<tr>
<td>1.1, 1.2, 1.3, 1.4,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5, 2.2, 3.1, 3.2, 3.3, 3.6</td>
<td>• Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluates effectiveness of decisions in terms of how well they met stated goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognises and addresses an increasing range of familiar problems by implementing contingency plans</td>
<td></td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
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</tr>
<tr>
<td>operational plan</td>
<td>operational plan</td>
<td>Training Packages. Edits to clarify intent of Performance Criteria.</td>
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</table>

**Links**

Assessment Requirements for BSBMGT402 Implement operational plan

Modification History

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<tbody>
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</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation’s systems and procedures
- manage and support personnel to achieve performance objectives, including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
BSBMGT616 Develop and implement strategic plans

Modification History

<table>
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</table>

Application

This unit describes the skills and knowledge required to establish the strategic direction of the organisation, sustain competitive advantage and enhance competitiveness. It covers analysis and interpretation of relevant markets, capability assessment of the organisation and analysis of the organisation’s existing and potential competitors and allies. It also covers implementation of the strategic plan and developing specific actions and initiatives that will be undertaken by people working in various roles.

It applies to individuals working in senior roles in the organisation who have responsibility for ensuring that the organisation is positioned to ensure its long-term viability and success.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Confirm organisational vision and mission</td>
<td>1.1 Check with stakeholders that organisational vision and mission are still held to be current and are supported</td>
</tr>
<tr>
<td></td>
<td>1.2 Make any changes or refinements to vision or mission statement as required</td>
</tr>
<tr>
<td></td>
<td>1.3 Review or develop organisational values to support the vision</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>and mission statement&lt;br&gt;1.4 Gain support for strategic planning process from all relevant stakeholders</td>
<td></td>
</tr>
<tr>
<td>2. Analyse the internal and external environment</td>
<td>2.1 Determine information requirements and undertake or commission research to deliver relevant information&lt;br&gt;2.2 Analyse political, economic, social, and technological developments in a global context&lt;br&gt;2.3 Seek advice from appropriate experts wherever necessary&lt;br&gt;2.4 Identify and consider strengths and weaknesses of existing and potential competitors and allies&lt;br&gt;2.5 Analyse organisation’s strengths, weaknesses, opportunities and threats&lt;br&gt;2.6 Consider cooperative ventures that are supported by risk and cost benefit analyses, are consistent with the organisational vision, mission and values and provide for due diligence&lt;br&gt;2.7 Check that analysis of internal and external environment is consistent with the perspectives of other informed people</td>
</tr>
<tr>
<td>3. Write strategic plan</td>
<td>3.1 Document relevant research and background for inclusion in the strategic plan&lt;br&gt;3.2 Formulate strategic objectives and strategies needed for the future&lt;br&gt;3.3 Detail each strategy with an assigned priority, a timeframe, responsible parties and measurable performance indicators&lt;br&gt;3.4 Circulate strategic plan for comment, support and endorsement</td>
</tr>
<tr>
<td>4. Implement strategic plan</td>
<td>4.1 Communicate strategic plan to all relevant parties&lt;br&gt;4.2 Brief people with a specific role in relation to strategies&lt;br&gt;4.3 Use performance indicators to monitor progress in implementing plan&lt;br&gt;4.4 Make necessary refinements to plan&lt;br&gt;4.5 Evaluate achievement of objectives at agreed milestones&lt;br&gt;4.6 Review effectiveness of plan and consider methods for improving strategic planning processes</td>
</tr>
</tbody>
</table>
## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

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<tr>
<td>Reading</td>
<td>1.1-1.3, 2.1, 2.2,</td>
<td>• Identifies and analyses complex organisational texts to determine business requirements</td>
</tr>
<tr>
<td></td>
<td>2.4-2.6, 3.1, 3.3,</td>
<td>• Reviews, evaluates, interprets and applies content from a range of sources to aid in development of strategies</td>
</tr>
<tr>
<td></td>
<td>4.4-4.6</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>1.2, 1.3, 2.1, 2.2,</td>
<td>• Prepares strategic plans for relevant stakeholders incorporating appropriate vocabulary, grammatical structure and conventions</td>
</tr>
<tr>
<td></td>
<td>2.4-2.6, 3.1-3.3, 4.3-</td>
<td>• Incorporates amendments to documents according to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>4.6</td>
<td>• Collates and compiles data to convey specific information, requirements and recommendations</td>
</tr>
<tr>
<td>Oral</td>
<td>1.1, 1.4, 2.3, 4.1,</td>
<td>• Presents information and seeks advice using language and register appropriate to audience</td>
</tr>
<tr>
<td>Communication</td>
<td>4.2</td>
<td>• Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.6, 3.2, 3.3, 4.5, 4.6</td>
<td>• Interprets and analyses statistical data and mathematical information to consider trends and resource implications of proposed strategies</td>
</tr>
<tr>
<td>Navigate the world of</td>
<td>1.1-1.3</td>
<td>• Works autonomously making high level decisions to achieve and improve organisational goals</td>
</tr>
<tr>
<td>work</td>
<td></td>
<td>• Takes a lead role in the development of strategies to achieve organisational goals</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.1, 1.4, 2.3, 3.4, 4.1, 4.2</td>
<td>• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seeks feedback or expert advice where required</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.3, 2.1, 2.2, 2.4-2.7, 3.2, 4.3-4.6</td>
<td>• Develops flexible plans for complex, high impact activities with strategic implications, taking into account capabilities, efficiencies and effectiveness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluates outcomes to identify opportunities for</td>
</tr>
</tbody>
</table>
improvement
- Applies problem solving processes to identify risks, evaluate options and determine solutions

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tr>
<td>BSBMGT616 Develop and implement strategic plans</td>
<td>BSBMGT616A Develop and implement strategic plans</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Performance Evidence

Evidence of the ability to:

- consult and communicate effectively with relevant stakeholders to:
  - confirm or revise the organisation’s mission, vision and values
  - validate findings of research and analysis
  - get input to and endorsement of strategic plans
  - brief relevant parties about the plan
- analyse organisation’s internal and external environment to formulate strategic plans including:
  - background and research relevant to the plan
  - legislation, regulations and codes of practice, including for intellectual property
  - objectives, strategies and priorities
  - roles and responsibilities
  - performance indicators
  - timeframes
  - consideration of co-operative ventures
  - cost-benefit and risk analysis
- seek advice from appropriate experts wherever necessary
- monitor and evaluate the implementation of the plan and make refinements as appropriate
- review effectiveness of planning processes and identify opportunities for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
• outline the legislation, regulations and codes of practice relevant to the organisation’s strategic plan.
• give examples of risks and risk management strategies relevant to strategic planning including:
  • intellectual property rights and responsibilities
  • other risks
• outline strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT)
• identify internal and external sources of information relevant to the organisation’s market, competitors, customer base, vision, values and capabilities
• outline techniques for developing organisational values.

Assessment Conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:
• relevant legislation, regulations, standards and codes
• workplace documentation and resources
• case studies and, where possible, real situations
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBMGT617 Develop and implement a business plan

Modification History

<table>
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<tbody>
<tr>
<td>Version 1</td>
<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan.

It applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop business plan</td>
<td>1.1 Review and evaluate pre-existing strategic, business and operational plan, if available</td>
</tr>
<tr>
<td></td>
<td>1.2 Analyse and interpret business vision, mission, values and objectives</td>
</tr>
<tr>
<td></td>
<td>1.3 Consult with key stakeholders</td>
</tr>
<tr>
<td></td>
<td>1.4 Review market requirements for the product or service, profile customer needs and research pricing options</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.5 Develop performance objectives and measures through consultation with key stakeholders</td>
<td>1.6 Identify financial, human and physical resource requirements for the business</td>
</tr>
<tr>
<td>1.7 Consider any permits or licences that may be required for new activity</td>
<td>1.8 Write business plan</td>
</tr>
<tr>
<td>2. Monitor performance</td>
<td>2.1 Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes</td>
</tr>
<tr>
<td></td>
<td>2.2 Ensure skilled labour is available to implement plan</td>
</tr>
<tr>
<td></td>
<td>2.3 Test performance measurement systems and refine, if necessary</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance</td>
</tr>
<tr>
<td></td>
<td>2.5 Report system failures, product failures and variances to the business plan as they occur</td>
</tr>
<tr>
<td>3. Respond to performance data</td>
<td>3.1 Analyse performance reports against planned objectives</td>
</tr>
<tr>
<td></td>
<td>3.2 Review performance indicators and refine if necessary</td>
</tr>
<tr>
<td></td>
<td>3.3 Ensure groups and individuals contributing to under-performance are coached, and provide training where appropriate</td>
</tr>
<tr>
<td></td>
<td>3.4 Review system processes and work methods regularly as part of continuous improvement</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 1.4, 1.7, 2.3, 3.1, 3.2, 3.4</td>
<td>• Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Utilises understanding of distinguishing structures and features of a range of text as well as recognising and</td>
</tr>
</tbody>
</table>

© Commonwealth of Australia, 2019
| Writing | 1.1, 1.2, 1.4, 1.5, 1.8, 2.3, 2.5, 3.2, 3.3, 3.4 | • Communicates relationships between ideas and information, matching style of writing to purpose and audience  
• Researches, plans and prepares business plan for relevant stakeholders |
| Oral Communication | 1.3, 1.5, 2.1, 3.3 | • Presents information and seeks advice using language and features appropriate to audience  
• Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding |
| Numeracy | 1.1, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 3.1, 3.2 | • Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures |
| Navigate the world of work | 1.7 | • Takes full responsibility for identifying and complying with legislative requirements applicable to self and the organisation |
| Interact with others | 1.3, 1.5, 2.1, 3.3 | • Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information  
• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role  
• Provides support in field of expertise to colleagues, as required |
| Get the work done | 1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 | • Sequences and schedules complex activities, monitors implementation and manages relevant communication  
• Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement |

**Unit Mapping Information**

<table>
<thead>
<tr>
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<th>Code and title</th>
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<th>Equivalence status</th>
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<td>BSBMGT617Develop and implement a business plan</td>
<td>BSBMGT617A Develop and implement a business plan</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBMGT617 Develop and implement a business plan

Modification History

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<tbody>
<tr>
<td>Version 1</td>
<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements, marketing approaches and strategic, business and operational plans
- write a business plan which includes a description of the business, products and services, financial, physical and human resource requirements, permit and licence requirements, marketing activity, financial indicators, productivity and performance targets for key result areas
- implement a business plan including ensuring skilled labour is available, and that training is provided where appropriate
- monitor and respond to business performance including evaluation of performance against key results indicators including profit and loss, community awareness or branding, environmental impact, governance, quality, sales, triple bottom line and the workforce
- consult, communicate with and report to key stakeholders including business partners, financiers, customers, staff and technical advisers
- provide an analysis of the strengths and weaknesses of a business plan.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline processes for developing business plans
- describe performance objectives and measures including key performance indicators
- identify key stakeholders.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- appropriate documentation and resources normally used in the workplace
- strategic, business and operational plans
- business information and data
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBMGT623 Monitor corporate governance activities

Modification History

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<tbody>
<tr>
<td>Release 1</td>
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</table>

Application

This unit describes the performance outcomes, skills and knowledge required to develop and implement procedures to ensure the organisation meets its corporate governance obligations. It covers researching corporate governance trends, standards and practices, establishing processes to promote compliance, reviewing compliance and taking corrective action on non-compliances.

It applies to individuals in any sector or type of organisation with responsibility for monitoring and managing compliance to corporate governance requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish corporate governance standards and practices</td>
<td>1.1 Monitor the application of, and adherence to, professional and legal standards to identify emerging trends and interpretations of statutory and other regulatory requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Research governance audit reports and practices to assess methodologies and recommendations</td>
</tr>
<tr>
<td>2. Identify corporate</td>
<td>2.1 Analyse organisational practices to identify corporate</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| governance reporting trends | governance obligations and performance  
2.2 Review queries from statutory and other regulatory authorities for corporate governance failure to identify the need for changes to internal control procedures  
2.3 Analyse the organisation’s governance reports, returns and review processes to identify whether they meet current requirements |

| 3. Determine processes for corporate governance adherence | 3.1 Analyse internal control procedures to determine corporate governance compliance performance indicators  
3.2 Evaluate whether information technology systems meet corporate governance obligations for recording data from operations and transactions  
3.3 Establish management processes to support corporate governance  
3.4 Establish reporting plans to ensure the organisation meets compliance and reporting deadlines |

| 4. Review corporate governance compliance | 4.1 Monitor compliance performance indicators  
4.2 Monitor compliance preparation processes for compliance  
4.3 Analyse non-compliances to identify cause/s and implement corrective actions |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.2, 2.1-2.3, 3.1, 3.3, 3.4</td>
<td>• Sources and researches textual information in the context of organisational strategy and compliance requirements to support plans, monitoring and reporting</td>
</tr>
<tr>
<td>Writing</td>
<td>3.3, 3.4</td>
<td>• Develops complex texts using specialised and detailed language to convey information, requirements and recommendations in accordance with legal and organisational requirements</td>
</tr>
<tr>
<td>Navigate the world of</td>
<td>1.1, 2.1-2.3, 3.1, 3.2, 3.4</td>
<td>• Leads in the development of organisational policies, procedures to support adherence to legal and statutory requirements</td>
</tr>
<tr>
<td>work</td>
<td>• Considers own role in terms of its contribution to broader goals of the organisation</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1, 3.1-3.4, 4.1-4.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice and feedback as required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Monitors and evaluates performance against agreed benchmarks to ensure compliance with governance, statutory and legal requirements</td>
<td></td>
</tr>
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</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<tr>
<td>BSBMGT623 Monitor corporate governance activities</td>
<td>Not applicable</td>
<td>New unit</td>
<td>No equivalent unit</td>
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### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBMGT623 Monitor corporate governance activities

Modification History

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<tbody>
<tr>
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</table>

Performance Evidence

Evidence of the ability to:
- develop, implement, monitor and review corporate governance
- access and interpret legislation and regulations to identify corporate governance compliance requirements
- research and analyse information to identify trends in corporate governance practices and reporting
- establish and implement processes for corporate governance adherence including determining corporate governance indicators and establishing a reporting plan
- meet statutory reporting requirements
- monitor compliance and analyse the causes of non-compliances including analysing governance reports, returns, review processes and the information technology system
- identify and implement corrective actions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- outline the legislation, regulations and statutory requirements and standards that relate to corporate governance obligations for the organisation including at least those covering:
  - finances and taxation
  - industrial relations, equal opportunity, employment records and superannuation
  - intellectual property
  - corporate entities
  - competition, ethical practice and consumer rights
  - work health and safety
• outline principles of internal control including statutory requirements
• understand statutory reporting requirements
• state the principles of valuation and apply common methods of depreciation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

• relevant legislation, regulations, standards and codes
• workplace documentation and resources including governance reports and returns
• business information technology systems
• case studies and, where possible, real situations
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBMKG401 Profile the market

Modification History

<table>
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<tbody>
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</table>

Application

This unit describes the skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.

It applies to individuals working in a variety of marketing communications occupational roles who have responsibility for a range of tasks involving analysis and planning.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Segment market</td>
<td>1.1 Identify criteria for use in segmenting market in accordance with marketing plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and access sources of information for segmenting and profiling markets in accordance with marketing plan</td>
</tr>
<tr>
<td></td>
<td>1.3 Segment market in accordance with identified criteria</td>
</tr>
<tr>
<td></td>
<td>1.4 Review market segments for their usefulness in terms of factors such as their size, potential, distinctive needs, easy identification of members or distinctive media use patterns</td>
</tr>
</tbody>
</table>
### ELEMENT | PERFORMANCE CRITERIA
--- | ---
1.5 Select market segments to meet marketing objectives, and choose and apply new segmentation criteria if required

#### 2. Identify target market
2.1 Evaluate approaches to determining and describing total market for a product or service
2.2 Define target market in terms of consumers to be included as prospective users of a product or service, and selected market segments
2.3 Use segment descriptors to describe target market
2.4 Identify available strategic marketing options and select targeting strategies that best meet requirements of the marketing plan

#### 3. Profile target audience
3.1 Describe total market and selected market segments using a consumer profile
3.2 Identify consumer characteristics in standard statistical terms and/or descriptive terms used in media selection in consumer profile
3.3 Use demographic and/or psychographic descriptions in consumer profile in accordance with requirements of the marketing plan
3.4 Describe consumer attitudes to products or services being offered
3.5 Ensure profile meets organisational requirements of language, format, content and level of detail

#### 4. Develop positioning strategy
4.1 Identify available positioning strategies and choose a strategy to meet marketing requirements and consumer profile
4.2 Write a positioning implementation plan containing several options, in accordance with organisational requirements
4.3 Submit plan to supervisor within specified timelines and make appropriate adjustments based on feedback

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>

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Skills Impact
Reading
1.1-1.4, 2.1, 2.2, 2.4, 3.2, 3.3, 4.1
• Gathers, interprets and analyses a variety of textual information from a range of sources to identify relevant and key information

Writing
1.3, 2.2, 2.3, 3.1-3.5, 4.2, 4.3
• Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience

Numeracy
1.1-1.5, 2.1, 2.2, 2.4, 3.2, 3.3
• Uses mathematical skills to interpret and process data and statistical information

Navigate the world of work
1.1, 1.2, 1.5, 2.4, 3.3, 3.5, 4.1, 4.2
• Adheres to implicit and explicit organisational goals, policies and procedures

Interact with others
4.3
• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role

Get the work done
1.2-1.5, 2.1, 2.4, 4.1-4.3
• Develops and implements plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to organisational goals
• Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option

Unit Mapping Information

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<tr>
<td>BSBMKG401 Profile the market</td>
<td>BSBMKG401B Profile the market</td>
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Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBMKG401 Profile the market

Modification History

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</table>

Performance Evidence

Evidence of the ability to:

- develop a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant information relating to the Australian Marketing Institute Code of Professional Conduct
- outline requirements of legislation affecting marketing roles
- explain data collection and analysis techniques
- outline relevant industry knowledge including:
  - components of marketing mix
  - elements of marketing planning
- explain marketing communications concepts and processes
- identify organisational structures, roles, responsibilities, business and marketing plans
- demonstrate knowledge of relevant product and service standards and best practice models
- outline relevant statistical terms used by the Australian Bureau of Statistics.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
• relevant workplace documentation and resources
• case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
BSBMKG414 Undertake marketing activities

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to plan, implement and manage basic marketing and promotional activities. It is a foundation unit covering general and basic marketing and promotional activities that do not require detailed or complex planning or implementation.

It applies to people with no previous experience in marketing. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Research marketing information</td>
<td>1.1 Research concept of marketing as it applies to the organisation</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and analyse organisation’s marketing plan and relevant policies and procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify need for marketing activities from established marketing plan</td>
</tr>
<tr>
<td></td>
<td>1.4 Investigate previous marketing activities for relevant</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>information</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify profile of market segment</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify positioning and market mix for each target segment</td>
</tr>
<tr>
<td></td>
<td>1.7 Identify outcomes expected from marketing activities</td>
</tr>
<tr>
<td>2 Plan marketing activities</td>
<td>2.1 Undertake analysis of collected basic marketing information</td>
</tr>
<tr>
<td></td>
<td>2.2 Develop and document work activity plans for marketing activities</td>
</tr>
<tr>
<td></td>
<td>2.3 Obtain approval of plans from relevant enterprise personnel</td>
</tr>
<tr>
<td>3 Implement marketing activities</td>
<td>3.1 Determine and access resources required for work activities</td>
</tr>
<tr>
<td></td>
<td>3.2 Undertake marketing activities within job role</td>
</tr>
<tr>
<td></td>
<td>3.3 Assist with assigning responsibilities and functions to relevant personnel performing specific marketing functions</td>
</tr>
<tr>
<td></td>
<td>3.4 Monitor marketing activities, and review and amend activity plan as required</td>
</tr>
<tr>
<td>4 Review marketing activities</td>
<td>4.1 Measure and record outcomes of marketing activities</td>
</tr>
<tr>
<td></td>
<td>4.2 Review marketing activities against expected outcomes and record identified improvements</td>
</tr>
<tr>
<td></td>
<td>4.3 Prepare reports of marketing activities and communicate to relevant enterprise personnel</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.7, 2.1, 3.4, 4.2</td>
<td>• Interprets textual information obtained from a range of sources and determines how content may be applied to organisational requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>2.2, 3.2, 3.4, 4.1-4.3</td>
<td>• Integrates information from a number of sources to develop material that supports purposes and format of documentation, using suitable grammatical structure and clear, logical language</td>
</tr>
<tr>
<td>Oral</td>
<td>2.3, 4.3</td>
<td>• Participates in a variety of spoken exchanges using</td>
</tr>
<tr>
<td>Communication</td>
<td>suitable language and non-verbal features</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>3.1, 4.1-4.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collates and analyses numeric information relating to costs, timeframes and other activities</td>
<td></td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.2, 1.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of work environment</td>
<td></td>
</tr>
<tr>
<td>Interact with others</td>
<td>2.3, 3.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role</td>
<td></td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1-1.7, 2.1, 2.2, 3.1-3.4, 4.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Develops plans to manage tasks with an awareness of how they may contribute to longer term operational and strategic goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for outcomes of routine decisions related directly to own role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understands purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete routine tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts</td>
<td></td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
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<tbody>
<tr>
<td>BSBMKG414 Undertake marketing activities</td>
<td>BSBMKG414B Undertake marketing activities</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBMKG414 Undertake marketing activities

Modification History

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</table>

Performance Evidence

Evidence of the ability to:

- research marketing practices of the organisation
- plan and implement a marketing activity
- record activities and processes used in marketing activity
- review effectiveness of marketing plan.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe basic foundations of marketing practices
- describe organisational policies and procedures on marketing
- outline specific product knowledge related to products and services being marketed.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- examples of products or services to be marketed
- marketing plans, policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBPMG417 Apply project life cycle management processes

Modification History

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Application

This unit describes the skills and knowledge required to assist in implementing project life cycle management processes.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

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<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assist in establishing project</td>
<td>1.1 Identify and clarify project initiation documentation where required 1.2 Establish relationship between the project and broader organisational strategies and goals 1.3 Assist in negotiating and documenting project objectives, outcomes and benefits 1.4 Assist in establishing the project governance structure 1.5 Assist in drafting a project charter for approval</td>
</tr>
<tr>
<td>2. Support project</td>
<td>2.1 Support breakdown of project objectives into achievable</td>
</tr>
</tbody>
</table>
### ELEMENT

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>planning and design processes</td>
</tr>
<tr>
<td>project deliverables</td>
</tr>
<tr>
<td>2.2 Assist in identifying project stages, and key requirements for stage completion</td>
</tr>
<tr>
<td>2.3 Identify project milestones and map clearly against time and objectives</td>
</tr>
<tr>
<td>2.4 Assist in consolidating associated plans and baselines in project management plan</td>
</tr>
<tr>
<td>2.5 Support negotiation with relevant stakeholders and project authority to gain approval of project plan</td>
</tr>
<tr>
<td>3. Assist with project control and execution</td>
</tr>
<tr>
<td>3.1 Maintain and update records against project deliverables and plans at required intervals</td>
</tr>
<tr>
<td>3.2 Prepare status reports on project progress and identified issues</td>
</tr>
<tr>
<td>3.3 Assist with undertaking an impact analysis of proposed changes to the project</td>
</tr>
<tr>
<td>3.4 Maintain relevant project logs and registers accurately and regularly to assist with project audit</td>
</tr>
<tr>
<td>3.5 Update associated plans to reflect project progress against baselines and approved changes</td>
</tr>
<tr>
<td>4. Assist with project finalisation</td>
</tr>
<tr>
<td>4.1 Assist with project finalisation activities where required</td>
</tr>
<tr>
<td>4.2 Prepare project products and associated documentation for handover to client</td>
</tr>
<tr>
<td>4.3 Assist in completing financial, legal and contractual obligations where required</td>
</tr>
<tr>
<td>4.4 Contribute perspectives on project performance to assist with project review assessments</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

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<td>• Recognises and interprets textual information from a range of sources and determines how content may be applied to organisational requirements</td>
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</table>
Writing  

<table>
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<tr>
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<tbody>
<tr>
<td>BSBPMG417 Apply project life cycle management processes</td>
<td>BSBPMG417A Apply project life cycle management processes</td>
<td>Updated to meet Standards for Training Packages. Minor edits to clarify meaning of Performance Criteria.</td>
<td>Equivalent unit</td>
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</table>

Oral Communication  

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Numeracy  

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Navigate the world of work  

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</table>

Interact with others  

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</table>

Get the work done  

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Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for BSBPMG417 Apply project life cycle management processes

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</table>

Performance Evidence

Evidence of the ability to:
- work with others to plan and document a project based on organisational parameters
- complete and update all relevant documentation
- examine impact that project changes could have on final outcomes
- undertake project finalisation activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- explain basic project governance models
- describe project finalisation and evaluation products
- identify and describe project life cycle stages, phases and structures relevant to industry and project
- explain project planning documents and their specific formats relevant to industry and context
- outline key organisational policies and procedures
- describe various types of project initiation documentation
- identify types of project logs and registers in use in this context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:
- project documentation, including information about life cycle processes
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBPMG418 Apply project stakeholder engagement techniques

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</table>

Application

This unit describes the skills and knowledge required to assist in managing stakeholder relationships during a project. It involves ensuring timely and appropriate involvement of key individuals, organisations and groups throughout the project.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Assist in identifying and addressing stakeholder interests</td>
<td>1.1 Assist in identifying stakeholders relevant to project objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 Segment stakeholder interests and assist in determining forms of engagement</td>
</tr>
<tr>
<td></td>
<td>1.3 Consider interests of stakeholders when advising on project operations</td>
</tr>
<tr>
<td></td>
<td>1.4 Support actions to address differing stakeholder interests where required</td>
</tr>
<tr>
<td>2. Actively participate in</td>
<td>2.1 Apply interpersonal skills to ensure stakeholder engagement is</td>
</tr>
</tbody>
</table>
ELEMENT | PERFORMANCE CRITERIA
--- | ---
stakeholder engagement | effective  
  2.2 Conduct stakeholder engagement in line with agreed and defined project roles  
  2.3 Establish and clarify stakeholder behaviour expectations where required  
  2.4 Openly engage with stakeholder performance reviews  
  2.5 Recognise and address development needs and opportunities to support stakeholder engagement
3. Assist stakeholder communications | 3.1 Assist in determining and documenting stakeholder communication needs  
  3.2 Assist in negotiating agreement on project communication method, and content and timing of stakeholder engagement  
  3.3 Support communication of information as planned within authority levels, identifying and addressing variances

Foundation Skills
This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2</td>
<td>• Recognises and interprets textual information to determine and adhere to objectives</td>
</tr>
<tr>
<td>Writing</td>
<td>1.2, 3.1</td>
<td>• Documents findings on communication needs using required formats and structure</td>
</tr>
</tbody>
</table>
| Oral Communication | 1.1-1.3, 2.1-2.4, 3.1-3.3 | • Participates in verbal exchanges using clear and detailed language to provide relevant information  
  • Uses active listening and questioning techniques to elicit views and opinions of others |
| Navigate the world of work | 2.2, 3.3 | • Understands how own role meshes with others and contributes to broader work goals |
| Interact with others | 1.1-1.4, 2.1-2.5, 3.1-3.3 | • Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how  
  • Collaborates with others as part of familiar routine |
activities and contributes to specific activities
- Uses interpersonal skills to build rapport, negotiate agreement and maintain positive working relationships

<table>
<thead>
<tr>
<th>Get the work done</th>
<th>1.1, 1.2, 2.2, 2.5, 3.1, 3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Uses analytical skills to identify stakeholders and determine their needs</td>
</tr>
<tr>
<td></td>
<td>• Follows pre-determined plans to achieve required outcomes</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
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<tr>
<td>BSBPMG418 Apply project stakeholder engagement techniques</td>
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Links

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Assessment Requirements for BSBPMG418 Apply project stakeholder engagement techniques

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Performance Evidence

Evidence of the ability to:
- work with others to establish various stakeholders needs and interests
- engage with project stakeholders using effective interpersonal skills and appropriate methods of communication
- select and use communications methods relevant to the project needs and stakeholder expectations
- complete all relevant documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- describe different types of stakeholders
- explain the different levels of stakeholder engagement on projects
- describe techniques and strategies for stakeholder engagement
- explain why the interests and expectations of stakeholders must be considered
- describe common problems leading to variances in stakeholder engagement.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:
- project documentation detailing stakeholder engagement
- examples of stakeholder engagement activities.
Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBPMG522 Undertake project work

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Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Define project</td>
<td>1.1 Access project scope and other relevant documentation</td>
</tr>
<tr>
<td></td>
<td>1.2 Define project stakeholders</td>
</tr>
<tr>
<td></td>
<td>1.3 Seek clarification from delegating authority of issues related to</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| project and project parameters | 1.4 Identify limits of own responsibility and reporting requirements  
1.5 Clarify relationship of project to other projects and to the organisation's objectives  
1.6 Determine and access available resources to undertake project |
| 2. Develop project plan | 2.1 Develop project plan in line with the project parameters  
2.2 Identify and access appropriate project management tools  
2.3 Formulate risk management plan for project, including Work Health and Safety (WHS)  
2.4 Develop and approve project budget  
2.5 Consult team members and take their views into account in planning the project  
2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan |
| 3. Administer and monitor project | 3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements  
3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented timelines are met  
3.3 Establish and maintain required recordkeeping systems throughout the project  
3.4 Implement and monitor plans for managing project finances, resources and quality  
3.5 Complete and forward project reports as required to stakeholders  
3.6 Undertake risk management as required to ensure project outcomes are met  
3.7 Achieve project deliverables |
| 4. Finalise project | 4.1 Complete financial recordkeeping associated with project and check for accuracy  
4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles  
4.3 Complete project documentation and obtain necessary sign-offs for concluding project |
<p>| 5. Review project | 5.1 Review project outcomes and processes against the project scope and plan |</p>
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Involve team members in the project review</td>
</tr>
<tr>
<td>5.3</td>
<td>Document lessons learned from the project and report within the organisation</td>
</tr>
</tbody>
</table>

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 3.4, 3.5, 4.1, 4.3, 5.1</td>
<td>• Organises, evaluates and critiques ideas and information from a range of complex texts</td>
</tr>
</tbody>
</table>
| Writing                | 2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3 | • Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text  
                          |                      | • Establishes and maintains records according to organisational requirements |
| Numeracy               | 1.6, 2.4, 3.4, 4.1 | • Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information |
| Oral communication     | 2.5, 5.2 | • Participates in verbal discussions using clear language and appropriate features to present or seek information  
                          |                      | • Using listening and questioning skills to seek information and confirm understanding |
| Navigate the world of work | 1.3, 1.4, 2.3, 3.1, 4.3 | • Recognises and responds to organisational and legislative/regulatory requirements |
| Interact with others   | 2.5, 3.1, 3.2, 4.2, 5.2 | • Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations  
                          |                      | • Uses collaborative techniques to engage stakeholders in consultations and negotiations |
| Get the work done      | 1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3 | • Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands  
                          |                      | • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions  
                          |                      | • Evaluates outcomes of decisions to identify |
opportunities for improvement
- Uses digital technologies and applications to access, organise and share information

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
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</thead>
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<tr>
<td>BSBPMG522 Undertake project work</td>
<td>BSBPMG522A Undertake project work</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBPMG522 Undertake project work

Modification History

<table>
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<tbody>
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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organisational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown
  - budget and allocation of resources
  - timelines
  - risk management
  - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
• give examples of project management tools and how they contribute to a project
• outline types of documents and other sources of information commonly used in defining the parameters of a project
• explain processes for identifying and managing risk in a project
• outline the organisation's mission, goals, objectives and operations and how the project relates to them
• explain the organisation's procedures and processes that are relevant to managing a project including:
  • lines of authority and approvals
  • quality assurance
  • human resources
  • budgets and finance
  • recordkeeping
  • reporting
• outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:
• relevant legislation, regulations, standards and codes
• relevant workplace documentation and resources
• case studies and, where possible, real situations
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBPRO301 Recommend products and services

Modification History

<table>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to provide advice and information within an organisation about the development and distribution of its products and services.

It applies to individuals who apply a broad range of administrative competencies in varied work contexts, using some discretion and judgement and who may provide technical advice and support to a team.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Product Skills and Advice

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop and maintain knowledge of products and services</td>
<td>1.1 Actively and regularly research knowledge and understanding of industry products and services using authoritative sources</td>
</tr>
<tr>
<td></td>
<td>1.2 Use available product and service documentation to identify and understand characteristics of products and services, and to make comparisons with other products and services</td>
</tr>
<tr>
<td></td>
<td>1.3 Accurately document and maintain information on products and services in a format consistent with organisational requirements</td>
</tr>
</tbody>
</table>
### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

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<thead>
<tr>
<th>Skill</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 3.4</td>
<td>• Interprets, understands and compares textual information about products and services from a range of sources</td>
</tr>
<tr>
<td>Writing</td>
<td>1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5</td>
<td>• Uses clear and specific language to develop documents for different audiences in accordance with organisational requirements</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3.1</td>
<td>• Provides recommendations using language appropriate to the purpose and audience</td>
</tr>
<tr>
<td>Numeracy</td>
<td>3.3, 3.4</td>
<td>• Extracts and evaluates meaning from data to calculate actual costs against budget and impact of promotional activities</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.3, 1.4, 2.1, 3.1</td>
<td>• Understands and follows organisational policies and procedures relevant to own role</td>
</tr>
</tbody>
</table>
| Get the work done        | 1.1-1.3, 2.1-2.4, 3.1, 3.2, 3.5 | • Plans and implements tasks required to achieve required outcomes  
• Analyses information in order to decide on appropriate advice or recommendations  
• Evaluates outcomes of decisions to identify opportunities for improvement |

**Unit Mapping Information**

<table>
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<tr>
<td>BSBPRO301 Recommend products and services</td>
<td>BSBPRO301A Recommend products and services</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</tbody>
</table>

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBPRO301 Recommend products and services

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</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- use appropriate sources to document accurate information about the organisation’s products and services
- prepare and provide advice about products and services according to organisational requirements
- evaluate promotional activities including consideration of:
  - whether promotional materials meet organisational requirements
  - actual costs against budget
  - customer feedback.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- list authoritative sources of information about the organisation’s products and services
- outline the organisation’s products and services
- outline the policies and procedures that apply when providing advice or recommendations about products and services
- list and describe organisational promotional activities
- explain methods used to gather verifiable customer feedback about products and services
- explain how and why customer feedback is analysed.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – product skills and advice field of work and include access to:

- relevant organisational policies and procedures
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBREL402 Build client relationships and business networks

Modification History

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</table>

Application

This unit describes the skills and knowledge required to establish, maintain and improve client relationships and to actively participate in networks to support attainment of key business outcomes.

It applies to individuals such as marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes but may also apply to other individuals working in any industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Stakeholder Relations – Relationship Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Initiate interpersonal communication with clients</td>
<td>1.1 Identify and use preferred client communication styles and methods</td>
</tr>
<tr>
<td></td>
<td>1.2 Establish rapport with clients using verbal and non-verbal communication processes</td>
</tr>
<tr>
<td></td>
<td>1.3 Investigate and act upon opportunities to offer positive feedback to clients</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>1.4 Use open questions to promote two-way communication</td>
<td></td>
</tr>
<tr>
<td>1.5 Identify and act upon potential barriers to effective communication with clients</td>
<td></td>
</tr>
<tr>
<td>1.6 Initiate communication processes which relate to client needs, preferences and expectations</td>
<td></td>
</tr>
<tr>
<td>2. Establish client relationship management strategies</td>
<td>2.1 Develop client loyalty objectives focusing on the development of long term business partnerships</td>
</tr>
<tr>
<td></td>
<td>2.2 Assess client profile information to determine approach</td>
</tr>
<tr>
<td></td>
<td>2.3 Develop client loyalty strategies to attract and retain clients in accordance with the business strategy</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify and apply client care and client service standards</td>
</tr>
<tr>
<td>3. Maintain and improve ongoing relationships with clients</td>
<td>3.1 Develop strategies to obtain ongoing feedback from clients to monitor satisfaction levels</td>
</tr>
<tr>
<td></td>
<td>3.2 Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients</td>
</tr>
<tr>
<td></td>
<td>3.3 Obtain feedback to develop and implement strategies which maintain and improve relationships with clients</td>
</tr>
<tr>
<td>4. Build and maintain networks</td>
<td>4.1 Allocate time to establish and maintain business contacts</td>
</tr>
<tr>
<td></td>
<td>4.2 Participate in business associations and/or professional development activities to establish and maintain a network of support for the business and to enhance personal knowledge of the market</td>
</tr>
<tr>
<td></td>
<td>4.3 Establish communication channels to exchange information and ideas</td>
</tr>
<tr>
<td></td>
<td>4.4 Provide, seek and verify information to the network</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.3, 1.5, 2.2, 2.3, 2.4, 3.1, 4.2-4.4</td>
<td>• Interprets information from a range of sources to determine and adhere to communication and networking requirements</td>
</tr>
</tbody>
</table>
| Writing | 1.1, 1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 4.2, 4.3 | • Records notes from research and discussions for future reference  
• Develops materials for a specific audience according to organisational standards |
| Oral Communication | 1.1-1.6, 2.3, 2.4, 3.3, 4.2-4.4 | • Participates in spoken exchanges with a range of audiences using structure and language to suit the audience  
• Involves others in discussions using active listening and questioning techniques appropriately |
| Numeracy | 2.4, 4.1 | • Performs calculations to determine timeframes and measure actual performance against required standards |
| Navigate the world of work | 2.3, 2.4 | • Considers wider organisational goals when developing customer relationship strategies |
| Interact with others | 1.1, 1.2, 1.5, 1.6, 3.3, 4.2-4.4 | • Selects and uses appropriate conventions and protocols when communicating with clients or business contacts to build rapport, seek or present information  
• Recognises the need to alter personal communication style in response to the needs, values, beliefs and cultural expectations of others  
• Adapts personal communication style to build positive working relationships and show respect for the opinions, values and particular needs of others |
| Get the work done | 1.1, 2.1-2.4, 3.1-3.3, 4.1-4.4 | • Takes responsibility for planning, sequencing and implementing tasks and own workload to achieve business outcomes  
• Uses analytical processes to gather relevant information, identify and evaluate options and decide on appropriate systems and strategies  
• Actively monitors and evaluates effectiveness of decisions to identify and implement improvements |

### Unit Mapping Information

<table>
<thead>
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<tr>
<td>BSBREL402 Build client relationships and business networks</td>
<td>BSBREL402A Build client relationships and business networks</td>
<td>Updated to meet Standards for Training Packages</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
**Assessment Requirements for BSBRE402 Build client relationships and business networks**

**Modification History**

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</table>

**Performance Evidence**

Evidence of the ability to:

- identify clients' preferred communication styles and methods and potential barriers to communications and use appropriate communication styles and strategies
- apply communication techniques to establish rapport and promote two-way communication
- develop and implement client loyalty strategies and service standards based on business objectives and client information
- develop and implement strategies to elicit feedback from clients and use it to improve relationships and customer satisfaction
- maintain contacts and participate in formal and informal networks that support the business and enhance personal knowledge of the market.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

**Knowledge Evidence**

To complete the unit requirements safely and effectively, the individual must:

- give examples of strategies that can build client loyalty including those that focus on:
  - financial incentives and special offers
  - premium services and private/dedicated facilities
  - loyalty programs, rewards and recognition
- outline issues that are commonly addressed in client care/service standards in the industry
- outline typical barriers to communicating with clients and possible strategies to address them
- give examples of strategies for feedback
- describe the principles and techniques for effective communication and networking
- outline networking opportunities relevant to the business with reference to:
• government, industry and professional associations
• trade shows, conferences, briefings and other professional development activities
• existing groups or networks
• businesses and individuals
• outline aspects of organisational policies, procedures and processes that are relevant to communicating with clients and participating in networks.

Assessment Conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations - relationship management field of work and include access to:
• relevant workplace documentation and resources
• case studies and, where possible, real situations
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBRES401 Analyse and present research information

Modification History

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</table>

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Gather and organise information</td>
<td>1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Ensure that methods of collecting information are reliable and</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>make efficient use of resources in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify research requirements for combining online research with non-electronic sources of information</td>
</tr>
<tr>
<td></td>
<td>1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.6 Update, modify, maintain and store information, in accordance with organisational requirements</td>
</tr>
<tr>
<td>2. Research and analyse information</td>
<td>2.1 Clearly define objectives of research ensuring consistency with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools</td>
</tr>
<tr>
<td></td>
<td>2.4 Use reliable methods of data analysis that are suitable to research purposes</td>
</tr>
<tr>
<td></td>
<td>2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives</td>
</tr>
<tr>
<td>3. Present information</td>
<td>3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology</td>
</tr>
<tr>
<td></td>
<td>3.2 Structure and format reports in a clear manner that conforms to organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Report and distribute research findings in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements</td>
</tr>
</tbody>
</table>

Foundation Skills

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Skills Impact
| Reading | 1.1, 1.2, 1.4, 2.1-2.5, 3.4 | Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements |
| Writing | 1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3 | Gathers, evaluates and integrates information from a range of sources. Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience. |
| Oral Communication | 3.3, 3.4 | Presents recommendations and issues using language appropriate to audience and according to organisational requirements |
| Numeracy | 1.1, 1.2, 1.3, 2.2, 2.4, 3.3 | Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements |
| Navigate the world of work | 1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4 | Recognises and follows organisational policies and procedures and meets expectations associated with own role |
| Interact with others | 3.3, 3.4 | Selects and uses appropriate communication practices when seeking or sharing information |
| Get the work done | 1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1 | Plans, organises and implements tasks to meet organisational requirements. Takes responsibility for the outcomes of routine decisions related directly to own role. Uses the main features and functions of digital technologies and tools to complete work tasks. Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts |

**Unit Mapping Information**

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</table>
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

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<tr>
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</table>

Performance Evidence

Evidence of the ability to:
- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
  - recommendations based on the analysis of information
  - clear and justified assumptions and conclusions
  - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- explain organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBRES411 Analyse and present research information

Modification History

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</table>

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems and sources. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality and reliability of the information, and preparing and producing reports.

It applies to individuals in roles in which they are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of predictable and unpredictable problems.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Identify reliable sources of research information

1.1 Identify potential sources for research information relevant to the organisation requirements

1.2 Assess reliability of potential sources, considering accuracy, authority, audience, relevance and likelihood of bias

1.3 Access research information and extract in a format suitable for analysis, interpretation and dissemination in accordance with
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
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<tr>
<td></td>
<td>nts</td>
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<tr>
<td>1.4 Store research information, in accordance with organisational requirements</td>
<td></td>
</tr>
<tr>
<td>2. Analyse and synthesise research information</td>
<td>2.1 Clearly define objectives of research ensuring consistency with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Ensure that information research strategies are relevant to the requirements of the research and aligned to organisational objectives</td>
</tr>
<tr>
<td></td>
<td>2.3 Apply information research strategy to obtain relevant information, identifying themes and drawing conclusions in line with established objectives of research</td>
</tr>
<tr>
<td></td>
<td>2.4 Demonstrate that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives</td>
</tr>
<tr>
<td>3. Present research information</td>
<td>3.1 Identify appropriate methods of reporting, considering the intended audience and relevant organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Report on findings in an appropriate format, style and structure within a pre-determined timeframe</td>
</tr>
<tr>
<td></td>
<td>3.3 Report and distribute research findings in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- Analyses and evaluates textual information to develop information research strategies, integrate facts and ideas and meet organisational requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>- Gathers, evaluates and integrates information from a range of sources</td>
</tr>
<tr>
<td></td>
<td>- Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience</td>
</tr>
<tr>
<td>Oral</td>
<td>- Presents recommendations and issues using language appropriate to</td>
</tr>
</tbody>
</table>
Communication

<table>
<thead>
<tr>
<th>Navigate the world of work</th>
<th>• Recognises and follows organisational policies and procedures and meets expectations associated with own role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact with others</td>
<td>• Selects and uses appropriate communication practices when seeking or sharing information</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plans, organises and implements tasks to meet organisational requirements</td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for the outcomes of routine decisions related directly to own role</td>
</tr>
<tr>
<td></td>
<td>• Uses the main features and functions of digital technologies and tools to complete work tasks</td>
</tr>
<tr>
<td></td>
<td>• Recognises and takes responsibility for addressing foreseeable problems in familiar work contexts</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>BSBRES411 Analyse and present research information Release 1</td>
<td>BSBRES401 Analyse and present research information Release 1</td>
<td>Updates to elements and performance criteria, performance and knowledge evidence.</td>
<td>Equivalent unit</td>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBRES411 Analyse and present research information

Modification History

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</table>

Performance Evidence

Evidence of the ability to:

- identify research requirements and objectives
- gather, organise and present research information
- communicate effectively with research stakeholders to clarify requirements
- maintain and handle information and documents systematically and securely
- preparing reports on research findings including:
  - recommendations based on the analysis of research information
  - clear and justified assumptions and conclusions
  - use of efficient and reliable research methods
- analyse, evaluate and interpret research information to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role:

- Key features of organisational policies and procedures relating to:
  - the access of digital information
  - the storage/transmission of information
  - legal and ethical obligations relating to workplace information
- key concepts related to research and analysis including reliability and validity
- key features of research processes and strategies to identify new sources (online and print) of information and efficient and effective use.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations in the workplace.

Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBRES801 Initiate and lead applied research

Modification History

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Application

This unit describes the skills and knowledge required to plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context.

The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings.

It applies to leaders or managers using applied research to ensure learning can enhance individual, team and organisational performance. The intended purpose and approach to applied research may vary across a range of contexts and organisations. In this unit, the focus is on applied research to attain improved organisational outcomes.

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
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</tr>
</tbody>
</table>
| 1. Construct an applied research strategy | 1.1 Clarify and confirm applied research purpose and needs of the target group  
1.2 Determine policies and procedures in relation to conducting applied research  
1.3 Establish mechanisms for collecting and maintaining data in a |
## ELEMENT | PERFORMANCE CRITERIA
---|---
| | systematic manner
| 1.4 Analyse factors affecting the reliability and validity of data
| 1.5 Review relevant research ethics and codes of conduct
| 1.6 Prepare applied research strategy and hypothesis
| 1.7 Frame a research strategy in consideration of available tools and resources

2. Use a range of applied research techniques

| 2.1 Review and evaluate a range of applied research methods, theories and data collection techniques
| 2.2 Select appropriate methods to gather and analyse data
| 2.3 Use suitable technology and technology services to support data collection and analysis
| 2.4 Access appropriate sources of information and contributors relevant to the research
| 2.5 Optimise relevance of the research through integrity of the data collected and analysis tools used

3. Analyse and present findings

| 3.1 Evaluate how research findings such as trends and changes will impact on learning strategy
| 3.2 Review data and research findings for accuracy of details and adherence to any legal requirements
| 3.3 Collate and analyse data for relevance against the original applied research strategy
| 3.4 Document and present research findings in a clear and logical manner consistent with audience needs
| 3.5 Identify the need for and an appropriate approach to, further research

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>3.5</td>
<td>Evaluates and reflects on the need for further research to contribute to ongoing organisational improvement</td>
</tr>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 1.5, 2.4, 3.1, 3.2</td>
<td>• Collects, analyses, compares and evaluates textual information from a range of resources to inform research strategies</td>
</tr>
</tbody>
</table>
| Writing | 1.6, 3.3, 3.4 | • Develops texts dealing with complex ideas and concepts  
• Uses specialised and detailed language to convey explicit information, requirements and recommendations in accordance with legal, ethical and organisational requirements |
| Oral Communication | 1.1, 3.4 | • Uses specialised vocabulary appropriate to context and audience to discuss and confirm research requirements  
• Applies listening and questioning techniques to check or confirm understanding |
| Numeracy | 3.2, 3.3 | • Applies knowledge of mathematical information to statistically analyse data and identify possible trends and confirm reliability |
| Navigate the world of work | 1.2, 1.5, 3.2 | • Is highly autonomous, taking responsibility for determining applicable organisational policies and procedures and considering legal and ethical obligations  
• Monitors adherence to legal and regulatory rights and responsibilities for self and possibly for others |
| Interact with others | 3.4 | • Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a diverse range of communication practices to achieve goals |
| Get the work done | 1.1, 1.2, 1.3, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.3 | • Develops plans for complex activities, regularly reviewing priorities and performance during implementation, identifying and addressing issues as they arise  
• Considers the strategic and operational potential of digital trends to achieve work goals, enhance work processes, create opportunities and enhance or reduce risks  
• Uses formal analytical thinking to make informed decisions about research strategies and techniques, seeking input, advice and feedback as required |

### Unit Mapping Information

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<tr>
<td>BSBRES801 Initiate and lead applied research</td>
<td>BSBRES801A Initiate and lead applied research</td>
<td>Updated to meet Standards for Training Packages</td>
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**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBRES801 Initiate and lead applied research

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</table>

Performance Evidence

Evidence of the ability to:

- plan, conduct and report on applied research relevant to organisational strategic practices and outcomes
- formulate a research proposal or plan which includes:
  - specific research questions or hypotheses
  - valid population or sample size
  - description of the geographical, cultural, social or institutional context within which the research will be carried out
  - full description of the data collection methods
  - analysis of the limitations to research design including the reliability and validity of data
- design an applied research project using applied research tools and techniques
- document and present research findings including analysis of data, valid and reliable findings and recommendations for further research.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe communication processes and methods
- explain data collection and analysis methods including the use of technology and technology services
- explain legal requirements, policies, procedures and guidelines relating to research including handling and storing data, privacy and freedom of information
- describe presentation techniques
• describe reporting methods
• explain research ethics and codes of conduct
• give examples of applied research tools and methods and how they are applied.

Assessment Conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

• business technology
• relevant workplace policies and procedures
• relevant legislation and codes of conduct
• case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBRSK401 Identify risk and apply risk management processes

Modification History

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Application

This unit describes the skills and knowledge required to identify risks and to apply established risk management processes to a defined area of operations that are within the responsibilities and obligations of the role.

It applies to individuals with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.

In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Identify risks | 1.1 Identify the context for risk management  
1.2 Identify risks using tools, ensuring all reasonable steps have... |
### ELEMENT

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>been taken to identify all risks</td>
</tr>
<tr>
<td>1.3 Document identified risks in accordance with relevant policies, procedures, legislation and standards</td>
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</tbody>
</table>

#### 2. Analyse and evaluate risks

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>2.1 Analyse and document risks in consultation with relevant stakeholders</td>
</tr>
<tr>
<td>2.2 Undertake risk categorisation and determine level of risk</td>
</tr>
<tr>
<td>2.3 Document analysis processes and outcomes</td>
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#### 3. Treat risks

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<tbody>
<tr>
<td>3.1 Determine appropriate control measures for risks and assess for strengths and weaknesses</td>
</tr>
<tr>
<td>3.2 Identify control measures for all risks</td>
</tr>
<tr>
<td>3.3 Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures</td>
</tr>
<tr>
<td>3.4 Choose and implement control measures for own area of operation and/or responsibilities</td>
</tr>
<tr>
<td>3.5 Prepare and implement treatment plans</td>
</tr>
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</table>

#### 4. Monitor and review effectiveness of risk treatment/s

<table>
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<tbody>
<tr>
<td>4.1 Regularly review implemented treatment/s against measures of success</td>
</tr>
<tr>
<td>4.2 Use review results to improve the treatment of risks</td>
</tr>
<tr>
<td>4.3 Provide assistance to auditing risk in own area of operation</td>
</tr>
<tr>
<td>4.4 Monitor and review management of risk in own area of operation</td>
</tr>
</tbody>
</table>

### Foundation Skills

_Each section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance._

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<tr>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.2</td>
<td>• Comprehends documents and texts of varying complexity to extract and analyse relevant information</td>
</tr>
<tr>
<td>Writing</td>
<td>1.3, 2.1, 2.3, 3.5</td>
<td>• Uses specific, industry related terminology and logical organisational structure in workplace documents that identify and analyse risk and report management process outcomes</td>
</tr>
</tbody>
</table>
### Oral communication 2.1
- Participates effectively in interactions with stakeholders by using questioning and listening to elicit opinions and clarify understanding

### Numeracy 1.2, 4.1
- Uses numerical tools to assess risk and uses numerical data to review plans

### Navigate the world of work 1.1, 1.3, 3.3
- Complies with organisational and legislative requirements
- Takes responsibility for identification and management of risk within own work context and refers matters to others as required

### Interact with others 2.1
- Selects appropriate communication protocols and conventions when conferring with others to establish risk management requirements

### Get the work done 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4
- Determines job sequence and works logically and systematically to undertake defined tasks
- Uses analysis and consultative processes to inform decisions about selection and implementation of risk control measures
- Evaluates effectiveness of plans and results to inform improvement decisions
- Uses familiar digital technologies and systems to access information, prepare plans and communicate with others

## Unit Mapping Information

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<td>BSBRSK401 Identify risk and apply risk management processes</td>
<td>BSBRSK401A Identify risk and apply risk management processes</td>
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<td>Equivalent unit</td>
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## Links

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Assessment Requirements for BSBRSK401 Identify risk and apply risk management processes

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Performance Evidence

Evidence of the ability to apply organisational policies, procedures and processes to:

- identify risks
- consult with relevant stakeholders to analyse and evaluate risks
- identify and evaluate control measures
- develop and implement treatment plans for own area or responsibility
- refer risks that are beyond own area of responsibility to others
- maintain risk management documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline techniques for identifying and evaluating risks
- outline organisational policies, procedures or processes for risk management
- give examples of areas where risks are commonly identified in an organisation
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- describe the organisation's auditing requirements relating to risk management.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk management field of work and include access to:
• relevant legislation, regulations, standards and codes
• relevant workplace documentation and resources
• case studies and, where possible, real situations
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet -
BSBRSK501 Manage risk

Modification History

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Application

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Risk Management

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish risk context</td>
<td>1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine scope for risk management process</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify internal and external stakeholders and their issues</td>
</tr>
<tr>
<td></td>
<td>1.4 Review political, economic, social, legal, technological and policy context</td>
</tr>
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### ELEMENT

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<tbody>
<tr>
<td>1.5 Review strengths and weaknesses of existing arrangements</td>
</tr>
<tr>
<td>1.6 Document critical success factors, goals or objectives for area included in scope</td>
</tr>
<tr>
<td>1.7 Obtain support for risk management activities</td>
</tr>
<tr>
<td>1.8 Communicate with relevant parties about the risk management process and invite participation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify risks</td>
<td>2.1 Invite relevant parties to assist in the identification of risks</td>
</tr>
<tr>
<td>2.2 Research risks that may apply to scope</td>
<td></td>
</tr>
<tr>
<td>2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Analyse risks</td>
<td>3.1 Assess likelihood of risks occurring</td>
</tr>
<tr>
<td>3.2 Assess impact or consequence if risks occur</td>
<td></td>
</tr>
<tr>
<td>3.3 Evaluate and prioritise risks for treatment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Select and implement treatments</td>
<td>4.1 Determine and select most appropriate options for treating risks</td>
</tr>
<tr>
<td>4.2 Develop an action plan for implementing risk treatment</td>
<td></td>
</tr>
<tr>
<td>4.3 Communicate risk management processes to relevant parties</td>
<td></td>
</tr>
<tr>
<td>4.4 Ensure all documentation is in order and appropriately stored</td>
<td></td>
</tr>
<tr>
<td>4.5 Implement and monitor action plan</td>
<td></td>
</tr>
<tr>
<td>4.6 Evaluate risk management process</td>
<td></td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reading | 1.1, 1.4, 1.5, 2.2 | • Comprehends a variety of relatively complex texts  
• Gathers, interprets and analyses textual information from a range of sources to identify relevant information |
| Writing | 1.6, 1.8, 2.1, 2.3, 4.3 | • Develops textual material and organises content in a manner that effectively documents |
risk management analysis and assessment priorities and processes

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>1.8, 2.1, 2.3, 4.3</th>
<th>• Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>2.2</td>
<td>• Uses numerical tools to assess risk and uses numerical data to review plans</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.1, 2.1, 4.3</td>
<td>• Refers to organisational processes, procedures and requirements when making decisions about risk management</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.8, 2.1, 2.3, 4.3</td>
<td>• Establishes and uses appropriate conventions and protocols when communicating with stakeholders about risk management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Consults and negotiates with stakeholders about risk management processes and outcomes</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6</td>
<td>• Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Systematically analyses information to decide on appropriate risk management treatments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses digital technologies and systems to access information, document plans and communicate with others</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBRSK501 Manage risk</td>
<td>BSBRSK501B Manage risk</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBRSK501 Manage risk

Modification History

<table>
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<tbody>
<tr>
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<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- analyse information from a range of sources to identify the scope and context of the risk management process including:
  - stakeholder analysis
  - political, economic, social, legal, technological and policy context
  - current arrangements
  - objectives and critical success factors for the area included in scope
  - risks that may apply to scope
- consult and communicate with relevant stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- outline organisational policies, procedures and processes for risk management.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSLS402A Identify sales prospects

Modification History

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to identify of potential sales prospects through application of prospecting methods.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit describes the performance outcomes, skills and knowledge required to identify of potential sales prospects through application of prospecting methods.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit
This unit applies to individuals in a sales related position in a small, medium or large enterprise across a wide variety of industries who identify and collate sales prospect information that can be used to generate leads. They may provide advice and support about aspects of sales solutions to support a sales team.

This unit applies to individuals in a sales related position in a small, medium or large enterprise across a wide variety of industries who identify and collate sales prospect information that can be used to generate leads. They may provide advice and support about aspects of sales solutions to support a sales team.

Licensing/Regulatory Information
Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information
This unit contains employability skills.

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.
Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Employ prospecting methods</td>
<td>1.1 Identify a range of <strong>prospecting methods</strong>&lt;br&gt;1.2 Consider and evaluate the strengths and limitations of primary and secondary <strong>prospecting methods</strong>&lt;br&gt;1.3 Select prospecting methods to match the market to which the <strong>product</strong> is targeted&lt;br&gt;1.4 Target present, previous and new <strong>clients</strong> through chosen prospecting methods</td>
</tr>
<tr>
<td>2 Qualify prospects</td>
<td>2.1 Research and establish criteria for qualifying leads&lt;br&gt;2.2 Ensure criteria are established according to buyer accessibility, <strong>buyer motives</strong>, product affordability, purchase authority, legal compliance and return for the seller&lt;br&gt;2.3 Ensure the established criteria represent a standard against which the buying potential of individuals and groups is gauged</td>
</tr>
<tr>
<td>3 Manage prospect information</td>
<td>3.1 Develop a system to record prospect information&lt;br&gt;3.2 Implement the system for recording prospect information&lt;br&gt;3.3 Monitor the system for recording prospect information for effectiveness&lt;br&gt;3.4 Evaluate the system for recording prospect information</td>
</tr>
</tbody>
</table>
3.5 Refine the system for recording prospect information based on evaluation of system

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

literacy skills to interpret legal requirements, company policies and procedures
research and data analysis skills to determine prospect requirements
technology skills to design and record formats to facilitate information storage and retrieval.

Required knowledge

principles of buyer motives
identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
anti-discrimination

ethical principles
consumer protection
contract law
privacy laws
Trade Practices Act

benefits and key features of own organisation’s and competitors’ products
information management strategies used to manage prospect data
prospecting methods used in the sales process.

Evidence Guide
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment**

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:
- demonstration of the use and management of different prospecting methods targeting a present, previous and new client
- research and establishment of criteria used in qualifying leads identified through prospecting methods
- recording, storage and retrieval of prospect information.

**Context of and specific resources for assessment**

Assessment must ensure:
- access to an actual workplace or simulated environment
- access to organisational sales prospect information, databases and records.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- analysis of responses to case studies and scenarios
- assessment of criteria developed to qualify sales leads
- demonstration of prospecting methods
- direct questioning combined with portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of use of prospecting methods
- oral or written questioning to assess knowledge of principles of buyer motives
- review of research undertaken to establish criteria for qualifying leads
- evaluation of the system developed to record prospect information.
Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
- customer service units
- other sales units.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Prospecting methods** may include:
- brokers
- cold canvassing
- databases
- direct mail
- internet
- intra organisational leads
- journals
- magazines
- media advertising
- networking
- newspapers
- personal observation
- public records
- referrals
- spotters
- telemarketing

**Products** may include:
- goods
- ideas
- services
**Clients** may include:

- consumers
- customers
- members
- patients
- members of other business units within an organisation
- other work teams within an organisation
- person or organisation who receives or has the potential to receive products, services or ideas supplied by the organisation

**Buyer motives** may include:

- browsing
- buying for unqualified prospect e.g. dependant
- gift
- housekeeping
- replacement item
- self reward
- self-gratification

**Unit Sector(s)**

- empty
- empt

**Competency field**

Business Development - Sales

Business Development - Sales
BSBSMB401 Establish legal and risk management requirements of small business

Modification History

<table>
<thead>
<tr>
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<tbody>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to identify and comply with all regulations affecting the business.

It applies to individuals operating a small business who use analytical skills to interpret legislation and regulations and develop procedures to manage compliance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify and implement business legal requirements</td>
<td>1.1 Identify and research possible options for the business legal structure using appropriate sources</td>
</tr>
<tr>
<td></td>
<td>1.2 Determine legislation and regulatory requirements affecting</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>operations of the business under its chosen structure</td>
</tr>
<tr>
<td></td>
<td>1.3 Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements</td>
</tr>
<tr>
<td>2. Comply with legislation, codes and regulatory requirements</td>
<td>2.1 Establish systems to ensure legal rights and responsibilities of the business are identified and the business is adequately protected, specifically in relation to work health and safety (WHS), business registration and environmental requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify taxation principles and requirements relevant to the business, and follow procedures to ensure compliance</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and carefully maintain legal documents and maintain and update relevant records to ensure their ongoing security and accessibility</td>
</tr>
<tr>
<td></td>
<td>2.4 Monitor provision of products and services of the business to protect legal rights and to comply with legal responsibilities</td>
</tr>
<tr>
<td></td>
<td>2.5 Conduct investigations to identify areas of non-compliance with legal and regulatory requirements, and take corrective action where necessary</td>
</tr>
<tr>
<td>3. Negotiate and arrange contracts</td>
<td>3.1 Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities</td>
</tr>
<tr>
<td></td>
<td>3.2 Investigate and assess potential products and services to determine procurement rights and ensure protection of business interests where applicable</td>
</tr>
<tr>
<td></td>
<td>3.3 Negotiate and secure contractual procurement rights for goods and services including contracts with relevant people, as required, in accordance with the business plan</td>
</tr>
<tr>
<td></td>
<td>3.4 Identify options for leasing or ownership of business premises and complete contractual arrangements in accordance with the business plan</td>
</tr>
<tr>
<td>4. Identify and treat business risks</td>
<td>4.1 Identify potential internal and external risks to the business</td>
</tr>
<tr>
<td></td>
<td>4.2 Assess the probability and impact of identified risks</td>
</tr>
<tr>
<td></td>
<td>4.3 Prioritise risks for treatment</td>
</tr>
<tr>
<td></td>
<td>4.4 Develop actions to mitigate risks including identifying insurance requirements and adequate cover</td>
</tr>
</tbody>
</table>
### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.3, 2.1-2.4,</td>
<td>• Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements</td>
</tr>
<tr>
<td></td>
<td>3.2-3.5</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>1.3, 2.1, 2.3, 2.5,</td>
<td>• Prepares written reports and workplace documentation that communicate complex information clearly and effectively</td>
</tr>
<tr>
<td></td>
<td>3.1, 3.3, 3.5</td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2.5, 3.1, 3.3</td>
<td>• Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participates in verbal negotiations using tone and language suitable to audience</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.2, 2.5, 3.3, 3.4</td>
<td>• Reviews, analyses, compares and contrasts numerical data which may be embedded in documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Calculates business insurance costs and compares costing options</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.2, 1.3, 2.1</td>
<td>• Monitors adherence to organisational policies and legislative responsibilities and considers own role in terms of its contribution to broader goals of work environment</td>
</tr>
<tr>
<td>Interact with others</td>
<td>3.1, 3.3</td>
<td>• Plays a lead role in situations requiring effective collaboration, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1-1.3, 2.1</td>
<td>• Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implements actions as per plan, making adjustments if necessary and addressing unexpected issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understands importance of secure information and privacy in relation to own work and takes personal responsibility for identifying and managing risk factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Makes a range of critical and non-critical decisions in complex situations, taking a range of constraints into account</td>
</tr>
</tbody>
</table>
Unit Mapping Information

<table>
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<tr>
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<tr>
<td>BSBSMB401 Establish legal and risk management requirements of small business Release 2</td>
<td>BSBSMB401 Establish legal and risk management requirements of small business Release 1</td>
<td>Minor edits to clarify intent of unit</td>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBSMB401 Establish legal and risk management requirements of small business

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</table>

Performance Evidence

Evidence of the ability to:

- demonstrate a systematic approach to identifying, managing and meeting legal and regulatory requirements, specifically in regard to WHS, business registration and environmental requirements
- ensure compliance, by:
  - following taxation and industrial relations principles
  - updating and maintaining legal documents
  - investigating areas of non-compliance
  - monitoring provision of products and services
  - taking corrective action where necessary
- negotiate and arrange contracts, including:
  - seeking legal advice
  - investigating procurement rights
  - identifying options of leasing or ownership of business premises.
- Identify, assess and treat risks specific to the business including:
  - prioritising risks with highest probability of occurrence and greatest negative impact on the business
  - identifying insurance requirements

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.
Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline business registration and licensing requirements
- identify all government legislative requirements relating to the specific business operation
- explain creation and termination of relevant legal contracts
- summarise relevant cultural differences and legal implications
- describe legal rights and obligations of alternative ownership structures
- outline necessary record keeping to meet minimum legal and taxation requirements
- summarise relevant consumer legislation and industry codes of practice
- outline the key steps in the risk management process
- explain relevant insurance requirements and products.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- business technology including internet access
- specialist software for analysis of data
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies, or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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BSBSMB402 Plan small business finances

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Application

This unit describes the skills and knowledge required to identify financial requirements of a business, including profit targets, cash flow projections and strategies to garner financial support.

It applies to individuals who operate a small business or work within an existing micro or small businesses and interpret financial data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify costs, calculate prices and prepare profit statement</td>
<td>1.1 Identify and document costs associated with production and delivery of business products and services 1.2 Calculate prices based on costs and profit margin, as an hourly</td>
</tr>
</tbody>
</table>
### ELEMENT | PERFORMANCE CRITERIA
---|---
| | charge-out rate for labour or unit price for products
| | 1.3 Calculate break-even sales point to establish business viability and profit margins
| | 1.4 Identify appropriate pricing strategies in relation to market conditions to meet business profit targets
| | 1.5 Prepare projected profit statement to supplement the business plan
| 2. Develop a financial plan | 2.1 Set profit targets or goals to reflect owner’s desired returns
| | 2.2 Identify working capital requirements necessary to attain profit projections
| | 2.3 Identify non-current asset requirements and consider alternative asset management strategies
| | 2.4 Prepare cash flow projections to enable business operation in accordance with business plan and legal requirements
| | 2.5 Identify capital investment requirements accurately for each operational period
| | 2.6 Select budget targets to enable ongoing monitoring of financial performance
| 3. Acquire finance | 3.1 Identify start-up and ongoing financial requirements according to financial plan/budget
| | 3.2 Identify sources of finance, including potential financial backers, to provide required liquidity for the business to complement business goals and objectives
| | 3.3 Investigate cost of securing finance on optimal terms
| | 3.4 Identify strategies to obtain finance as required to ensure financial viability of the business

### Foundation Skills

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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.5, 2.1-2.5, 3.1, 3.6</td>
<td>- Identifies, analyses and evaluates complex information from a range of sources</td>
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### Writing

<table>
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<tr>
<td>BSBSMB402 Plan small business finances Release 2</td>
<td>BSBSMB402 Plan small business finances Release 1</td>
<td>Updated to clarify intent</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

#### Oral Communication

- Prepares written reports and workplace documentation that communicate complex information clearly and effectively

#### Numeracy

- Analyses numerical information to determine costs, prices, profit and losses, and other financial data

#### Navigate the world of work

- Appreciates implications of legal and regulatory responsibilities related to own work

#### Get the work done

- Sequences and schedules complex activities, including implementing and monitoring financial strategies
- Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account, making adjustments as necessary
- Regularly uses formal thinking techniques to generate new ideas

### Unit Mapping Information

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBSMB402 Plan small business finances

Modification History

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</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- develop a financial plan which identifies financial requirements of the business, including cash flow projections and a projected profit statement
- follow the financial plan, including:
  - demonstrating an awareness of appropriate legal requirements
  - implementing strategies to monitor financial performance
- identify sources and investigate costs of securing appropriate financial assistance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain break-even analysis
- clarify costing for the business, including margin or mark-up, hourly charge-out rates and unit costs
- summarise financial decision-making relevant to the business
- outline methods and relative costs of obtaining finance
- summarise principles for preparing balance sheets
- provide a detailed explanation of:
  - principles for preparation of cash flow forecasts
  - principles for preparation of profit and loss statements
- purpose of financial reports
- explain relevant accounting terminology
- describe working capital cycles.

**Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- software for financial calculations
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSMB403 Market the small business

Modification History

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Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear marketing strategy integrated into the business plan.

It applies to individuals who operate a small business independently or within a larger organisation. Individuals in this role analyse and interpret market data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop marketing strategies</td>
<td>1.1 Analyse the business and its key products or services to determine focus of marketing activities, in accordance with objectives of the business plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Evaluate customer base and target market for the small</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>business as a basis for marketing objectives and strategies</td>
</tr>
<tr>
<td></td>
<td>1.3 Conduct a competitor analysis to inform development of marketing strategies</td>
</tr>
<tr>
<td></td>
<td>1.4 Determine marketing objectives in consultation with relevant people and in accordance with the business plan</td>
</tr>
<tr>
<td></td>
<td>1.5 Ensure strategies are ethically and culturally appropriate and aligned with customer and industry expectations</td>
</tr>
<tr>
<td>2. Determine a marketing mix for the business</td>
<td>2.1 Assess product mix, volumes and pricing opportunities to determine marketing focus and optimise profit</td>
</tr>
<tr>
<td></td>
<td>2.2 Evaluate costs and benefits of using different distribution channels or providing different levels of customer service, and consider results in determining marketing mix</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine marketing and promotional activities including the role of digital engagement to suit target market</td>
</tr>
<tr>
<td></td>
<td>2.4 Consider the customer journey and conversations in determining marketing mix</td>
</tr>
<tr>
<td>3. Implement marketing strategies</td>
<td>3.1 Brief those involved in the marketing effort on their roles and responsibilities, to ensure success of marketing strategies</td>
</tr>
<tr>
<td></td>
<td>3.2 Plan and implement marketing activities, in accordance with marketing objectives and budgetary requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Consider digital devices, platforms and technologies for effectiveness in implementing marketing activities</td>
</tr>
<tr>
<td>4. Monitor and improve marketing performance</td>
<td>4.1 Monitor marketing activities and evaluate business performance according to objectives and targets of the business plan</td>
</tr>
<tr>
<td></td>
<td>4.2 Analyse performance gaps and take corrective action or set new targets</td>
</tr>
<tr>
<td></td>
<td>4.3 Encourage all relevant people to propose ways to improve marketing performance</td>
</tr>
<tr>
<td></td>
<td>4.4 Seek and analyse customer reaction to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes</td>
</tr>
<tr>
<td></td>
<td>4.5 Conduct ongoing research of customer requirements and expectations in both on-line and off-line environments to identify opportunities for change and improvement</td>
</tr>
<tr>
<td></td>
<td>4.6 Identify and respond to opportunities to aid business development through new technologies and different ways of</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
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<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>marketing</td>
<td></td>
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</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.3, 2.2-2.4, 3.2, 4.1, 4.4, 4.6</td>
<td>• Identifies, analyses and evaluates complex information from a range of sources</td>
</tr>
<tr>
<td>Writing</td>
<td>1.3, 2.3, 2.5, 3.1, 3.2, 4.4-4.6</td>
<td>• Prepares reports and other workplace documentation using structure, layout and terminology appropriate to the audience</td>
</tr>
</tbody>
</table>
| Oral Communication           | 1.3, 3.1, 4.3, 4.4          | • Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment  
                              |                                 | • Uses questioning and listening to check and confirm understanding                                                                        |
| Numeracy                     | 2.1, 2.2, 3.2, 4.2          | • Analyses numerical information to determine budgetary requirements and product quantities                                                
                              |                                 | • Uses a range of calculation methods to evaluate costs and benefits                                                                        |
| Navigate the world of work   | 4.5                        | • Regularly reviews current situation and develops strategies to address improvements in marketing performance                                  |
| Interact with others         | 4.3                        | • Recognises importance of building rapport to establish effective working relationships                                                       |
| Get the work done            | 1.1-1.3, 2.1-2.5, 3.2, 4.1, 4.2 | • Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency   
                              |                                 | • Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues                              
                              |                                 | • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account         
                              |                                 | • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns                                            |
these to suit own situation
- Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

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Links

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Assessment Requirements for BSBSMB403 Market the small business

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Performance Evidence

Evidence of the ability to:
- determine marketing activity focus in line with objectives of the business plan
- evaluate customer base
- understand what is ethically and culturally appropriate
- determine a marketing mix according to market and business needs, including:
  - ability to optimise sales and profit
  - ability to evaluate costs and benefits
  - determine customer needs and promotional activities
- determine marketing strategies, including briefing appropriate personnel on their responsibilities
- identify marketing opportunities in the digital environment
- develop approaches to engage, respond and monitor customers in the digital space
- monitor and evaluate activities and performance, and correct performance gaps
- consult and communicate effectively with relevant people
- research and monitor ongoing changes and improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
• discuss industry market trends
• identify performance evaluation methods
• explain methods of analysing costs and benefits of marketing strategies
• summarise methods of developing marketing objectives and marketing mix
• compare current digital devices, platforms and technologies for effectiveness in achieving marketing objectives
• outline methods of monitoring customer satisfaction
• identify relevant market analysis and research
• provide a detailed explanation of relevant marketing concepts and methods.

Assessment Conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:
• business technology
• software for analysis of data
• workplace documents and case studies or where possible, real situations
• interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSMB404 Undertake small business planning

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Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Identify elements of the business plan</td>
<td>1.1 Identify purpose of the business plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and review essential components of the business plan</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify and document business goals and objectives as a basis for measuring business performance</td>
</tr>
</tbody>
</table>
## ELEMENT

### PERFORMANCE CRITERIA

2. Develop a business plan

2.1 Research resources, legal and compliance requirements, specifically in relation to work health and safety (WHS), in accordance with business goals and objectives

2.2 Research market needs, and market size and potential

2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business

2.4 Identify methods, from marketing strategies, to promote market exposure of the business

2.5 Identify methods or means of production or operation from production or operations plan to conform with business goals and objectives

2.6 Identify staffing requirements to effectively produce or deliver products and services

2.7 Identify, assess and prioritise internal and external risks

2.8 Identify specialist services and sources of advice, where required, and cost in accordance with available resources

3. Develop strategies for minimising risks

3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction

3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements

3.3 Develop a contingency plan to address possible areas of non-conformance with the plan

### Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.3, 2.1-2.7, 3.1, 3.2</td>
<td>Identifies, analyses and evaluates complex workplace documentation during planning process</td>
</tr>
<tr>
<td>Writing</td>
<td>1.3, 2.3-2.7, 3.1-3.3</td>
<td>Prepares written reports and workplace documentation that communicate complex information clearly and effectively</td>
</tr>
<tr>
<td>Oral</td>
<td>1.1, 3.1</td>
<td>Articulates ideas and requirements clearly and</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>creatively based on techniques appropriate to assess business performance</td>
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<tr>
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<td>---</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.2, 2.3, 2.5-2.7</td>
<td>• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>2.1, 3.2</td>
<td>• Appreciates implications of legal and regulatory responsibilities related to own work</td>
</tr>
<tr>
<td>Interact with others</td>
<td>3.1</td>
<td>• Looks for strengths in others, finding ways of working with and building on these and sharing own knowledge and experience freely</td>
</tr>
</tbody>
</table>
| Get the work done | 1.1, 1.2, 2.1-2.7, 3.2, 3.3 | • Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and to evaluate alternative strategies  
• Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues  
• Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account  
• Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation  
• Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes |

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Performance Evidence

Evidence of the ability to:
- develop a business plan which provides for finance, marketing and provision of products or services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) and duty of care responsibilities
- identify and assess internal and external risks to the business
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- discuss all government legislative requirements relating to business operation, especially in regard to WHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to small business planning
- outline common risks particular to the small business type or industry
- explain reasons for, and benefits of, business planning
• clarify relevant industry codes of practice
• outline setting goals and objectives
• explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

• business equipment and resources
• relevant legislation, regulations, standards and codes
• relevant workplace documentation and resources
• case studies or where possible, real situations
• interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSMB405 Monitor and manage small business operations

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Version created to clarify intent of unit |
| Release 2 | This version first released with BSB Business Services Training Package Version 1.1.  
Version created to correct mapping table information |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

Application

This unit describes the skills and knowledge required to implement a business plan and modify operations as required.

It applies to individuals who operate a small business which stands alone, or is part of a department within a larger organisation. Individuals in this role use problem-solving skills and take responsibility for developing approaches to manage business operations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

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</tr>
<tr>
<td><strong>essential outcomes.</strong></td>
<td><strong>demonstrate achievement of the element.</strong></td>
</tr>
</tbody>
</table>
| 1. Develop operational strategies and procedures | 1.1 Develop an action plan to provide a clear and coherent direction, in accordance with business goals and objectives  
1.2 Identify work health and safety (WHS) and environmental issues, and implement strategies to minimise risk factors  
1.3 Develop a quality system for the business in line with industry standards, compliance requirements and cultural criteria  
1.4 Develop performance measures and operational targets to conform with the business plan  
1.5 Develop strategies for innovation, including utilisation of existing, new or emerging technologies, where practicable, to optimise business performance |
| 2. Implement operational strategies and procedures | 2.1 Implement systems and key performance indicators or targets to monitor business performance and customer satisfaction  
2.2 Implement systems to control stock, expenditure or cost, wastage or shrinkage and risks to health and safety in accordance with the business plan  
2.3 Maintain staffing requirements, where applicable, within budget, to maximise productivity  
2.4 Carry out provision of goods or services in accordance with established legal, ethical cultural and technical standards  
2.5 Provide goods or services in accordance with time, cost and quality specifications, and customer requirements  
2.6 Apply quality procedures to address product or service and customer requirements |
| 3. Monitor business performance | 3.1 Regularly monitor and review achievement of operational targets to ensure optimum business performance, in accordance with business plan goals and objectives  
3.2 Review systems and structures, with a view to more effectively supporting business performance  
3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of the business quality system  
3.4 Amend operational policies and procedures to incorporate corrective action |
<p>| 4. Review business operations | 4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>objectives</td>
</tr>
<tr>
<td></td>
<td>4.2 Clearly record proposed changes to aid future planning and evaluation</td>
</tr>
<tr>
<td></td>
<td>4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise</td>
</tr>
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**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

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<tr>
<td>Reading</td>
<td>1.1, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 4.1</td>
<td>• Evaluates complex text to determine legislative, regulatory and workplace documentation</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1, 1.3-1.5, 3.2, 3.4, 4.1, 4.2</td>
<td>• Prepares written reports and workplace documentation that communicate complex information clearly and effectively</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3.2</td>
<td>• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.2, 2.3, 2.5</td>
<td>• Interprets numerical information to manage performance information and regulate cash flow</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.1-1.3, 2.2, 2.4, 4.1</td>
<td>• Monitors adherence to organisational policies and procedures and considers own role for its contribution to broader goals of the work environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appreciates implications of legal and regulatory responsibilities related to own work with specific reference to safety</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1, 1.3-1.5, 2.1-2.3, 2.5, 2.6, 3.1-3.3, 4.1, 4.3</td>
<td>• Reflects on how digital systems and tools are used or could be used to achieve work goals, and begins to recognise strategic and operational applications</td>
</tr>
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<td></td>
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<td>• Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation</td>
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</table>
|                                    |         | • Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may
contribute to longer-term operational and strategic goals
- Uses each experience to reflect on how variables impact decision outcomes, and to gain insights into what constitutes ‘good’ judgement and an effective decision in different contexts
- Recognises and addresses some unfamiliar problems of increasing complexity within own scope

Unit Mapping Information

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<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 1.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- develop strategies and procedures to successfully manage business operations, including:
  - developing an action plan
  - identifying risk management procedures
  - developing a quality system
  - implementing performance measures
  - utilising technologies to optimise business performance
- implement and monitor strategies and procedures developed, including:
  - analysing and correcting business problems
  - reviewing and adjusting the business plan
  - record and research business improvements
  - make appropriate adjustments to business operations as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.
Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- summarise relevant industry codes of practice
- explain methods for implementing operation and revenue control systems
- summarise methods for monitoring performance and implementing improvements
- outline work health and safety (WHS) responsibilities and procedures for managing hazards
- identify relevant principles of risk management, including risk assessment
- clarify quality system principles and methods
- summarise relevant performance measures
- discuss role of innovation
- outline systems to manage staff, stock, expenditure, services and customer service
- identify technical or specialist skills relevant to business operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSMB406 Manage small business finances

Modification History

<table>
<thead>
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<tbody>
<tr>
<td>Release 2</td>
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</tr>
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<td>Release 1</td>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role interpret financial reports and other numerical data to develop financial management strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Implement financial plan</td>
<td>1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate the business in accordance with the business plan</td>
</tr>
<tr>
<td></td>
<td>1.2 Produce financial budgets or projections, including cash flow</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet requirements of financial backers</td>
</tr>
<tr>
<td></td>
<td>1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements</td>
</tr>
<tr>
<td></td>
<td>1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow</td>
</tr>
<tr>
<td></td>
<td>1.6 Select key performance indicators to enable ongoing monitoring of financial performance</td>
</tr>
<tr>
<td></td>
<td>1.7 Record and communicate financial procedures to relevant people to facilitate implementation of the business plan</td>
</tr>
<tr>
<td>2. Monitor financial performance</td>
<td>2.1 Regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial plan has been met</td>
</tr>
<tr>
<td></td>
<td>2.2 Monitor marketing and operational strategies for their effects on the financial plan</td>
</tr>
<tr>
<td></td>
<td>2.3 Calculate and evaluate financial ratios according to own or industry benchmarks</td>
</tr>
<tr>
<td></td>
<td>2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required</td>
</tr>
</tbody>
</table>

## Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.4, 2.1, 2.4</td>
<td>• Evaluates complex text to determine legislative, regulatory and workplace documentation</td>
</tr>
<tr>
<td>Writing</td>
<td>1.2-1.5, 1.7, 2.1</td>
<td>• Prepares written reports and workplace documentation that communicate complex information clearly and effectively</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.3, 1.7, 2.1</td>
<td>• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>confirm understanding</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participates in verbal negotiations using tone and language suitable to audience</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1.1-1.5, 2.1, 2.3, 2.4</td>
<td>• Interprets numerical information to calculate all relevant financial information</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.2, 1.4</td>
<td>• Appreciates implications of legal and regulatory responsibilities related to own work</td>
</tr>
<tr>
<td>Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role</td>
<td>1.7, 2.1</td>
<td>• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1, 1.2, 1.4-1.6, 2.2, 2.4</td>
<td>• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes</td>
</tr>
</tbody>
</table>

## Unit Mapping Information

<table>
<thead>
<tr>
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<tr>
<td>BSBSMB406 Manage small business finances Release 2</td>
<td>BSBSMB406 Manage small business finances Release 1</td>
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<td>Equivalent unit</td>
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</tbody>
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## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBSMB406 Manage small business finances

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- operate the business according to the business plan, including:
  - adhering to legal requirements
  - meeting requirements of financial backers
  - defining strategies for debt collection and contingencies for debtors
  - managing cash flow
  - defining key performance indicators
  - communicating with relevant people
  - monitor the business against financial plan and make changes as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss benchmarking
- explain financial decision-making relevant to the business
- summarise significant financial indicators
- outline purposes of financial reports
- clarify preparation and interpretation of budget/actual reports
- identify principles for preparing balance sheets and their interpretation
- outline debt collection procedures or strategies
- characterise principles for preparing profit and loss statements and their interpretation
- discuss stock records and stock control relevant to the business.

**Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSMB407 Manage a small team

Modification History

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</table>

Application

This unit describes the skills and knowledge required to select, induct, train and develop staff members to enhance business operations within the parameters of all relevant legislative requirements.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role have a good knowledge of industrial relations and team management and use effective, responsive and supportive communication in workplace interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop staffing plan</td>
<td>1.1 Determine staffing requirements to allow the business to run effectively, in accordance with requirements outlined in the</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| **business plan** | 1.2 Identify and compare existing skills of owner/s and staff with business requirements to identify any gaps  
1.3 Develop policies and procedures for owner/s and staff, in accordance with the business plan |
| 2. Recruit, induct, train and retain team | 2.1 Develop job or position descriptions, competencies required and selection criteria to meet business’ needs  
2.2 Judge information obtained from each candidate against specified selection criteria, and select according to business needs and legal requirements  
2.3 Induct new staff members in accordance with policies and procedures of the business  
2.4 Make team members aware of their responsibilities and performance requirements as soon as practicable, and take opportunities to coach team members who are unfamiliar with procedures of the business  
2.5 Develop and implement a staff development program and career paths based on requirements of business and staff competencies  
2.6 Advertise staff vacancies appropriately in accordance with staffing plan |
| 3. Comply with industrial relations obligations | 3.1 Clarify workplace rights and obligations of employers and employees, in accordance with legal requirements and codes of practice  
3.2 Counsel staff, if required, in a positive and constructive manner and record outcomes accurately |
| 4. Maintain staff records | 4.1 Develop staff records system to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements  
4.2 Monitor and accurately maintain system for recording and retrieving personnel and payroll information, and seek specialist advice where required |
| 5. Manage staff | 5.1 Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed performance measures  
5.2 Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business  
5.3 Support and encourage staff, and acknowledge and reward |
### ELEMENT | PERFORMANCE CRITERIA
---|---
| | their contribution
| 5.4 Regularly provide opportunities for staff to discuss work related issues
| 5.5 Develop contingency plans to cope with unexpected or extreme situations and take appropriate corrective action as required

6. Review team performance

6.1 Develop positive and constructive relationships with and between team members
6.2 Review and update team objectives in support of business goals on a regular basis in consultation with team members
6.3 Identify strengths and weaknesses of team against current and expected work requirements
6.4 Schedule time, on a regular basis, for team members to review work operations to maintain and improve operational efficiency
6.5 Encourage team members to monitor their own performance, suggest improvements and identify professional development needs, in accordance with personal and business requirements
6.6 Monitor and review staff turnover rate

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1-1.3, 2.2, 2.3, 2.5, 2.6, 3.1, 4.1, 5.1, 6.3, 6.5, 6.6</td>
<td>• Evaluates complex text to determine legislative, regulatory and workplace documentation</td>
</tr>
<tr>
<td>Writing</td>
<td>1.3, 2.1-2.6, 3.1, 3.2, 4.1, 4.2, 5.5, 6.1-6.3, 6.5</td>
<td>• Prepares written reports and workplace documentation that communicate complex information clearly and effectively</td>
</tr>
</tbody>
</table>
| Oral Communication | 1.2, 2.2-2.4, 3.1, 3.2, 4.2, 5.3, 5.4, 6.1, 6.2, 6.4, 6.5 | • Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding  
• Participates in verbal negotiations and coaching using tone and language suitable to audience |
### Numeracy

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4</td>
<td>Uses basic mathematical formulas to review staff performances within available work schedules</td>
</tr>
</tbody>
</table>

### Navigate the world of work

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3, 2.2, 3.1, 4.1</td>
<td>Understands own legal rights and responsibilities and is extending understanding of general legal principles across work contexts</td>
</tr>
<tr>
<td></td>
<td>Monitors adherence to organisational policies and procedures and considers own role for its contribution to broader goals of the work environment</td>
</tr>
</tbody>
</table>

### Interact with others

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4, 2.6, 5.3, 6.1, 6.5</td>
<td>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion</td>
</tr>
<tr>
<td></td>
<td>Looks for ways of establishing connections and building genuine understanding with a diverse range of people</td>
</tr>
<tr>
<td></td>
<td>Actively identifies important communication exchanges, selecting appropriate channels, format, tone and context to suit purpose and audience, and monitors impact</td>
</tr>
</tbody>
</table>

### Get the work done

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1, 1.2, 2.2, 2.3, 2.5, 4.2, 5.1, 5.2, 5.5, 6.3, 6.6</td>
<td>Uses digital technologies and systems safely, legally and ethically when gathering, storing, accessing and sharing information</td>
</tr>
<tr>
<td></td>
<td>Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals</td>
</tr>
<tr>
<td></td>
<td>Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account</td>
</tr>
<tr>
<td></td>
<td>Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes</td>
</tr>
<tr>
<td></td>
<td>Recognises and anticipates an increasing range of familiar problems, their symptoms and causes, actively looking for early warning signs and implementing contingency plans</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
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<th>Code and title</th>
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<tr>
<td>BSBSMB407 Manage a small team Release 2</td>
<td>BSBSMB407 Manage a small</td>
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<td>Equivalent unit</td>
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</tr>
<tr>
<td>team Release 1</td>
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</tbody>
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Assessment Requirements for BSBSMB407 Manage a small team

Modification History

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| Release 2 | This version released with BSB Business Services Training Package Version 2.0.  
             | Version created to clarify intent of unit                                 |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

Performance Evidence

Evidence of the ability to:

- use the business plan to:
  - determine staffing requirements
  - coordinate skill-gap training where required
  - develop human resource policies and procedures
- develop job descriptions and selection criteria
- determine induction processes
- implement staff development program
- adhere to legal requirements and codes of practice
- develop staff records system
- conduct ongoing performance measures
- communicate effectively with staff members
- develop contingency plans
- develop strategies to review team performance
- monitor and review staff.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss all government legislative requirements relating to staffing the business operation
• explain work health and safety (WHS) responsibilities and procedures for managing hazards
• summarise relevant industry awards or enterprise agreements
• outline staff development pathways
• identify training course options for staff development
• summarise staff counselling, grievance and disciplinary procedures
• identify unfair dismissal legislation and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

• business equipment and resources
• relevant legislation, regulations, standards and codes
• relevant workplace documentation and resources
• case studies or where possible, real situations
• interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSMB420 Evaluate and develop small business operations

Modification History

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</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to evaluate and develop small business operations.

It applies to individuals who operate a small business which stands alone, or that is part of a department within a larger organisation. Individuals in this role use problem-solving skills and take responsibility for developing approaches to evaluating and developing business operations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Review and evaluate operational strategies and procedures</td>
<td>1.1 Develop a detailed operational plan that sets out clear action points to fulfil on business goals and objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify work health and safety (WHS) and environmental issues and implement strategies to minimise risk factors</td>
</tr>
<tr>
<td></td>
<td>1.3 Review and evaluate, where appropriate, a quality assurance process for the business in line with industry standards, compliance requirements and cultural criteria</td>
</tr>
<tr>
<td></td>
<td>1.4 Develop operational KPIs that align with the business plan</td>
</tr>
<tr>
<td></td>
<td>1.5 Align KPIs to business strategies, including utilisation of</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2. Implement operational strategies and procedures</td>
<td>2.1 Implement systems to evaluate business performance and customer satisfaction, including by setting key performance indicators or targets</td>
</tr>
<tr>
<td></td>
<td>2.2 Implement systems to control stock, expenditure or cost, wastage or shrinkage and risks to health and safety in accordance with the business plan, incorporating new digital technologies where possible</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify and manage staffing requirements, considering a range of permanent and flexible arrangements, and adhering to budgetary constraints</td>
</tr>
<tr>
<td></td>
<td>2.4 Provide goods or services in accordance with established legal, ethical cultural and technical standards</td>
</tr>
<tr>
<td></td>
<td>2.5 Provide goods or services in accordance with time, cost and quality specifications, and customer requirements, incorporating new digital technologies where possible</td>
</tr>
<tr>
<td></td>
<td>2.6 Apply quality procedures to address product or service and customer requirements</td>
</tr>
<tr>
<td>3. Evaluate business performance</td>
<td>3.1 Use digital technologies to regularly evaluate and review achievement of operational targets to ensure optimum business performance, in accordance with business goals and objectives</td>
</tr>
<tr>
<td></td>
<td>3.2 Review and document systems and structures, with a view to more effectively supporting business performance</td>
</tr>
<tr>
<td></td>
<td>3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of the business quality system</td>
</tr>
<tr>
<td></td>
<td>3.4 Update operational policies and procedures to incorporate corrective action</td>
</tr>
<tr>
<td>4. Review business operations</td>
<td>4.1 Review and adjust business operations to increase business success, in accordance with business goals and objectives</td>
</tr>
<tr>
<td></td>
<td>4.2 Research new and emerging digital technologies periodically, implementing as relevant, in accordance with business goals and objectives</td>
</tr>
<tr>
<td></td>
<td>4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

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<td><strong>Oral Communication</strong></td>
<td>• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding</td>
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<tr>
<td><strong>Numeracy</strong></td>
<td>• Interprets numerical information to manage performance information and regulate cash flow</td>
</tr>
<tr>
<td><strong>Navigate the world of work</strong></td>
<td>• Evaluates adherence to organisational policies and procedures and considers own role for its contribution to broader goals of the work environment</td>
</tr>
<tr>
<td></td>
<td>• Appreciates implications of legal and regulatory responsibilities related to own work with specific reference to safety</td>
</tr>
<tr>
<td><strong>Get the work done</strong></td>
<td>• Reflects on how digital systems and tools are used or could be used to achieve work goals, and begins to recognise strategic and operational applications</td>
</tr>
<tr>
<td></td>
<td>• Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation</td>
</tr>
<tr>
<td></td>
<td>• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals</td>
</tr>
<tr>
<td></td>
<td>• Uses each experience to reflect on how variables impact decision outcomes, and to gain insights into what constitutes an effective decision in different contexts</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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<tbody>
<tr>
<td>BSBSMB420 Evaluate and develop small business operations</td>
<td>BSBSMB405 Monitor and manage small business operations</td>
<td>Updates to title, elements, performance criteria and assessment requirements</td>
<td>Equivalent unit</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBSMB420 Evaluate and develop small business operations

Modification History

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<tbody>
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<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- develop strategies and procedures to successfully manage business operations, including:
  - developing an operational plan
  - identifying risk management procedures
  - developing a quality assurance process
  - developing and implementing performance measures
  - utilising existing, new and emerging digital technologies to optimise business performance
- implement and evaluate strategies and procedures developed, including:
  - controlling stock, expenditure, and work health and safety risks
  - identifying and meeting staffing requirements
  - analysing and correcting business problems
  - reviewing and adjusting the business plan
- record and research business improvements, including the potential to implement new and emerging digital technologies
- make appropriate adjustments to business operations as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role.

- Key features of relevant legislation and industry codes of practice
- Key features of methods for implementing operation and revenue control systems
• Key features of methods for evaluating performance and implementing improvements
• Key features of work health and safety (WHS) responsibilities and procedures for managing hazards
• Key features of relevant principles of risk management, including risk assessment
• Key features of quality assurance system principles and methods
• Key features of the role of digital technologies and innovation in modern business
• Key features of systems to manage staff, stock, expenditure, services and customer service
• Key features of required technical or specialist skills relevant to business operations.

Assessment Conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

• business equipment and resources, including business technology
• relevant legislation, regulations, standards and codes
• relevant workplace documentation and resources
• case studies or possible, real situations
• interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSMB421 Manage small business finances

Modification History

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<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis, including by using new and emerging digital technologies.

It applies to individuals who operate a small business that stands alone, or that is part of a department within a larger organisation. Individuals in this role interpret financial reports and other numerical data to develop financial management strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Implement financial strategy | 1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate the business  
1.2 Produce financial budgets or projections, including cash flow estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements  
1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements</td>
</tr>
<tr>
<td>1.5</td>
<td>Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow</td>
</tr>
<tr>
<td>1.6</td>
<td>Select key performance indicators to enable ongoing monitoring of financial performance in line with the business plan</td>
</tr>
<tr>
<td>1.7</td>
<td>Record and communicate financial procedures to relevant personnel to facilitate implementation of the business plan</td>
</tr>
<tr>
<td>2.1</td>
<td>Use available digital technologies to regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial goals have been met</td>
</tr>
<tr>
<td>2.2</td>
<td>Monitor marketing and operational strategies for their effects on the financial goals</td>
</tr>
<tr>
<td>2.3</td>
<td>Calculate and evaluate financial ratios according to own or industry benchmarks</td>
</tr>
<tr>
<td>2.4</td>
<td>Assess financial plan to determine whether variations or alternative plans are needed, and change as required</td>
</tr>
<tr>
<td>2.5</td>
<td>Undertake research regularly to identify opportunities to implement new and emerging technologies to boost business profitability in accordance with the business plan</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Evaluates complex text to determine legislative, regulatory and workplace documentation</td>
</tr>
<tr>
<td>Writing</td>
<td>• Prepares written reports and workplace documentation that communicate complex information clearly and effectively</td>
</tr>
</tbody>
</table>
| Oral Communication| • Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding  
• Participates in verbal negotiations using tone and language suitable to audience |
| Numeracy          | • Interprets numerical information to calculate all relevant financial information |
Navigate the world of work

- Appreciates implications of legal and regulatory responsibilities related to own work

Interact with others

- Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role

Get the work done

- Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals
- Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account
- Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

<table>
<thead>
<tr>
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<th>Code and title</th>
<th>Comments</th>
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<tr>
<td>BSBSMB421 Manage small business finances</td>
<td>BSBSMB406 Manage small business finances</td>
<td>Updated elements, performance criteria and assessment requirements</td>
<td>Equivalent unit</td>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBSMB421 Manage small business finances

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- manage the business according to financial goals, including:
  - adhering to legal requirements
  - produce relevant financial projections, including cash flow estimates
  - secure and manage business capital
  - defining strategies for debt collection and contingencies for debtors
  - managing cash flow
  - defining key performance indicators
  - communicating with relevant people
  - seeking specialist services where required
- monitor the business against financial plan and make changes as required
- identify opportunities to implement new and emerging digital technologies to support the financial management of the business.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

The candidate must be able to demonstrate the following knowledge to effectively complete the tasks outlined in the elements and performance criteria of this unit, and to manage tasks and reasonably foreseeable contingencies in the context of the work role.

- Key features of benchmarking
- Key features of financial decision-making relevant to the business
- Key features of significant financial indicators
- Key purposes of financial reports
- Key features of balance sheet preparation and interpretation
• Key features of debt collection procedures or strategies
• Key features of profit and loss statement preparation and interpretation
• Key features of stock records and stock control relevant to the business.

Assessment Conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:
• business equipment and resources, including business technology
• relevant legislation, regulations, standards and codes
• relevant workplace documentation and resources
• case studies or where possible, real situations
• interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBSUS401 Implement and monitor environmentally sustainable work practices

Modification History

<table>
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<tr>
<td>Release 1</td>
<td>This version first released with BSB Business Services Training Package Version 2.0. Version created to better align unit to AQF level.</td>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Investigate current practices in relation to resource usage</td>
<td>1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing compliance with</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
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</tr>
</tbody>
</table>
| environmental/sustainability regulations | 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate  
1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities  
1.5 Measure and document current resource usage of members of the work group  
1.6 Analyse and document current purchasing strategies  
1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement |
| 2. Set targets for improvements | 2.1 Seek input from stakeholders, key personnel and specialists  
2.2 Access external sources of information and data as required  
2.3 Evaluate alternative solutions to workplace environmental issues  
2.4 Set efficiency targets |
| 3. Implement performance improvement strategies | 3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets  
3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management  
3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities  
3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area  
3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate  
3.6 Implement costing strategies to fully utilise environmental assets |
| 4. Monitor performance | 4.1 Use and/or develop evaluation and monitoring, tools and technology  
4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders  
4.3 Evaluate strategies and improvement plans  
4.4 Set new efficiency targets, and investigate and apply new tools |
## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reading                       | 1.1-1.4, 1.6, 1.7, 2.3, 3.1 | • Identifies and analyses complex texts to determine legislative, regulatory and business requirements  
• Reviews reported information to evaluate workplace strategies and improvement practices |
| Writing                        | 1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5 | • Documents findings of investigations from written and oral sources according to organisational requirements  
• Provides updates about progress using formats and language appropriate to the audience and context |
| Oral Communication             | 2.1, 2.2, 3.3-3.5, 4.4, 4.5 | • Presents information and seeks advice using structure and language appropriate to audience  
• Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding |
| Numeracy                       | 1.5, 2.4, 3.1, 3.6, 4.4 | • Analyses numerical information to measure usage and calculates metric measurements, quantities/ratios and financial data using appropriate tools |
| Navigate the world of work     | 1.1, 1.2 | • Recognises and follows legislative requirements and organisational policies and procedures associated with own role |
| Interact with others           | 1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5 | • Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information  
• Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives |
| Get the work done              | 1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4 | • Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation  
• Uses systematic, analytical processes to set |
environmental targets, gather relevant information, identify and evaluate alternative approaches

- Evaluates outcomes of decisions to identify opportunities for improvement
- Uses the main features and functions of digital tools to complete work tasks and access information

<table>
<thead>
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<th>Code and title previous version</th>
<th>Comments</th>
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<tr>
<td>BSBSUS401 Implement and monitor environmentally sustainable work practices</td>
<td>BSBSUS301 Implement and monitor environmentally sustainable work practices</td>
<td>Recoded to meet AQF standards</td>
<td>Equivalent unit</td>
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</table>

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBSUS401 Implement and monitor environmentally sustainable work practices

Modification History

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<tr>
<td></td>
<td>Version created to better align unit to AQF level.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
  - measure current resource usage
  - solve problems and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - plan, implement and integrate improvements into operations
  - meet environmental requirements
- apply continuous improvement approach to sustainability performance
- apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements
• explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues

• outline common environmental and energy efficiency issues within the industry

• give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation

• outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
  • supply chain, procurement and purchasing
  • quality assurance
  • making recommendations and seeking approvals

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

• relevant legislation, regulations, standards and codes

• relevant workplace documentation and resources

• case studies or, where possible, real situations

• interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBWH502 Apply knowledge of WHS legislation in the workplace

Modification History

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</table>

Application

This unit describes the skills and knowledge required to understand and comply with work health and safety (WHS) Acts, regulations and codes of practice in the workplace.

This unit applies to individuals who contribute to actions to achieve compliance with WHS legislation as part of their WHS responsibilities, which are in addition to their main duties.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine the legal framework for WHS in</td>
<td>1.1 Identify and access current WHS legislation and related documentation relevant to the workplace, occupation and industry</td>
</tr>
</tbody>
</table>
## ELEMENT

### PERFORMANCE CRITERIA

**the workplace**

1.2 Apply knowledge of the relationship between WHS Acts, regulations and codes of practice to assist in identifying WHS legislative requirements in the workplace

1.3 Identify duty holders

1.4 Identify legal obligations and duties for who to consult with regarding training of workers and health and safety representatives

1.5 Identify consequences of non-compliance with WHS Acts, regulations, codes of practice, standards and organisational WHS policies, procedures, processes and systems

**2. Contribute to activity that reflects WHS legislative requirements**

2.1 Contribute to monitoring compliance with legislation

2.2 Contribute to ensuring that workplace complies with legislation

2.3 Identify and take appropriate action on non-compliance with legislation

2.4 Recognise limits of own expertise and legal duties, and access help and advice when required

**3. Keep up-to-date with legislation and relevant publications**

3.1 Use relevant sources to keep up-to-date with legislation and relevant publications

3.2 Communicate information on relevant legislative changes and relevant publications to others

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### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>3.1</td>
<td>• Identifies and evaluates information from formal and informal sources to update knowledge</td>
</tr>
<tr>
<td>Reading</td>
<td>1.1-1.5, 3.1</td>
<td>• Interprets a range of textual information to determine regulatory and procedural requirements and necessary actions</td>
</tr>
<tr>
<td>Writing</td>
<td>2.3, 3.2</td>
<td>• Documents WHS information in a sequential manner using required format, correct grammar and industry specific language</td>
</tr>
<tr>
<td>Oral</td>
<td>2.1, 2.2, 2.3, 3.2</td>
<td>• Provides information or advice using language appropriate to audience</td>
</tr>
<tr>
<td>communication</td>
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</tr>
<tr>
<td>Navigate the world of work</td>
<td>2.1- 2.3, 3.1</td>
<td></td>
</tr>
<tr>
<td>Interact with others</td>
<td>2.4, 3.2</td>
<td></td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1-1.5, 2.3, 3.1</td>
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<tr>
<td>BSBWHS302 Apply knowledge of WHS legislation in the workplace</td>
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<tr>
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<tbody>
<tr>
<td>Uses listening and questioning to clarify and confirm understanding</td>
</tr>
<tr>
<td>Follows policies, procedures and legislative requirements relevant to own role</td>
</tr>
<tr>
<td>Keeps up to date on changes to legislation or regulations relevant to own role</td>
</tr>
<tr>
<td>Selects appropriate communication protocols and conventions to provide or seek information</td>
</tr>
<tr>
<td>Plans, sequences and prioritises tasks and activities to support compliance with WHS regulatory requirements</td>
</tr>
<tr>
<td>Initiates standard procedures in response to non-compliance issues, requesting assistance if necessary</td>
</tr>
<tr>
<td>Uses the main features and functions of digital tools to complete work tasks and access information</td>
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</table>

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<tbody>
<tr>
<td>Companion Volume implementation guides are found in VETNet - <a href="https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10">https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10</a></td>
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Assessment Requirements for BSBWHS302 Apply knowledge of WHS legislation in the workplace

Modification History

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<tr>
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</tbody>
</table>

Performance Evidence

Evidence of the ability to:
- identify and apply work health and safety (WHS) legislative requirements applicable to the workplace, occupation and industry, including keeping up to date with legislation and relevant publications
- identify and act on non-compliances with WHS legislation
- identify duty holders
- communicate WHS information to others
- refer issues of non-compliance to responsible persons or authorities and seek advice from appropriate sources.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- explain the WHS legislative duties of self and others including limits on own expertise
- outline the key organisational WHS policies, procedures, processes and systems
- outline the key requirements in relevant commonwealth and state or territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications
- identify obligations and duties for consultation and who must be consulted
- identify people who could be accessed for help
- identify the consequences of non-compliance
- explain ways to get information about compliance with legislation.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational policies, standard operating procedures, procedures and plans with information on compliance requirements
- relevant Acts, regulations, codes of practice, licensing requirements and standards
- guidance materials and alerts issued by the relevant WHS regulator
- relevant WHS data files
- appropriate office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBWH504 Contribute to WHS hazard identification, risk assessment and risk control

Modification History

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</table>

Application

This unit describes the skills and knowledge required to contribute to the processes of identifying work health and safety (WHS) hazards, assessing WHS risks, and developing, implementing and evaluating risk controls according to legislative and organisational requirements.

It applies to individuals who contribute to WHS risk management processes in their work role in a range of industry and workplace contexts.

NOTE: The terms ‘occupational health and safety’ (OHS) and ‘work health and safety’ (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Access information to</td>
<td>1.1 Identify sources of information and data</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| identify hazards and assess and control risks | 1.2 Obtain information and data to determine the nature and scope of workplace hazards, the range of harms they may cause and how these harms are caused  
1.3 Obtain information and data to determine the nature and scope of workplace risks and risk controls |
| 2 Contribute to compliance and workplace requirements | 2.1 Contribute to identifying and complying with requirements of workplace policies, procedures, processes and systems for hazard identification, risk assessment and risk control activities  
2.2 Contribute to identifying and complying with requirements of WHS Acts, regulations, codes of practice and guidelines for hazard identification, risk assessment and risk control activities  
2.3 Identify duty holders and their range of duties |
| 3 Contribute to workplace hazard identification | 3.1 Use knowledge of hazards to advise individuals and parties of workplace hazards, the harms they may cause and how these harms are caused  
3.2 Apply knowledge of hazard identification to contribute to selecting techniques, tools and processes to identify workplace hazards  
3.3 Contribute to applying selected techniques, tools and processes  
3.4 Contribute to documenting hazard identification process and results |
| 4 Contribute to WHS risk assessment | 4.1 Apply knowledge of risk assessment to contribute to selecting techniques, tools and processes for risk assessment of hazards  
4.2 Contribute to applying techniques, tools and processes to identified hazards  
4.3 Contribute to documenting the results of risk assessments |
| 5 Contribute to the development, implementation and evaluation of risk control | 5.1 Apply knowledge of risk control to contribute to developing risk control options for identified hazards, using the results of risk assessments  
5.2 Contribute to developing and implementing a risk control plan  
5.3 Contribute to evaluating implemented risk controls |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*
<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.4, 4.1, 5.1, 5.2</td>
<td>• Locates, interprets and analyses complex WHS legislative and organisational texts</td>
</tr>
</tbody>
</table>
| Writing                       | 3.1, 3.4, 4.3, 5.1, 5.2 | • Uses structure, layout and language suitable for audience to document WHS risk-management processes  
|                               |                      | • Uses appropriate organisational formats and industry specific vocabulary to document risk control plans |
| Oral communication            | 2.1, 2.2, 3.1, 3.3, 4.2 | • Uses structure and language suitable for audience to communicate information and contribute ideas about WHS risk-management processes |
| Navigate the world of work    | 2.1, 2.2, 2.3 | • Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS risk-management processes  
|                               |                      | • Keeps up to date with WHS legislation or regulations and related organisational policies and procedures |
| Interact with others          | 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 5.1, 5.2 | • Understands what to communicate, with whom and how in the context of advising on hazards and harms  
|                               |                      | • Cooperates with others as part of WHS risk-management processes, and contributes to specific activities requiring joint responsibility and accountability  
|                               |                      | • Collaborates with others to achieve individual and team outcomes |
| Get the work done             | 2.1, 2.2, 3.2, 4.1, 5.2, 5.3 | • Applies formal processes to plan, sequence and prioritise risk control tasks, showing awareness of time and resource constraints and the needs of others  
|                               |                      | • Uses formal decision-making processes in risk management processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria  
|                               |                      | • Applies formal problem-solving processes, identifying and evaluating several options for action  
|                               |                      | • Uses formal and informal processes to monitor and reflect on outcomes of decisions |
Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
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<tbody>
<tr>
<td>BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control</td>
<td>BSBWHS404A Contribute to WHS hazard identification, risk assessment and risk control</td>
<td>Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBWHS404 Contribute to WHS hazard identification, risk assessment and risk control

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- identify and interpret information and data about work health and safety (WHS) requirements and apply it to the selection and application of techniques, tools and processes for hazard identification, risk assessment and risk control and the development of a risk control plan
- contribute to documenting and evaluating risk management processes
- communicate about WHS requirements and compliance with a range of people
- comply with WHS requirements for hazard identification, risk assessment and risk control activities
- identify WHS duty holders and their duties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the WHS risk management (hazard identification, risk assessment and risk control) requirements specified in:
  - relevant WHS Acts and regulations
  - organisational WHS policies, procedures, processes and systems
- explain the difference between hazards and risks in the work context
- outline a range of common workplace hazards, the harms they may cause and how these harms are caused
- explain how risk assessment and controls can eliminate or minimise risks
- identify internal and external sources of WHS information and data and how to access them.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- office equipment and resources
- relevant legislation, standards and guidelines
- relevant policies, procedures, processes and systems
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBWH503 Contribute to the systematic management of WHS risk

Modification History

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</table>

Application

This unit describes the skills and knowledge required to contribute to the systematic management of work health and safety (WHS) risk.

It applies to individuals who provide specialised knowledge, systematic approaches and guidance to a range of personnel.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<td>1 Access information and data to contribute to the</td>
<td>1.1 Identify sources of information and data</td>
</tr>
<tr>
<td></td>
<td>1.2 Obtain information and data to determine the purposes,</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>systematic management of WHS risk</td>
<td>objectives, principles and framework of a systematic approach to managing WHS risk</td>
</tr>
</tbody>
</table>
| 2 Contribute to effective consultation and participation during all stages of risk management | 2.1 Identify individuals and parties who need to participate and be consulted  
2.2 Apply knowledge of effective consultation and participation to contribute to ensuring effective consultation and participation processes occur |
| 3 Contribute to establishing the context for risk management   | 3.1 Apply knowledge of WHS legislation to identify duty holders and legislative requirements for WHS risk management  
3.2 Identify individuals and parties impacting on risk management  
3.3 Apply knowledge of organisation to identify factors that will impact on risk control  
3.4 Contribute to establishing the context of the risk management process  
3.5 Contribute to defining risk criteria                          |
| 4 Contribute to risk assessment                                | 4.1 Apply knowledge of workplace hazards and risks to contribute to risk identification  
4.2 Apply knowledge of WHS legislation, risk assessment and workplace WHS information and data to contribute to risk analysis and evaluation |
| 5 Contribute to risk treatment                                 | 5.1 Apply knowledge of WHS hazard and risk control, and WHS legislation to contribute to the selection of risk treatment options  
5.2 Apply knowledge of the organisation’s WHS management system (WHMSMS) and WHS information system (WHISIS) to prepare and implement risk treatment/s |
| 6 Contribute to monitoring, reviewing and recording risk management process | 6.1 Apply knowledge of the organisation’s WHSMS to contribute to monitoring and reviewing risk management processes  
6.2 Apply knowledge of the organisation’s WHSIS to contribute to recording risk management process |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*
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<tr>
<td>Reading</td>
<td>1.1, 1.2, 2.1, 3.1,</td>
<td>• Organises, evaluates and integrates information from a range of sources to determine requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>2.2, 3.4, 3.5, 4.2,</td>
<td>• Records results of investigations using clear and comprehensible language and layout</td>
</tr>
<tr>
<td></td>
<td>5.2, 6.2</td>
<td>• Creates a range of formal texts using industry language appropriate to audience and environment</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2.2, 3.4, 3.5, 4.2</td>
<td>• Uses listening and questioning techniques to clarify understanding and elicit the views of others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Presents information varying level of technical vocabulary to suit audience</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1.1, 4.1, 4.2, 6.1, 6.2</td>
<td>• Collates, interprets and compares numerical and statistical information relevant to requirements</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>3.1, 4.2, 5.1, 5.2,</td>
<td>• Considers legal and regulatory responsibilities when implementing, monitoring or reviewing risk management processes</td>
</tr>
<tr>
<td></td>
<td>6.1, 6.2</td>
<td></td>
</tr>
<tr>
<td>Interact with others</td>
<td>2.2, 3.4, 3.5, 4.2</td>
<td>• Identifies and uses appropriate conventions and protocols when communicating with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Plays a lead role in situations requiring effective collaboration skills demonstrating the ability to guide discussions and negotiate outcomes</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1, 1.2, 2.1, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2</td>
<td>• Develops plans or processes to manage relatively complex risk management tasks, with an awareness of how they contribute to operational and strategic goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Considers whether, and how, others should be involved, using consultative or collaborative processes as an integral part of the decision-making process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applies problem solving processes to determine solutions to risk management issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses analytical and lateral thinking to review practices and suggest improvements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses a range of digitally based technology and applications to access, organise and share relevant information in effective ways</td>
</tr>
</tbody>
</table>

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**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBWHS503 Contribute to the systematic management of WHS risk

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Performance Evidence

Evidence of the ability to:

- identify, interpret and apply information from a range of sources to contribute to the development, implementation, monitoring and evaluation of a systematic approach to work health and safety (WHS) risk management
- apply WHS Acts, regulations, codes of practice and standards, including the Safe Work Australia model Code of Practice: How to Manage Work Health and Safety Risks
- identify duty holders
- explain the differences between a hazard and a risk and identify hazards and risks in the organisation
- prepare an action plan to implement a systematic approach to WHS risk management
- prepare positive performance indicators for evaluation of a systematic approach to WHS risk management
- consult effectively with relevant stakeholders.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe formal and informal communication and consultation processes, and key personnel related to communication, including duty holders
- explain how the characteristics and composition of the workforce impact on WHS risk and the management of WHS with reference to:
  - communication skills
  - cultural background/diversity
  - gender
  - labour market changes
Assessment Requirements for BSBWHS503 Contribute to the systematic management of WHS risk

- language, literacy and numeracy
- structure and organisation of the workforce, for example part time, casual and contract workers, shift rosters, geographical location
- workers with specific needs and limitations
- workplace culture towards alcohol and other drug use
- describe internal and external sources of WHS information and data, and explain how to access these sources
- outline the limitations of generic hazard identification and risk assessment checklists, and risk ranking processes
- describe the nature of workplace processes including work flow, planning and control and hazards relevant to the workplace
- describe organisational behaviour and culture as it impacts on WHS, change and the work team
- describe the key features of organisational WHS policies, procedures, processes and systems
- identify other functional areas in the organisation that impact on the management of WHS
- outline the key features of relevant commonwealth and state/territory WHS Acts, regulations, codes of practice, standards and guidance material
- describe the key principles and/or practices of:
  - a systematic approach to managing WHS
  - duty of care including concepts of causation, foreseeability and prevention
  - incident causation and injury processes
- describe risk analysis and assessment techniques and tools, and their application and limitations
- explain risk, as the effect of uncertainty, on objectives
- explain the duty of persons conducting businesses or undertakings (PCBUs) in regard to risk management under WHS legislation
- describe the sources of occupational disease and their prevention
- describe standard industry controls for hazards
- describe techniques, tools and processes for identifying and controlling health and safety hazards and risks including:
  - hazard and risk checklists
  - hazard hunts
  - job safety analysis
  - manifests and registers including dangerous goods, hazardous chemicals and plant
  - safe work method statements
  - surveys using questionnaires, interviews and other survey techniques
  - workplace inspections and walk throughs
- describe the key features of the toxicology of hazardous chemicals and potential health effects in the workplace.
**Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant WHS legislation, standards, codes of practice and guidelines
- workplace policies and procedures and documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBWH508 Manage WHS hazards associated with plant

Modification History

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Application

This unit describes the skills and knowledge required to effectively manage work health and safety (WHS) hazards and to comply with WHS legislation as it applies to the management or control of plant (not the design, manufacture, supply, installation, construction or commissioning of plant or issuing of licences associated with plant).

It applies to individuals who may provide leadership and guidance to others using managerial and communication skills and who use systematic approaches to identify and resolve issues.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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<tr>
<td>1 Comply with WHS</td>
<td>1.1 Apply knowledge of WHS legislation to advise individuals and</td>
</tr>
<tr>
<td>ELEMENT</td>
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</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>legislation as it applies to plant</td>
<td>parties of their duties, rights and obligations with regard to plant as appropriate to their job roles and the nature of the organisation</td>
</tr>
<tr>
<td>2 Ensure organisational policies, procedures, processes and systems incorporate effective management of hazards associated with plant</td>
<td>2.1 Apply knowledge of organisational policies, procedures, processes and systems to determine if they effectively manage hazards associated with plant</td>
</tr>
<tr>
<td>3 Identify WHS hazards associated with plant</td>
<td>3.1 Access sources of information, data and advice to assist with identifying hazards associated with plant</td>
</tr>
<tr>
<td>4 Assess WHS risks associated with plant</td>
<td>4.1 Access sources of information, data and advice to assist with assessing WHS risks associated with plant hazards</td>
</tr>
<tr>
<td>5 Control WHS risks associated with maintenance and continued safe use of plant</td>
<td>5.1 Access sources of information, data and advice, including the outcomes of risk assessments to assist with developing risk control options for hazards associated with the maintenance and continued safe use of plant</td>
</tr>
<tr>
<td>6 Advise on registration,</td>
<td>6.1 Identify types of plant requiring registration and tasks requiring</td>
</tr>
</tbody>
</table>
## ELEMENT
licensing and certification issues associated with plant

## PERFORMANCE CRITERIA
operator licensing and/or certification, in accordance with legislative requirements

6.2 Document registration, licensing and certification requirements and communicate these to individuals and parties

6.3 Identify, document and communicate to individuals and parties, training requirements to meet registration, licensing and certification, in accordance with legislative requirements

6.4 Determine training needs required for new plant and/or new operating methods

6.5 Ensure training is undertaken and completed prior to commencement of work using new plant and/or new operating methods

6.6 Monitor and report compliance with regulatory requirements for registration, licensing and certification

6.7 Identify, document and maintain appropriate records for plant and operator skill requirements

## Foundation Skills
*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

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<tr>
<td>Reading</td>
<td>1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 5.6, 6.1, 6.3, 6.7</td>
<td>• Analyses a wide range of technical, non-technical information and numeric data to determine actions and adhere to requirements</td>
</tr>
</tbody>
</table>
| Writing      | 1.1, 2.2, 3.2, 3.3, 4.3, 5.1-5.3, 5.5, 5.6, 6.2, 6.3, 6.6, 6.7 | • Matches style of writing to purpose and audience
  • Uses appropriate formats, vocabulary and grammatical structures to record, report and present information |
| Oral Communication | 1.1, 3.1-3.3, 4.1-4.3, 5.1, 5.2, 5.5, 5.6, 6.2, 6.3, 6.6 | • Explains information clearly and involves others in collaborative discussions using listening and questioning techniques
  • Uses pace, intonation and gestures to present information and encourage engagement with others |
| Numeracy     | 2.1, 2.2, 3.1-3.3, 4.1, 5.1 | • Collates, interprets and compares numerical and statistical information to apply relevance to requirements |
| Navigate the world of work | 1.1, 1.2, 2.1-2.2, 6.1, 6.5 | • Takes full responsibility for following policies, procedures and legislative requirements and identifies organisational implications of new legislation or regulations  
• Modifies or develops organisational policies and procedures to comply with legislative requirements and organisation goals |
| Interact with others | 1.1, 3.1-3.3, 4.1-4.3, 5.1, 5.2, 6.2, 6.3 | • Establishes and uses appropriate conventions and protocols when communicating with others regarding management of WHS  
• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction |
| Get the work done | 2.2, 2.3, 3.1-3.3, 4.1-4.3, 5.1-5.6, 6.1-6.7 | • Takes responsibility for developing and applying organisational processes to aid compliance with legislative requirements  
• Sequences and schedules complex activities, monitors implementation, records progress and manages relevant communication  
• Systematically gathers and analyses all relevant information and evaluates options in order to make informed decisions  
• Uses formal analytical thinking techniques for identifying issues and generating possible solutions, seeking input from others when necessary  
• Evaluates effectiveness of systems and processes to inform decisions on how to implement improvements  
• Fully utilises features of digital tools to complete complex tasks |

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<td>BSBWHS508 Manage WHS hazards associated with plant</td>
<td>BSBWHS508A Manage WHS hazards associated with plant</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBWHS508 Manage WHS hazards associated with plant

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Performance Evidence

Evidence of the ability to:

- manage effective identification of hazards and develop risk control options for the operation of plant as defined in work health and safety (WHS) legislation
- develop, implement, monitor and modify WHS policies and procedures for the operation of plant
- use relevant systems and procedures in the operation and maintenance of plant
- implement general licensing and training requirements associated with plant
- identify, record and report on WHS hazards and assessing risk
- develop and implement risk control options
- communicate in the workplace to:
  - advise people of their rights, obligations and duties
  - consult about policies and procedures
  - identify hazards
  - assess WHS risk
  - advise people about registration, licensing and certification requirements
- use machinery safety control measures to control plant risks, including following registration and licensing requirements
- identify training needs and organise training.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the basic principles of incident causation and injury processes
- explain the differences between a hazard and a risk
• identify factors that impact on risk
• explain the hierarchy of control and considerations for choosing between different risk controls
• identify high-risk work licences required for specific plant
• identify internal and external sources of WHS information and data, and explain how to access these sources
• discuss the management of risk associated with plant as a duty of a person conducting a business or undertaking (PCBUs) under WHS legislation
• describe the methods for providing evidence of compliance with WHS legislation
• outline workplace processes (such as work flow, planning and control) and hazards relevant to the workplace
• discuss organisational behaviour and culture as it impacts on WHS, change and work team
• describe the key features of organisational WHS policies, procedures, processes and systems
• identify other functional areas that impact on the management of WHS
• outline key features of plant specific knowledge including:
  • basic physics of fluids under pressure and pressure vessels, and the behaviour of pressurised fluid when pressure is released
  • duties, rights and obligations of individuals and parties specified in WHS legislation
  • hazards associated with plant and systems of work associated with plant
  • industry practices related to permit to work and isolation and tag out systems
  • registration requirements of plant, licensing and certification competencies
• describe the key principles and practices of a systematic approach to managing WHS
• describe the strategies for guarding moving parts in machinery, human factors related to machine guarding, safe design principles, features and limitations
• outline the key features of WHS Acts, regulations, codes of practice and other instruments issued by WHS regulators.

**Assessment Conditions**

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

• manufacturers’ manuals including specifications and operational information and data
• relevant WHS Acts, regulations, codes of practice, standards, guidelines
• sources of information, data and advice
• workplace policies and procedures
• workplace equipment and resources
• case studies and, where possible, real situations
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBWOR204 Use business technology

Modification History

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<tbody>
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<td>Release 1</td>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to select and use computer software and organise electronic information and data.

It applies to individuals who apply a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Select and use technology</td>
<td>1.1 Select appropriate technology and software applications to achieve requirements of the task</td>
</tr>
<tr>
<td></td>
<td>1.2 Adjust workspace, furniture and equipment to suit user’s ergonomic requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Use technology according to organisational requirements and in a way that promotes a safe work environment</td>
</tr>
<tr>
<td>2. Process and organise</td>
<td>2.1 Identify, open, generate or amend files and records according</td>
</tr>
</tbody>
</table>
**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
data | to task and organisational requirements
 | 2.2 Operate input devices according to organisational requirements
 | 2.3 Store data appropriately and exit applications without damage to or loss of data
 | 2.4 Use manuals, training booklets and/or online help or helpdesks to overcome basic difficulties with applications
3. Maintain technology | 3.1 Identify and replace used technology consumables in accordance with manufacturer’s instructions and organisational requirements
 | 3.2 Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer’s instructions and organisational requirements
 | 3.3 Identify equipment faults accurately and take action in accordance with manufacturer’s instructions or report fault to designated person

**Foundation Skills**

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.3, 2.1, 2.2, 2.4, 3.1-3.3</td>
<td>• Recognises and interprets information from familiar sources to determine job role and task requirements</td>
</tr>
</tbody>
</table>
| Writing | 2.1, 2.3, 3.2, 3.3 | • Produces and amends files to meet task and organisational requirements
 • Completes required documentation using organisational formats |
| Oral Communication | 3.3 | • Uses specific and relevant language to refer faults to others |
| Navigate the world of work | 1.2, 1.3, 2.1, 2.2, 3.1-3.3 | • Recognises and follows legislative requirements and organisational policies and procedures associated with own role |
| Get the work done | 1.1, 1.3, 2.1-2.4, 3.1-3.3 | • Uses business technologies and systems safely, when gathering, storing, accessing and sharing information
 • Understands purposes, specific functions and key...
features of common digital systems and business tools
- Operates digital systems and business tools effectively to complete routine tasks using some basic troubleshooting strategies as required

Unit Mapping Information

<table>
<thead>
<tr>
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<th>Comments</th>
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<td>BSBWOR204A Use business technology</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBWOR204 Use business technology

Modification History

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</table>

Performance Evidence

Evidence of the ability to:
- select and use technology safely and according to organisational requirements
- access, retrieve and store required data
- demonstrate basic maintenance on a range of equipment using manuals or help-files
- identify and address faults according to requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:
- outline the organisation's work health and safety requirements
- outline the organisation's requirements for file naming and storage
- explain why regular back-ups of data are done
- list 'routine maintenance' tasks
- summarise the procedure for addressing equipment faults.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:
- office equipment and resources
- electronic files and data
- workplace documentation and equipment manuals
- case studies and, where possible, real situations
• interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSWOR404 Develop work priorities

Modification History

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</tbody>
</table>

Application

This unit describes the skills and knowledge required to monitor and obtain feedback on own work performance and access learning opportunities for professional development.

This unit applies to individuals who are required to design their own work schedules and work plans and to establish priorities for their work. They will typically hold some responsibilities for the work of others and have some autonomy in relation to their own role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan and complete own work schedule</td>
<td>1.1 Prepare workgroup plans which reflect consideration of resources, client needs and workgroup targets</td>
</tr>
<tr>
<td></td>
<td>1.2 Analyse and incorporate work objectives and priorities into personal schedules and responsibilities</td>
</tr>
</tbody>
</table>
**ELEMENT** | **PERFORMANCE CRITERIA**
---|---
1.3 Identify factors affecting the achievement of work objectives and establish contingencies and incorporate them into work plans | 1.4 Efficiently and effectively use business technology to manage and monitor planning completion and scheduling of tasks
2. Monitor own work performance | 2.1 Identify and analyse personal performance through self-assessment and feedback from others on the achievement of work objectives
| 2.2 Seek and evaluate feedback on performance from colleagues and clients in the context of individual and group requirements
| 2.3 Routinely identify and report on variations in the quality of service and performance in accordance with organisational requirements
3. Co-ordinate professional development | 3.1 Assess personal knowledge and skills against organisational benchmarks to determine development needs and priorities
| 3.2 Research and identify sources and plan for opportunities for improvement in consultation with colleagues
| 3.3 Use feedback to identify and develop ways to improve competence within available opportunities
| 3.4 Identify, access and complete professional development activities to assist career development
| 3.5 Store and maintain records and documents relating to achievements and assessments in accordance with organisational requirements

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
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</thead>
<tbody>
<tr>
<td>Learning</td>
<td>3.1, 3.2, 3.3, 3.4</td>
<td>• Develops strategies to reflect on own performance, obtain feedback, and plan and source professional development opportunities</td>
</tr>
<tr>
<td>Reading</td>
<td>1.2, 2.1, 2.3, 3.1, 3.5</td>
<td>• Recognises and interprets textual information from relevant sources to understand organisation’s policies and practices</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1, 1.3, 2.2, 2.3, 3.2, 3.5</td>
<td>• Prepares written reports and workplace documentation that communicate complex information clearly and effectively</td>
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</tr>
</tbody>
</table>
| Oral Communication | 2.2, 2.3, 3.2              | • Provides or seeks information using language suitable to audience and context  
• Employs listening and questioning techniques to confirm understanding |
| Numeracy        | 1.1, 1.2, 1.3               | • Interprets numerical information related to budgets and timeframes |
| Navigate the world of work | 1.2, 2.1, 2.3, 3.1, 3.5 | • Identifies and understands roles and responsibilities in relation to organisational objectives, policies and procedures |
| Interact with others | 2.2, 2.3, 3.2              | • Selects and uses appropriate practices when communicating with internal and external stakeholders to seek or share information  
• Establishes and builds rapport and relationships with others to foster a culture of trust and honesty in communications |
| Get the work done | 1.1-1.4, 2.3, 3.1, 3.2, 3.4, 3.5 | • Plans, organises and implements tasks to meet organisational requirements  
• Systematically gathers and analyses information and evaluates options in order to anticipate potential problems and develop contingency plans  
• Uses the main features and functions of digital technologies and tools to complete work tasks efficiently and effectively |

**Unit Mapping Information**

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<td>BSBWOR404 Develop work priorities</td>
<td>BSBWOR404B Develop work priorities</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBWOR404 Develop work priorities

Modification History

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</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- prepare and communicate own work plan
- schedule work objectives and tasks to support the achievement of the workgroup goals
- review own work performance against workgroup objectives through self-assessment and seeking and acting on feedback from clients and colleagues
- plan and access learning opportunities to extend personal work competencies.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how business technology applications can be used to schedule tasks and plan work
- explain techniques to prepare personal plans and establish priorities
- identify methods to identify and prioritise personal learning needs
- outline a range of professional development options
- explain methods to elicit, analyse and interpret feedback
- provide a detailed explanation of methods that can be used to evaluate own performance.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace documentation including policies and procedures, and benchmarks for work group productivity and performance
- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
BSBWOR501 Manage personal work priorities and professional development

Modification History

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</table>

Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish personal work goals</td>
<td>1.1 Serve as a positive role model in the workplace through personal work planning</td>
</tr>
<tr>
<td></td>
<td>1.2 Ensure personal work goals, plans and activities reflect the organisation’s plans, and own responsibilities and accountabilities</td>
</tr>
<tr>
<td></td>
<td>1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 2. Set and meet own work priorities | 2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives  
2.2 Use technology efficiently and effectively to manage work priorities and commitments  
2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to |
| 3. Develop and maintain professional competence | 3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans  
3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence  
3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence  
3.4 Participate in networks to enhance personal knowledge, skills and work relationships  
3.5 Identify and develop new skills to achieve and maintain a competitive edge |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>3.1, 3.2, 3.3, 3.4, 3.5</td>
<td></td>
</tr>
</tbody>
</table>
• Investigates and uses a range of strategies to develop personal competence |
| Reading | 1.2, 3.1, 3.2 |  
• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning |
| Writing | 3.2 |  
• Uses feedback to prepare reports that summarise ways to improve competence |
| Oral Communication | 3.2 |  
• Uses active listening and questioning to seek and receive feedback |
| Navigate the world of work | 1.2, 2.1 |  
• Understands how own role contributes to broader organisational goals  
• Considers organisational protocols when planning own career development |
Interact with others

- Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders
- Uses interpersonal skills to establish and build positive working relationships with others

Get the work done

- Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare
- Identifies and uses appropriate technology to improve work efficiency

**Unit Mapping Information**

<table>
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<tbody>
<tr>
<td>BSBWOR501 Manage personal work priorities and professional development</td>
<td>BSBWOR501B Manage personal work priorities and professional development</td>
<td>Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria</td>
<td>Equivalent unit</td>
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</table>

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

Modification History

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</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - a personal development plan
  - personal goal setting
  - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation’s policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.
Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10
CHCCDE002 Develop and implement community programs

Modification History

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<tr>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to develop community programs to ensure maximum participation.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

Elements and Performance Criteria

*Elements define the essential outcomes Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Develop program parameters
   1.1 Analyse issues of wide community concern to develop an agency position and to ascertain the priority for new program
   1.2 Undertake appropriate work to ascertain support, capacity for a coordinated effort and factors which will effect provision of services
   1.3 Undertake research to identify key people, priorities to be addressed, possible strategies and options for action
   1.4 Identify measures and evidence of program plan
success and possible risks

1.5 Develop appropriate plans via participation of relevant communities and stakeholders

2. Design programs with the community

2.1 Develop a program plan which reflects identified parameters and incorporates an evaluation of a range of program options within organisation policy

2.2 Engage stakeholder participation to determine preferred program options particularly in areas of high priority or with targeted communities

2.3 Seek help from participating agencies for implementation arrangements

2.4 Develop and implement promotion and marketing strategies

2.5 Develop and maintain systems and resources for administrative support of community programs

2.6 Identify and seek resources

3. Implement programs

3.1 Conduct and evaluate pilots and make adjustments to ensure the program achieves its objectives

3.2 Implement and monitor in accordance to the plan

4. Evaluate programs

4.1 Evaluate program design and outcomes according to criteria and specifications identified in the program plan

4.2 Use results of evaluation for revision and ongoing development

4.3 Involve interested and/or relevant people in program evaluation

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*
Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53
Assessment Requirements for CHCCDE002 Develop and implement community programs

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed, implemented and evaluated at least 1 community program

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- social, community and youth issues
- contemporary economics and politics and their impact on community development
- traditional community development approaches:
  - needs-based
  - gap-based
- principles and practices of contemporary community development approaches and techniques for mobilisation in relation to:
  - asset-based (ABCD)
  - rights-based
- social movements
- sociology fundamentals, including:
  - commonly accepted social theories
  - social inequality
• sociology of class
• sociology of gender, including impacts of culture on gender dynamics

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53
CHCCDE010 Develop and lead community engagement strategies to enhance participation

Modification History

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<td>New evidence requirements for assessment including volume and frequency requirements</td>
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<td>Significant changes to knowledge evidence</td>
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</table>

Application

This unit describes the skills and knowledge required to apply advanced community engagement skills to increase participation in the community development environment.

The high level engagement skills described in this unit apply to a range of workplace contexts involving skill development, application and evaluation of engagement strategies to ensure effective community participation in relevant projects and activities.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

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</table>
| 1. Develop an effective community engagement plan | 1.1 Document the purpose and scope of the community engagement.  
1.2 Identify and document relevant stakeholders and individuals who should be involved in the engagement process.  
1.3 Analyse and determine the level of impact that stakeholders have in any decisions and the level of public participation required.  
1.4 Specify the engagement tools and methods to be used within specified timeframes and considering any specific barriers to participation.  
1.5 Identify and document evaluation mechanisms.  
1.6 Develop a budget proposal.  
1.7 Present the completed plan to management and the community for revision and endorsement. |
| 2. Implement the engagement plan | 2.1 Organise the participation activity according to the plan.  
2.2 Proactively identify and address the specific priorities of individuals who are disengaged.  
2.3 Promote participation to the relevant stakeholders using appropriate communication methods.  
2.4 Undertake the engagement activity using relevant tools and techniques.  
2.5 Encourage all group members to contribute their ideas constructively and respectfully during group discussions.  
2.6 Routinely use strategies that enhance effective group interactions and communication.  
2.7 Respond to questions in a manner consistent with organisation standards.  
2.8 Document the participation feedback from participants.  
2.9 Conduct an evaluation of the participation activities. |
<p>| 3. Evaluate and review the outcomes and effectiveness of | 3.1 Review the engagement activities in comparison with the plan objectives. |</p>
<table>
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<tr>
<td>the participation plan</td>
<td>3.2 Document the outcomes and evaluation feedback</td>
</tr>
<tr>
<td></td>
<td>3.3 Report this information to relevant stakeholders</td>
</tr>
</tbody>
</table>

**Foundation Skills**

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

**Unit Mapping Information**

No equivalent unit

**Links**

Companion Volume implementation guides are found in VETNet -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53
Assessment Requirements for CHCCDE010 Develop and lead community engagement strategies to enhance participation

Modification History

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- developed 1 engagement plan
- facilitated at least 3 group discussions, including:
  - used a range of group facilitation strategies to enhance interactions between group members and to gather relevant feedback
  - provided feedback to the group regarding outcomes

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- communication styles and techniques
- group facilitation processes and mechanisms for group support
- principles of effective community engagement and participation
- traditional and contemporary models of engagement
- community engagement techniques including online tools and use of social media
- methods of research
- sustainability
- empowerment; community control and hegemony
Assessment Requirements for CHCCDE010 Develop and lead community engagement strategies to enhance participation

- capacity building
- asset based community development
- methods of engagement and participation
- evaluation and review
- building and maintaining partnerships
- social capital
- reporting mechanisms
- reengagement strategies for individuals who are disengaged

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53
CHCCDE012 Work within organisation and government structures to enable community development outcomes

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Application

This unit describes the skills and knowledge required to work within community and government structures to enable community development processes.

This unit applies to workers in both health and community sectors and/or a community development work context. Workers at this level will be part of a professional team and have the responsibility of supervision of others.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

Elements and Performance Criteria

**ELEMENT**

**PERFORMANCE CRITERIA**

*Elements define the essential outcomes*  
*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1. Work within the structures and process of the organisation

1.1 Identify and work within the management and governance structure, philosophy and purpose of own organisation

1.2 Work within lines of decision-making and accountability in contributing to planning processes in relation to
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.3 Ensure decisions and processes are documented and accessible to all involved.</td>
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<tr>
<td>2.1 Plan for aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which are supportive of community development work.</td>
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<tr>
<td>2.2 Plan for aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which may create barriers to community development work.</td>
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<td>2.3 Plan for aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which are supportive of community development work.</td>
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<td>2.4 Plan for aspects of the management structure, philosophy and purpose, governance structures, policies and procedures which may create barriers to community development work.</td>
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<tr>
<td>3.1 Research all levels of government that provide community funding.</td>
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<tr>
<td>3.2 Identify current and possible future funding sources for community resources and programs.</td>
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<tr>
<td>3.3 Plan for government policy barriers and, with community members, identify strategies to support change.</td>
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<tr>
<td>3.4 Develop strategic alliances between organisation, community members and relevant government agencies to support community development activities.</td>
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<tr>
<td>3.5 Proactively seek opportunities to influence government decision and policy making in line with community issues and priorities.</td>
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<tr>
<td>3.6 Ensure community development activities and projects adhere to relevant commonwealth, state/territory and local government legal requirements.</td>
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<tr>
<td>3.7 Regularly update information about current legal requirements and if appropriate, develop proposals to modify organisation policy and procedures in relation to community development activities.</td>
<td></td>
</tr>
<tr>
<td>4.1 Use formal and informal networks to communicate the organisation’s community development activities and achievements.</td>
<td></td>
</tr>
<tr>
<td>4.2 Use a range of communication media and activities to convey information about community development activities and achievements of the organisation to encourage support.</td>
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</table>
CHC42012 Work within organisation and government structures to enable community development outcomes

Date this document was generated: 18 March 2019

ELEMENT        PERFORMANCE CRITERIA

4.3 Seek and utilise opportunities to promote the organisation and its community development work and activities
4.4 Display confidentiality and sensitivity in details, content and extent of public comment on organisation’s activities

5. Maintain management support for community development activities and projects
5.1 Identify and advise management of political, social, cultural and economic trends that may impact on community development activities and projects
5.2 Ensure community development activities and project work is within the policies and procedures of the organisation
5.3 Promptly address problems in implementing defined procedures to ensure resolution
5.4 Identify and seek to resolve conflict between organisation policies and community or public issues
5.5 Ensure information about community development activities and projects is provided within the management structures to facilitate effective and informed deliberations and decision-making

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

Unit Mapping Information

No equivalent unit
CHCCDE12 Work within organisation and government structures to enable community development outcomes

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53
Assessment Requirements for CHCCDE012 Work within organisation and government structures to enable community development outcomes

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- identified aspects of at least 1 organisation’s structure and philosophy which support community development work and the potential implicit barriers to that work
- prepared at least 1 report on community development activities and projects in a comprehensive and accurate manner and presented to relevant stakeholders and management

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies
- structures and systems that support or present barriers to community development
- principles of participatory democracy
- range of management and governance structures operating with the community services industry
- social, economic, political, cultural and economic development
- all possible funding sources
Assessment Requirements for CHCCDE012 Work within organisation and government structures to enable community development outcomes

- critical theories for analysing human service organisations
- critique of managerial approaches including:
  - management systems and principles
  - performance standards
  - service quality development
  - consumer focus
  - enterprise agreements
  - performance monitoring and review
- change management principles

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25ce-3d9d-4b43-80d3-bd22cc4f1e53
CHCVOL003 Recruit, induct and support volunteers

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Application

This unit describes the skills and knowledge required to recruit, orientate, develop and support volunteer workers in an agency, service or program. Workers at this level will be responsible for the ongoing coordination and supervision of volunteers who may be working in a range of contexts.

This unit applies to a range of sectors.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

Elements and Performance Criteria

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<td>Elements define the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan and develop a volunteer recruitment program</td>
<td>1.1 Develop and implement processes and procedures to support the identification of volunteer roles</td>
</tr>
<tr>
<td></td>
<td>1.2 Apply models of volunteering to develop volunteering roles within the organisation</td>
</tr>
<tr>
<td></td>
<td>1.3 Plan and develop recruitment, selection and induction policies and procedure</td>
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</table>
ELEMENT

PERFORMANCE CRITERIA

2. Select and induct volunteers

2.1 Develop appropriate advertising strategies ensuring compliance with organisation policy and legal requirements

2.2 Undertake appropriate screening, interviewing and selection processes

2.3 Develop and implement volunteer induction program

3. Develop and implement volunteer support systems

3.1 Develop and implement training appropriate for volunteer roles

3.2 Establish and maintain regular communication with volunteers

3.3 Regularly review roles and performance and provide feedback to the volunteer

3.4 Review recruitment, induction and support systems and identify areas for continuous improvement

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

*Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.*

Unit Mapping Information

No equivalent unit.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53
Assessment Requirements for CHCVOL003 Recruit, induct and support volunteers

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- planned and implemented all aspects of the recruitment of 2 volunteers
- developed and implemented 1 induction program for volunteers, that included:
  - organisation purpose and services
  - role of volunteers in the organisation
  - insurance
  - rights & responsibilities of all parties including work health and safety (WHS)
  - organisation structure and lines of communication and authority
  - expenses and reimbursements processes
  - relevant policies and procedures and codes of conduct
- conducted a performance review for 1 volunteer

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- relevant legislation and public policies relating to the employment of unpaid workers
- rights and responsibilities of both organisation and volunteer
- implications of differences in attitudes and values in working in the organisation
• *Universal declaration on volunteering* and current national volunteering codes and standards
• definitions of volunteering
• paid versus unpaid role responsibilities and the delineation of these roles
• structure of volunteer sector including support and recruitment agencies
• role of government and government bodies in volunteering
• motivations of volunteers, what can de-motivate volunteers and how volunteer motivation changes over time
• different models of volunteering taken from an organisation perspective, including the involvement of volunteers as service providers, fundraisers, corporate volunteering, activist and in community development
• range of diverse sectors and roles where volunteers are involved
• screening processes, including police checks, interviews, application forms, referee checks and meetings
• current trends and issues in volunteering
• engagement strategies for volunteering
• performance appraisal methods and techniques
• recognition and rewards for volunteers

**Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

**Links**

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CPCCCM2010B Work safely at heights

Modification History
Photovoltaic (solar) panels added to range statement
Equivalent to CPCCCM2010A

Unit Descriptor
This unit of competency specifies the outcomes required to work safely on construction sites where the work activity involves working above 1.5 metres from ground level and where fall protection measures are required.

Application of the Unit
Construction work is undertaken on domestic and commercial work sites within new construction, renovation or refurbishment, and maintenance.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements and Performance Criteria

1 Identify work area requirements.

1.1 Site of proposed work at heights is identified from relevant information.

1.2 Method of accessing work area is identified.

1.3 Tasks to be completed are identified from work orders and supervisor instructions.

1.4 Fall protection equipment is identified if required by site job workplace health and safety (WHS) analysis and statutory and regulatory requirements.

1.5 Approved methods of moving tools and equipment to work area are identified to minimise potential of falling objects, removal of scaffold components, inappropriate carrying of materials on ladders, and excessive bending or twisting in pass-up situations.

2 Access work area.

2.1 Fall protection equipment where required is correctly fitted, adjusted and anchored.

2.2 Arrangements are made to appropriately install required equipment taking account of all potential hazards.

2.3 Appropriate methods are used to access work area for self, tools and equipment, and materials.

2.4 Tools and materials are placed to eliminate or at least minimise the risk of items being knocked down.

3 Conduct work tasks.

3.1 Work is conducted following workplace approved procedures.

3.2 Fall protection equipment is kept in place and adjusted appropriately to cater for movement during work.

3.3 Scaffold components and fall barriers are kept in place during work.

3.4 Egress from work area is completed following work site supervisor approved methods for self, tools, materials
and environmental requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
  - organisational skills, including the ability to plan and set out work
  - teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
  - technological skills to:
    - use a range of mobile technology
    - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- construction terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- quality requirements
- types, characteristics, uses and limitation of plant, tools and equipment
- workplace and equipment safety requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment
Guidelines for the Training Package.

### Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- select and use appropriate height access and fall protection equipment and work methods, including inspecting fall protection equipment, scaffold and fall barriers for faults
- apply knowledge of industry products to identify:
  - manual handling risks
  - types of lifting and support structures approved for use
- modify work activities to cater for variations in work site procedures, contexts and environment and use appropriate behaviour for safe work at heights
- use safe handling requirements, based on information provided, for equipment, products and materials.

### Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

**Method of assessment**

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning
experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Work at heights** includes:
- assessment of conditions and hazards
- determination of work requirements
- identification of equipment defects
- inspection of work sites.

**Information** includes:
- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- material safety data sheets (MSDS)
- memos
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

**Workplace health and safety** is to be in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan:
- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
and may include:

- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
  - earth leakage boxes
  - lighting
  - photovoltaic (solar) panels
  - power cables, including overhead service trays, cables and conduits
  - restricted access barriers
  - surrounding structures
  - traffic control
  - trip hazards
  - work site visitors and the public
  - working in confined spaces
  - working in proximity to others
  - working with dangerous materials
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- relevant OHS legislation applying in the jurisdiction where work is carried out, including:
  - AS6001 - 1999 Working platforms for domestic application
  - AS1576 - Scaffolding
  - AS/NZS4576 - 1995 Guidelines for scaffolding
- use of tools and equipment
- workplace environment and safety.

Statutory and regulatory authorities include:

- federal, state and local authorities administering applicable Acts, regulations and codes of practice.

Hazards include:

- air temperature
- construction activity involving other workers and contractors
- dust and vapours
- electrical equipment
- energy sources
- equipment and materials
- hazardous materials
- light
- manual handling
- moisture
- noise
- photovoltaic (solar) panels
- stationary and moving plant
- work at heights.

**Tools and equipment** include:
- air compressors and hoses
- hand and power tools
- nail guns
- power leads
- scaffolding.

**Materials** include:
- materials used on the construction work site.

**Environmental requirements** include:
- clean-up management
- noise and dust
- vibration
- waste management.

**Unit Sector(s)**

**Functional area**

**Unit sector** Construction

**Custom Content Section**

Not applicable.
CPCCCM3001C Operate elevated work platforms

Modification History
Prerequisite unit identifier code updated
Equivalent to CPCCCM3001B

Unit Descriptor

Unit descriptor  This unit of competency specifies the outcomes required to safely and effectively operate some types of elevated work platforms (EWPs) in a variety of different terrains and situations to access isolated work areas. The unit includes locating, setting up, operating and shutting down EWPs.

In addition to achievement of this competency, an EWP operator may need to obtain additional certification of training and experience before being allowed to operate the equipment.

Application of the Unit

Application of the unit  This unit of competency assists in the safe and effective operation of electrical, hydraulic or mechanical EWPs. The unit does not cover powered telescoping devices, hinged devices or articulate devices, or any combination of these used to support a platform on which personnel, equipment and materials may be elevated to perform work and which has a boom length of 11 metres or more. An OHS authority Certificate of Competency may be required to operate boom type EWPs of 11 metres or more in some jurisdictions.

Licensing/Regulatory Information

Not Applicable
Pre-Requisites

CPCCCM2010B  Work safely at heights
CPCCOHS2001A  Apply OHS requirements, policies and procedures in the construction industry

Employability Skills Information

Employability skills  This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

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| 1. Plan and prepare. | 1.1. *Work planning and preparation* are conducted using plans, specifications, quality requirements and operational details, obtained, confirmed and applied from relevant *information*.  
  1.2. *Safety (OHS)* requirements for the *types of EWP* to be operated are followed in accordance with safety plans and policies.  
  1.3. Signage and barricade requirements are identified and implemented.  
  1.4. Plant, *tools and equipment* and *personal protective equipment* are selected to carry out tasks are consistent with job requirements, checked for serviceability, and any faults are rectified or reported prior to commencement. |
ELEMENT | PERFORMANCE CRITERIA
---|---
1.5. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.
1.6. *Environmental requirements* are identified for the project in accordance with environmental plans and *statutory and regulatory authority* obligations, and are applied.
2. Conduct routine checks of platform.
   2.1. Power source is determined and connected to platform equipment according to manufacturer specifications.
   2.2. Routine pre-operational equipment checks are carried out in accordance with checklist from operator's manual or manufacturer specifications.
   2.3. Equipment is switched on in accordance with start up procedures and controls are checked for correct operation and ease of movement.
   2.4. *Emergency safety devices* are checked to comply with instructions from operator's manual and checked for manual operation.
   2.5. Work location is checked for level ground or floor surface to determine stabilising and safe working area requirements.
3. Locate equipment in place for work application.
   3.1. Platform is positioned for work application and stabilisers are engaged to set equipment base level into place according to *safe operating procedures*.
   3.2. Tools, equipment and materials are placed into bucket or on platform according to job application requirements.
4. Elevate platform to work location.
   4.1. *Harness* is fitted securely and lanyard connected to attachment point.
   4.2. *EWP operation* and controls are operated to manufacturer recommendations and platform is elevated to work position.
   4.3. Power is switched off where specified and locking devices are engaged according to operator's manual.
   4.4. Work is carried out to job specification and safety (OHS) requirements of operator's manual.
5. Lower platform and shut down.
   5.1. Controls are operated to manufacturer recommendations and platform is lowered to down position.
   5.2. Shut down procedures are carried out to operator's manual and equipment is switched off.
ELEMENT  PERFORMANCE CRITERIA

6. Clean up.

6.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.

6.2. Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.

6.3. Work completion procedures are applied and relevant personnel notified that work is finished.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to:
  - determine requirements
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:
    - documentation from a variety of sources
    - drawings and specifications
  - report faults
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
  - written skills to complete inspection log and handover
  - identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
  - numeracy skills to apply measurements and make calculations
  - organisational skills, including the ability to plan and set out work
  - teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
  - technological skills to:
REQUIRED SKILLS AND KNOWLEDGE

- use a range of mobile technology, such as two-way radio and mobile phones
- voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- designs, functions and operational limitations of EWP equipment
- EWP equipment types and OHS authority certification of competency requirements
- EWP techniques
- fault finding and identification
- general construction terminology
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of load mass requirements
- quality requirements
- relevant Acts, regulations and codes of practice
- safe working at heights
- signalling methods and communications
- types, characteristics, uses and limitations of plant, tools and equipment
- workplace and equipment safety requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment

A person who demonstrates competency in this
EVIDENCE GUIDE

**and evidence required to demonstrate competency in this unit**

Unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- complete set up and operation of a range of EWPs as listed in the range statement, including all functions.

**Context of and specific resources for assessment**

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards’ requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources,
EVIDENCE GUIDE

and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training.
EVIDENCE GUIDE

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work planning and preparation include:

- assessment of conditions and hazards
- consideration that EWPs must not be operated anywhere with overhead powerlines above, or within specified clearance distances set out in documentation such as Electrical Safety - Power line NO GO Zones, unless permission has been obtained from the power authority and a JSA has been developed
- determination of work requirements
- equipment defect identification
- work site inspection.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions where specified
- MSDS
- memos
- regulatory and legislative requirements pertaining to EWPs
- relevant Australian standards
- safe work procedures related to operating EWPs, including the safe working load written on the EWP which must be checked to ensure it is not exceeded
- signage
- verbal or written and graphical instructions
- work bulletins
RANGE STATEMENT

**Safety (OHS)** is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- work schedules, plans and specifications.
- procedures related to equipment operation, including emergency shutdown and stopping, extinguishing equipment fires, organisational first aid requirements and evacuation.
- handling of materials.
- hazard control.
- hazardous materials and substances.
- organisational first aid.
- personal protective clothing and equipment.
- use of firefighting equipment.
- use of tools and equipment.
- workplace environment and safety.

**Types of EWP:**

- EWPs include scissor lifts, boom and knuckle boom lifts with a boom length under 11 metres.
- EWPs are classified as:
  - trailer mounted boom lift (TL)
  - self-propelled boom lift (BL)
  - vertical lift (VL)
  - scissor lift (SL)
  - truck-mounted boom lift (TM), which is not covered by this unit of competency.

**Tools and equipment include:**

- EWPs, extension leads, logbooks, service manuals, operation manuals, safety harnesses and lanyards.
- special attachments, which may have to be installed if equipment is to be shifted with the EWP, as lifting loads via cables and ropes from an EWP is not permitted.

**Personal protective equipment includes:**

- that prescribed under legislation, regulations, codes of practice and workplace policies and practices.

**Environmental requirements include:**

- clean-up protection.
- noise and dust.
- sedimentation control.
- vibration.
- waste management.

**Statutory and regulatory authorities include:**

- federal, state and local authorities administering applicable Acts, regulations and codes of practice.
RANGE STATEMENT

**Emergency safety devices** include:
- bleed valves
- electronic override
- emergency descent devices
- ground controls
- hydraulic accumulators.

**Safe operating procedures** include:
- conduct of operational risk assessment and treatments associated with:
  - earth leakage boxes
  - lighting
  - power cables, including overhead service trays, cables and conduits
  - restricted access barriers
  - surrounding structures
  - traffic control
  - trip hazards
  - work site visitors and the public
  - working at heights
  - working in confined spaces
  - working in proximity to others
  - working with dangerous materials
  - not using slab terrain EWPs on any surface other than concrete or level asphalt.

**Harnesses** include:
- energy or shock absorbers that must be used with all fall arrest lanyard, harness and inertia reel systems
- full body rescue harness
- lanyards and inertia reels, which should be attached to the harness installed so that the maximum distance a person equipped with a harness would free fall before the fall arrest system takes effect is 2 metres.

**EWP operation** includes:
- boom up and down
- operate attachments
- operate outriggers
- slew left and right
- telescope in and out.
Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area
CPCCDO3011A Perform dogging

Modification History
Not Applicable

Unit Descriptor
Unit descriptor
This unit of competency specifies the outcomes required to undertake basic dogging work, both in sight and out of sight of the crane operator, for the purpose of shifting loads mechanically.
The unit includes selecting sling types and sizes and maintaining the stability of the load.

Application of the Unit
Application of the unit
This unit of competency supports the attainment of the understanding and skills to use dogging tools and equipment, which may include working with others and as a member of a team.

Licensing/Regulatory Information
Not Applicable

Pre-Requisites
Prerequisite units
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan and prepare.</td>
<td>1.1. Work instructions and operational details are obtained using relevant information, confirmed and applied for planning and preparation purposes.</td>
</tr>
<tr>
<td></td>
<td>1.2. Safety (OHS) requirements are followed in accordance with safety plans and policies.</td>
</tr>
<tr>
<td></td>
<td>1.3. Signage and barricade requirements are identified and implemented.</td>
</tr>
<tr>
<td></td>
<td>1.4. Tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement.</td>
</tr>
<tr>
<td></td>
<td>1.5. Materials quantity requirements are calculated in accordance with plans, specifications and quality requirements.</td>
</tr>
<tr>
<td></td>
<td>1.6. Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use.</td>
</tr>
<tr>
<td></td>
<td>1.7. Environmental requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied.</td>
</tr>
<tr>
<td>2. Select dogging equipment.</td>
<td>2.1. Resources, materials and equipment are selected and inspected for compliance with job specifications.</td>
</tr>
<tr>
<td></td>
<td>2.2. Job sequencing schedule is communicated with team</td>
</tr>
</tbody>
</table>
ELEMENT | PERFORMANCE CRITERIA
--- | ---
 | members and others to ensure coordination.
2.3. Load mass is calculated and confirmed using load charts and standard calculations.
2.4. Loads in slings and equipment are calculated to suit job requirements.
3. Sling loads. | 3.1. Lifting devices are assembled and erected for the movement of load.
3.2. Using appropriate load slinging method, loads are slung to crane ready for lifting.
4. Shift loads. | 4.1. Loads are shifted ensuring stability and in compliance with work method statement.
4.2. Load is directed to landing position using communications in compliance with Australian standards and recognised work practices.
4.3. Load is landed in required position on packing or bearers.
5. Remove dogging equipment. | 5.1. Load shifting equipment is dismantled and inspected for wear.
5.2. Logbook and site records are completed to company requirements.
6. Clean up. | 6.1. Work area is cleared and materials disposed of, reused or recycled in accordance with legislation, regulations, codes of practice and job specification.
6.2. Tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices.
6.3. Work completion procedures are applied and relevant personnel notified that work is finished.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:
REQUIRED SKILLS AND KNOWLEDGE

- communication skills to:
  - determine requirements
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - read and interpret:
    - documentation from a variety of sources
    - drawings and specifications
  - report faults
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
- evaluating own actions and making judgments about performance and necessary improvements
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- organisational skills, including the ability to plan and set out work
- recognising procedures, following instructions, responding to change and contributing to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- teamwork skills to coordinate own work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- crane operations and limitations
- designs and functions of lifting equipment
- dogging equipment
- dogging techniques
- elevated work platforms
- general construction terminology
- job safety analysis (JSA) and safe work method statements
- logbooks
- material safety data sheets (MSDS)
- materials storage and environmentally friendly waste management
- plans, drawings and specifications
- processes for the calculation of material requirements
REQUIRED SKILLS AND KNOWLEDGE

- quality requirements
- relevant Acts, regulations and codes of practice
- safe working at heights and fall arrest
- safe working load tags
- signalling methods and communications
- types, characteristics, uses and limitations of plant, tools and equipment
- weather and ground considerations
- workplace and equipment safety requirements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures including quality requirements
- safely and effectively operate and use tools, plant and equipment
- communicate and work effectively and safely with others
- as a minimum, read tags, sling, load, direct and land loads in conjunction with a slewing
EVIDENCE GUIDE

mobile crane with a telescopic boom and a winch, out of sight for:
- rigid heavy loads to two thirds capacity of the crane
- luff movements, boom retract and boom extend, slew right and slew left, winch up and down in combination
- a flexible load with a minimum of three lifting points
- using hand signals and whistle from minimum radius to maximum radius.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards’ requirements.

Resource implications for assessment include:
- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:
- satisfy the endorsed Assessment Guidelines of
EVIDENCE GUIDE

the Construction, Plumbing and Services Training Package

- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.
Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Information** includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- MSDS
- memos
- regulatory and legislative requirements pertaining to performing dogging
- relevant Australian standards
- safe work procedures relating to performing dogging
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

**Planning and preparation** include:

- assessment of conditions and hazards
- determination of work requirements and safety plans and policies
- equipment defect identification
- work site inspection.

**Safety (OHS)** is to be in accordance with state and territory legislation and regulations and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling activities that may require the assistance of others or the use of manual or mechanical lifting devices where size, weight or other issues, such as a disability are a factor
- hazard control
- hazardous materials and substances
- organisational first aid
- PPE prescribed under legislation, regulations and workplace policies and practices
- safe operating procedures, including the
RANGE STATEMENT

conducted operational risk assessment and treatments associated with:

- earth leakage boxes
- lighting
- power cables, including overhead service trays, cables and conduits
- restricted access barriers
- surrounding structures
- traffic control
- trip hazards
- work site visitors and the public
- working at heights
- working in confined spaces
- working in proximity to others
- use of firefighting equipment
- use of tools and equipment
- workplace environmental requirements and safety.

**Tools and equipment** include:

- brick cages
- kibbles
- personnel cages
- rescue cages
- rubbish bins
- spreader bars and beams.

**Quality requirements** include:

- internal company quality policy and standards
- manufacturer specifications, where specified
- relevant regulations, including Australian standards
- workplace operations and procedures.

**Environmental requirements** include:

- noise
- vibration
- waste management.

**Calculations** include:

- delivery dockets
- load charts
- load share
- pre-cast compliance charts
- safe working loads
- standard calculations.
RANGE STATEMENT

**Slings** include:
- chain
- flexible steel wire rope
- natural or synthetic fibre.

**Lifting devices**:
- include:
  - eye bolts
  - lifting clutches
  - shackles
  - snatch blocks
  - tags
- may include:
  - collared eye bolts
  - equalizing sheaves
  - lifting lugs
  - rigging screws
  - turn buckles.

**Load slinging methods** include:
- straight sling
- adjustable sling
- reeved sling
- inclined sling.

**Cranes** include:
- fixed cranes
- hydraulic mobile cranes
- lattice boom mobile cranes
- slewing cranes
- tower cranes.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil
Co-requisite units  Nil

Functional area

Functional area
CPCCOHS1001A Work safely in the construction industry

Modification History
Not Applicable

Unit Descriptor

Unit descriptor
This unit of competency specifies the outcomes required to undertake Occupational Health and Safety (OHS) induction training within the construction industry.

It requires the ability to demonstrate personal awareness of OHS legislative requirements, and the basic principles of risk management and prevention of injury and illness in the construction industry.

Licensing requirements will apply to this unit of competency depending on the regulatory requirements of each jurisdiction.

Application of the Unit

Application of the unit
This unit of competency supports the attainment of the basic OHS knowledge required prior to undertaking designated work tasks within any of the sectors within the construction industry. The unit relates directly to the general induction training program specified by the National Code of Practice for Induction for Construction Work (ASCC 2007).

Licensing/Regulatory Information
Refer to Unit Descriptor

Pre-Requisites

Prerequisite units Nil
Prerequisite units
Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify OHS legislative requirements. | 1.1. Applicable **OHS legislative requirements** relevant to own work, role and responsibilities are identified and explained.  
1.2. Duty of care requirements are identified.  
1.3. Own responsibilities to comply with **safe work practices** are identified and explained. |
| 2. Identify construction hazards and control measures. | 2.1. Basic principles of risk management are identified.  
2.2. **Common construction hazards** are identified and discussed.  
2.3. **Measures for controlling** hazards and risks are identified. |
| 3. Identify OHS communication and reporting processes. | 3.1. OHS communication processes, information and documentation are identified and discussed.  
3.2. Role of **designated OHS personnel** is identified and explained. |
ELEMENT | PERFORMANCE CRITERIA
--- | ---
3.3. *Safety signs and symbols* are identified and explained.
3.4. Procedures and *relevant authorities* for reporting hazards, *incidents* and injuries are identified.

4. Identify OHS incident response procedures.

4.1. *General procedures* for responding to incidents and *emergencies* are identified and explained.
4.2. Procedures for accessing first aid are identified.
4.3. Requirements for the selection and use of relevant *personal protective equipment* are identified and demonstrated.
4.4. *Fire safety equipment* is identified and discussed.

**Required Skills and Knowledge**

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit.

**Required skills**

Required skills for this unit are:

- communication skills to:
  - clarify OHS legislative requirements
  - verbally report construction hazards and risks
  - ask effective questions
  - relay information to others
  - discuss OHS issues and information
- comprehension skills to:
  - explain the basic OHS legislative requirements which will be applicable to own work
  - explain the meaning of safety signs and symbols
  - identify common construction hazards
  - discuss the basic principles of risk management.

**Required knowledge**

Required knowledge for this unit is:

- applicable Commonwealth, State or Territory OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own work.
REQUIRED SKILLS AND KNOWLEDGE

- work, role and responsibilities
- basic principles of risk management and assessment for construction work
- common construction hazards
- common construction safety signage and its meanings
- general construction emergency response and evacuation procedures
- general construction work activities that require licenses, tickets or certificates of competency
- general first aid response requirements
- general procedures for raising OHS issues
- general procedures for reporting OHS hazards, accidents, incidents, emergencies, injuries, near misses and dangerous occurrences
- general procedures for responding to hazards, incidents and injuries
- general workers' compensation and injury management requirements
- OHS hierarchy of controls
- OHS responsibilities and rights of duty holders, including:
  - persons in control of construction work/projects
  - employers and self-employed persons
  - supervisors
  - employees
  - designers
  - inspectors
  - manufacturers and suppliers
- own responsibilities to comply with safe work practices relating to:
  - housekeeping
  - identification of hazards
  - preventing bullying or harassment
  - smoking
  - use of amenities
  - use of drugs and alcohol
- role of OHS committees and representatives
- types of common personal protective equipment and fire safety equipment
- types of OHS information and documentation.

Evidence Guide

EVIDENCE GUIDE
EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence must confirm personal awareness of the following:

- applicable OHS legislative and safety requirements for construction work including duty of care
- the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control
- OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries
- general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE.

Context of and specific resources for assessment

- Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program.
- It is recommended that the assessment tool designed specifically to support this unit of competency will provide consistency in assessment outcomes.
- Where applicable, physical resources should include equipment modified for people with disabilities
- Access must be provided to appropriate assessment support when required.
- Assessment processes and techniques must be culturally appropriate, and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed
- In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a
EVIDENCE GUIDE

manner as is appropriate to the oracy, language and literacy levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.

Method of assessment

Assessment methods may include more than one of the following:

- practical assessment
- oral questioning
- written test
- work-based activities
- simulated project based activity

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

OHS legislative requirements relate to:

- Australian standards
- construction industry OHS standards and guidelines
- duty of care
- health and safety representatives, committees and supervisors
- licences, tickets or certificates of competency
- National Code of Practice for Induction Training for Construction Work
- national safety standards
- OHS and welfare Acts and regulations
- safety codes of practice.

Duty of care requirements relate to:

- legal responsibility under duty of care to do everything reasonably practicable to protect others from harm
RANGE STATEMENT

- own responsibilities to comply with safe work practices, including activities that require licences, tickets or certificates of competency
- relevant state OHS requirements, including employers and self-employed persons, persons in control of the work site, construction supervisors, designers, manufacturers and suppliers, construction workers, subcontractors and inspectors.

Safe work practices include:
- access to site amenities, such as drinking water and toilets
- general requirements for safe use of plant and equipment
- general requirements for use of personal protective equipment and clothing
- housekeeping to ensure a clean, tidy and safer work area
- no drugs and alcohol at work
- preventing bullying and harassment
- smoking in designated areas
- storage and removal of debris.

Risk relates to:
- likelihood of a hazard causing injury or harm.

Principles of risk management include:
- assessing the risks involved
- consulting and reporting ensuring the involvement of relevant workers
- controlling the hazard
- identifying hazards
- reviewing to identify change or improvement.

Hazard relates to:
- any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.

Common construction hazards include:
- confined spaces
- electrical safety
- excavations, including trenches
- falling objects
- hazardous substances and dangerous goods
- HIV and other infectious diseases
- hot and cold working environments
- manual handling
- noise
- plant and equipment
RANGE STATEMENT

- traffic and mobile plant
- unplanned collapse
- ultraviolet (UV) radiation
- working at heights.

Measures for controlling risk to eliminate or minimise hazards in accordance with the hierarchy of control include:

- elimination
- substitution
- isolation
- engineering control
- administrative control
- personal protective equipment.

OHS communication processes include:

- discussions with OHS representatives
- OHS meetings
- OHS notices, newsletters, bulletins and correspondence
- OHS participative arrangements
- processes for raising OHS issues
- toolbox talks
- workplace consultation relating to OHS issues and changes.

OHS information and documentation includes:

- accident and incident reports
- Acts and regulations
- Australian standards
- codes of practice
- construction documentation and plans
- emergency information contact
- evacuation plans
- guidance notes
- job safety analyses
- labels
- material safety data sheets (MSDS)
- proformas for reporting hazards, incidents and injuries
- reports of near misses and dangerous occurrences
- risk assessments
- safe work method statements
- safety meeting minutes
- site safety inspection reports.

Designated OHS personnel includes:

- first aid officers
- OHS committee members
RANGE STATEMENT

- OHS representatives
- supervisors.

Safety signs and symbols include:
- emergency information signs (e.g. exits, equipment and first aid)
- fire signs (e.g. location of fire alarms and firefighting equipment)
- hazard signs (e.g. danger and warning)
- regulatory signs (e.g. prohibition, mandatory and limitation or restriction)
- safety tags and lockout (e.g. danger tags, out of service tags).

Relevant authorities include:
- emergency services (e.g. police, ambulance, fire brigade and emergency rescue)
- OHS regulatory authority
- supervisor.

Incidents include:
- accidents resulting in personal injury or damage to property
- near misses or dangerous occurrences which do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence, for example:
  - breathing apparatus malfunctioning to the extent that the user's health is in danger
  - collapse of the floor, wall or ceiling of a building being used as a workplace
  - collapse or failure of an excavation more than 1.5 metres deep (including any shoring)
  - collapse or partial collapse of a building or structure
  - collapse, overturning or failure of the load bearing of any scaffolding, lift, crane, hoist or mine-winding equipment
  - damage to or malfunction of any other major plant
  - electric shock.
  - electrical short circuit, malfunction or explosion
  - uncontrolled explosion, fire or escape of gas, hazardous substance or steam
  - any other unintended or uncontrolled incident or event arising from operations carried on at a
## RANGE STATEMENT

**General procedures** for responding to incidents and emergencies include:

- basic emergency response (keep calm, raise alarm, obtain help)
- evacuation
- notification of designated OHS personnel and authorities
- notification of emergency services (e.g. when and how)
- referring to site emergency plans and documentation.

**Emergencies** include:

- chemical spill
- fire
- injury to personnel
- structural collapse
- toxic and/or flammable vapours emission
- vehicle/mobile plant accident.

**Personal protective equipment** includes:

- aprons
- arm guards
- eye protection
- gloves
- hard hat
- hearing protection
- high visibility retro reflective vests
- protective, well fitting clothing
- respiratory protection
- safety footwear
- UV protective clothing and sunscreen.

**Fire safety equipment** includes:

- breathing apparatus
- fire blankets
- firefighting equipment.

## Unit Sector(s)

**Unit sector**  
Construction
Co-requisite units

Co-requisite units  Nil

Functional area

Functional area
CPCCWHS1001 Prepare to work safely in the construction industry

Modification History

Release   Comment

Version   Replaces superseded equivalent CPCCOHS1001A Work safely in the construction industry.

Application

This unit of competency specifies the mandatory work health and safety training required prior to undertaking construction work. The unit requires the person to demonstrate personal awareness and knowledge of health and safety legislative requirements in order to work safely and prevent injury or harm to self and others. It covers identifying and orally reporting common construction hazards, understanding basic risk control measures, and identifying procedures for responding to potential incidents and emergencies. It also covers correctly selecting and fitting common personal protective equipment (PPE) used for construction work.

This unit meets the general construction induction training requirements of:

- Part 1.1 Definitions and Part 6.5 of the Model Work Health and Safety Regulations;
- Division 11 of Part 3 of the Occupational Safety and Health Regulations 1996 for Western Australia; and
- Division 3 of Part 5.1 of the Occupational Health and Safety Regulations 2007 for Victoria.

It is expected that site-specific induction training will be conducted prior to conducting construction work.

Licensing, legislative, regulatory or certification requirements apply to this unit. Relevant work health and safety state and territory regulatory authorities should be consulted to confirm jurisdictional requirements.

Pre-requisite Unit

Nil
Unit Sector

Construction

Elements and Performance Criteria

Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.

1. Identify health and safety legislative requirements of construction work.
   1.1. Basic roles, responsibilities and rights of duty holders are identified and explained according to jurisdictional health and safety legislative requirements.
   1.2. Duty of care requirements are identified.
   1.3. Construction safe work practices are identified and explained.

2. Identify construction hazards and risk control measures.
   2.1. Basic principles of risk management are identified.
   2.2. Construction hazards are identified and discussed.
   2.3. Purpose and use of PPE are identified and demonstrated.
   2.4. Measures for controlling hazards are identified.

3. Identify health and safety communication and reporting processes.
   3.1. Health and safety documents are identified and discussed.
   3.2. Roles of designated health and safety personnel are identified and explained.
   3.3. Safety signs and symbols are identified and explained.
   3.4. Procedures for reporting hazards, incidents and injuries are identified.

4. Identify incident and emergency response
   4.1. Procedures for responding to incidents and emergencies are identified and explained.
   4.2. Procedures for accessing first aid are identified.
4.3. Types and purpose of fire safety equipment are identified and discussed.

Foundations Skills

This section describes the language, literacy, numeracy and employment skills essential to performance in this unit but not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy skills to:</td>
<td>• locate and recognise numbers commonly used in safety signs.</td>
</tr>
<tr>
<td>Oral communication skills to:</td>
<td>• ask questions to clarify instructions</td>
</tr>
<tr>
<td></td>
<td>• listen to instructions to identify key safety information</td>
</tr>
<tr>
<td></td>
<td>• tell another person about a construction problem or hazard.</td>
</tr>
<tr>
<td>Reading skills to:</td>
<td>• follow simple pictorial safety instructions</td>
</tr>
<tr>
<td></td>
<td>• follow simple safety instructions that are written in English.</td>
</tr>
<tr>
<td>Problem-solving skills to:</td>
<td>• select risk control measures.</td>
</tr>
</tbody>
</table>

Range of Conditions

This section specifies work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Bold italicised wording, if used in the performance criteria, is detailed below.

Jurisdictional health and safety legislative requirements must include at least one of the following state and territory Acts or their equivalent:

- Australian Capital Territory: Work Health and Safety Act 2011
- New South Wales: Work Health and Safety Act 2011
- South Australia: Work Health and Safety Act 2012
- Victoria: Occupational Health and Safety Act 2004
- Western Australia: Occupational Safety and Health Act 1984.
Unit Mapping Information
Supersedes and is equivalent to CPCCOHS1001A Work safely in the construction industry

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a5569b1ad
Assessment Requirements for CPCCWHS1001 Prepare to work safely in the construction industry

Modification History

Release  Comment
Version  Replaces superseded equivalent CPCCOHS1001A Work safely in the construction industry.

Performance Evidence

A person demonstrating competency in this unit must satisfy the requirements of the elements, performance criteria, foundation skills, and range of conditions of this unit, in addition to the specific performance and knowledge evidence described below.

The person must:

- identify and orally report two construction hazards
- orally explain how risk could be reduced or removed in relation to those two hazards
- select appropriate personal protective equipment (PPE) to control the risk
- orally explain basic procedures for responding to incidents and emergencies, including types and purpose of the following fire safety equipment:
  - fire blankets
  - fire extinguishers, including water, carbon dioxide, powder and foam
  - hose reels and mains
- identify and orally explain the meaning of required safety signs and symbols
- orally explain the purpose of job safety analyses (JSAs), safe work method statements (SWMS) and safety data sheets (SDS)
- orally explain the roles of the following designated health and safety personnel:
  - first aid officers
  - work health and safety representatives
  - work health and safety committee members
  - supervisors.

The person must also demonstrate correctly fitting to themselves the PPE listed below:

- eye protection
- hearing protection
- hard hat
- high visibility retro reflective vest.
Knowledge Evidence

A person must demonstrate knowledge of:

- basic duty of care, and the roles, rights and responsibilities of business owners and workers in relation to working safely while undertaking construction work
- basic meaning of the terms ‘hazard’ and ‘risk’
- basic principles of risk management, including the following five steps in order:
  - identify hazard
  - assess risk
  - consult and report
  - control hazard
  - review
- basic procedures for accessing first aid
- construction hazards, including those relating to:
  - asbestos
  - confined spaces
  - electrical: power lines, cords and equipment
  - excavations and trenches, including underground services
  - dust
  - falling objects
  - hazardous substances and dangerous goods
  - hot and cold work environments
  - manual handling
  - noise
  - plant and equipment operation
  - traffic and mobile plant
  - unplanned collapse
  - ultraviolet radiation
  - working at heights, including scaffolding
- construction work that requires a high risk work licence
- types, purpose and use of PPE used in construction, as specified in the performance evidence, and including safety footwear, harnesses and respiratory protection, and ultraviolet (UV) protective clothing and sunscreen
- construction emergencies, including:
  - chemical spill
  - fire
  - injury to personnel
  - structural collapse
  - toxic or flammable vapour emission
  - vehicle or mobile plant accident
• construction incidents, including:
  • incidents resulting in personal injury or damage to property
  • near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence
• safe work practices that should be followed in construction work, including:
  • accessing and using site amenities for drinking water, hand washing and toilets
  • following safety procedures when performing work tasks and using equipment
  • identifying and reporting hazards, incidents and injuries in the workplace
  • keeping the work area clean, tidy and free from debris
  • not using or being affected by drugs and/or alcohol while at work
  • preventing bullying and harassment in the workplace
  • selecting and using required PPE
  • smoking only in designated areas
  • storing and removing waste and debris in designated areas
• meanings and symbols associated with construction safety signs, symbols and tags, including:
  • emergency information signs: exits, emergency equipment and first aid
  • fire signs: location of fire alarms and firefighting equipment
  • hazard signs and symbols: danger and warning
  • regulatory signs and symbols: prohibition, mandatory and limitation or restriction
  • safety and lockout tags: danger and out-of-service tags.

**Assessment Conditions**

The following must be present and available to learners during assessment activities:

• equipment:
  • all of the PPE listed in the performance evidence
• specifications:
  • state or territory Act relevant to the location of the learner, as specified in the range of conditions.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically and/or by an assessor observing the learner via audio and visual media in real time.

**Assessor requirements**

As a minimum, assessors must satisfy the assessor requirements in the Standards for Registered Training Organisations (RTOs) current at the time of assessment.
Assessors must hold the unit *CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry*, or its successor.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=7e15fa6a-68b8-4097-b099-030a569b1ad
CPCPCM2040A Read plans and calculate plumbing quantities

Modification History
Changes to performance criteria, required skills and knowledge, range statement and critical aspects
Not equivalent to CPCPCM2004A

Unit Descriptor
This unit of competency specifies the outcomes required to use and interpret plans and specifications associated with construction work, and accurately complete measurements and calculations to establish quantities of materials for the plumbing and services industry.
The unit requires the interpretation of plans, drawings and specifications to interpret requirements, and making measurements and calculations to determine quantities of plumbing materials.

Application of the Unit
This unit of competency supports skills to read and interpret plans for a variety of plumbing and services applications.
Site location for work application may be either domestic or commercial and may be a new work site or an existing structure being renovated, extended, restored or maintained. It may be a customer's premises or employer's workplace, either on or off-site.

Licensing/Regulatory Information
In some jurisdictions, this unit of competency may form part of accreditation, licensing, legislative, regulatory or certification requirements.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised
Elements and Performance Criteria

1 Prepare for work.  1.1 Plans, drawings, specifications and standards are obtained and required calculations are identified.

1.2 Work health and safety (WHS) requirements associated with reading plans, calculating plumbing requirements and the workplace environment are adhered to throughout the work.

1.3 Quality assurance requirements are identified and adhered to according to workplace requirements.

1.4 Work area and materials are prepared to support the efficient reading of plans and the calculation of plumbing requirements.

2 Identify types of plans and drawings and their functions.  2.1 Plans and drawings used in the plumbing industry are identified.

2.2 Key functions of each type of drawing are identified.

2.3 Key users of drawings are identified.

3 Identify commonly used scales, symbols and abbreviations.  3.1 Commonly used scales, symbols and abbreviations are used.

3.2 Function of legend is understood and identified.

4 Locate and identify key features on a services plan.  4.1 Key features and dimensions of sectional details and elevations on a plan are identified and located.

4.2 Location and types of services are identified.

4.3 General and structural features and major horizontal and
vertical measurements are located.

5 Read and interpret job specifications.  
  5.1 Purpose of job specification is identified. 
  5.2 Details in job specification are obtained. 
  5.3 Job specifications are read in conjunction with plans.

6 Obtain measurements and perform calculations 
  6.1 Work measurements are obtained. 
  6.2 Quality assurance requirements associated with calculations are applied. 
  6.3 Measurements and dimensions are obtained from plans. 
  6.4 Simple calculations are carried out.

7 Calculate material quantities.  
  7.1 Material quantities are calculated and recorded from plans and specifications according to workplace procedure. 
  7.2 Information from plans, specifications and work area are obtained from job instructions. 
  7.3 Measurements are identified and recorded.

8 Clean up. 
  8.1 Work area is cleared and materials disposed of, reused or recycled according to legislation, regulations, codes of practice, and job specification. 
  8.2 Tools and equipment are cleaned, checked, maintained and stored according to manufacturer recommendations and workplace procedures. 
  8.3 Information is accessed and documentation completed according to workplace requirements.
Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - request relevant documentation and information
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
- literacy skills to:
  - complete relevant workplace documentation
  - read and interpret:
    - documentation from a variety of sources
    - plans and specifications
  - record calculations, measurements and material quantities
- numeracy skills to apply measurements and calculations
- plan-reading skills, including:
  - boundaries
  - easements (sewer, stormwater, etc.)
  - existing services
  - orientation
  - pedestrian and vehicular access
  - preservation orders
  - set backs
  - site features
  - site geography, including levels
  - surrounding buildings and fences
- planning and organising skills to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities

Required knowledge

- job safety analysis (JSA) and safe work method statements (SWMS)
- measurements, calculations and quantities
- range of plans and specifications relevant to the plumbing and services industry
- relevant Acts, regulations and codes of practice
- simple industry calculations
• symbols, dimensions, terminology and key features of plans
• tools, equipment and materials relative to plans, drawings and specifications
• work schedules, work plans, charts, work bulletins and memos
• workplace safety requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment providing that simulated or project-based assessment techniques fully replicate plumbing and services workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

• locating, interpreting and applying relevant information, standards and specifications for reading plans and calculating plumbing quantities
• applying safety requirements throughout the work sequence, including electrical safety requirements and the use of personal protective clothing and equipment
• given the plans and specifications for a project, completing the following in respect of interpreting the plans and determining quantities:
  • apply sustainability principles and concepts
  • identify type and purpose of the plan and drawing
  • identify its dimensions, symbols, abbreviations, key features, title and reference date (as current version)
• identify material types from the specifications, measurements and calculations, indicating items of plumbing material required, ensuring:
  • correct selection and use of appropriate processes, tools and equipment
  • completion of all work to specification
- compliance with regulations, standards and organisational quality procedures and processes.

**Context of and specific resources for assessment**

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the minimum task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry-related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

**Method of assessment**

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and
Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience, the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

### Work health and safety

Work health and safety is to be according to commonwealth, state and territory legislation and regulations and may include:

- handling of materials
- hazard control, including of electrical hazards
- hazardous materials and substances
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment
- use of first aid equipment
- use of tools and equipment
• workplace environment and safety.

**Quality assurance requirements**

may include:

• Australian standards
• environmental policy
• Environment Protection Authority (EPA)
• internal company quality assurance policy and risk management strategy
• International Standards Organisation
• site safety plan
• workplace operations and procedures.

Types of **drawings** may include:

• drainage plans
• elevations and sections
• floor plans
• hydraulic plans
• mechanical services and drainage plans
• sanitary plans
• sewerage plans
• site plans
• specifications.

Key features of detailed **elevations and plans** may include:

• boundaries
• building lines
• cross-sections of construction details
• easements
• layout of rooms
• location of works relative to other buildings
• orientation
• service locations
• shape of building and structure
• type of construction
• type of structure, including structural members
• vertical and horizontal measurements.

**Measurements** may include:

• all dimensions used in plumbing
• laser or similar technology
• SI units of measurement
• the use of:
  • calipers
- dividers
- rulers
- squares
- tape measures.

**Calculations:**
- are to be performed manually or with the aid of a calculator
- require numeracy skills to apply the basic arithmetic calculations of addition, subtraction, multiplication and division in order to estimate simple projects and determine consumables required for a task, and may include:
  - area
  - circumference
  - diameter
  - gradient
  - length
  - mass
  - perimeter
  - pressure
  - ratios (e.g. ingredients, elements and triangulation)
  - scales
  - volume.

**Materials** for reading plans and calculating plumbing quantities may include:
- drawings
- plans
- specifications.

**Information** may include:
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions
- organisation work specifications and requirements
- recognised formulas or tables accepted by the regulatory authority
- regulatory and legislative requirements, particularly those pertaining to:
  - building codes
  - WHS and environmental requirements
  - plumbing and gasfitting authority regulations
- relevant Australian standards
- safe work procedures relating to reading plans and calculating plumbing requirements
- verbal, written and graphical instructions, including:
  - charts and hand drawings
  - plans and sketches
  - job drawings
  - material safety data sheets (MSDS)
  - memos
  - plans and specifications
  - signage
  - work bulletins
  - work schedules.

Key features of *specifications* may include:

- material details
- preferred suppliers
- quality of finishes
- quantities
- specific skill requirements.

*Tools and equipment* may include:

- calculators
- laser measuring devices
- rulers, dividers, tape measures or squares.

**Unit Sector(s)**

**Functional area**

**Unit sector** Plumbing and services

**Custom Content Section**

Not applicable.
CPCPCM2043A Carry out WHS requirements

Modification History
Changes to application, elements and performance criteria, required skills and knowledge, range statement and critical aspects
Not equivalent to CPCPCM2023A

Unit Descriptor
This unit of competency specifies the outcomes required to carry out work health and safety (WHS) requirements through safe work practices in a plumbing and services work environment.
The unit requires the performance of work in a safe manner through awareness of risks, work requirements and the planning and performance of safe work practices with concern for personal safety and the safety of others.
It includes the initial response to workplace emergencies; the safe use of electricity; the identification of hazardous materials, including asbestos; and compliance with legislated work safety practices.

Application of the Unit
This unit of competency supports safe work practices for the plumbing and services industry.
Site location for work application may be either domestic or commercial and may be a new work site or an existing structure or fitting being renovated, extended, restored or maintained.
It could also be conducted in an on or off-site workshop or at a customer's premises.
The unit does not cover the removal of asbestos, which is a licensed activity.

Licensing/Regulatory Information
In some jurisdictions, this unit of competency may form part of accreditation, licensing, legislative, regulatory or certification requirements.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1  Participate in workplace induction.
   1.1  Workplace induction is received.
   1.2  Location of emergency equipment is identified.
   1.3  Current workplace emergency and evacuation procedures are identified.
   1.4  Identify safe working conditions with employer.
   1.5  Identify employee and employer rights and responsibilities regarding safe working conditions.

2  Assess risks.
   2.1  Hazards in the work area are identified, assessed and reported to designated personnel.
   2.2  WHS issues and risks in the work area are identified, assessed and reported to designated personnel.
   2.3  Safe work practices, procedures and instructions are followed.
   2.4  WHS, hazard, accident or incident reports are completed according to workplace procedures and statutory and regulatory authorities and legislation.

3  Identify hazards and hazardous materials on work site.
   3.1  Hazardous materials on a work site are identified, secured and tagged using appropriate signs and symbols; and if appropriate, handled and used according to company and legislated procedures.
   3.2  Measures for controlling risks and construction hazards
are applied effectively and immediately.

3.3 **Asbestos-containing materials (ACM) are identified** on a work site **and reported** to designated personnel.

4 Plan and prepare for safe work practices.

4.1 Quality assurance requirements of company operations and safe work practices are identified and adhered to.

4.2 Personal protective equipment (PPE) is selected, correctly fitted and used according to the requirements of the job.

4.3 Tools and equipment are selected consistent with safe work practice requirements, checked for serviceability, and any faults are reported to supervisor.

4.4 Required barricades, hoardings and signage are determined and erected at job location.

4.5 Material safety data sheets (MSDS) are identified and applied.

4.6 **Sustainability principles and concepts** are observed when preparing for and undertaking work process.

5 Use safe work practices to carry out work.

5.1 Work is carried out safely and according to state or territory statutory requirements and company policy.

5.2 **Safety hazards** and common workplace accidents and incidents are identified in the course of work and reported according to policy.

5.3 Industry, site and personal safety rights and responsibilities are applied.

5.4 Prohibited tools and equipment in areas with identified asbestos are identified and isolated.

5.5 Firefighting equipment is selected and used according to type of fire and correct operating procedures.

5.6 Current site emergency and first aid procedures are followed.
<table>
<thead>
<tr>
<th></th>
<th>Maintain safety of self and others.</th>
<th>6.1 Safety signs, identified in terms of colour and shape, symbols and alarms, are adhered to.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6.2 Hazardous chemicals and materials are identified, handled and stored, maintaining the safety to self, others and the environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.3 Incidents are reported according to legislative requirements and workplace procedures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.4 Common causes of accidents in the industry are identified and prevention measures implemented in line with site induction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.5 Site area is maintained to prevent incidents and accidents and protect self and others</td>
</tr>
<tr>
<td></td>
<td>Use electricity safely.</td>
<td>7.1 Safest supply and route for electrical supply are determined.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.2 Leads are supported and placed according to regulations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.3 Power board visual check is conducted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.4 Leads and equipment are checked for tags and visual damage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.5 Electrical hazards are identified and reported.</td>
</tr>
<tr>
<td></td>
<td>Apply emergency response.</td>
<td>8.1 <em>Emergencies</em> are identified.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.2 <em>Emergency response</em> is provided according to company procedures and requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8.3 Details of actions taken are reported according to company procedures and requirements using appropriate communications.</td>
</tr>
<tr>
<td></td>
<td>Clean up work site area.</td>
<td>9.1 Work area is cleared and materials disposed of, reused or recycled according to legislation, regulations, codes of practice and job specifications.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.2 Tools and equipment are cleaned, checked, maintained and stored according to manufacturer recommendations</td>
</tr>
</tbody>
</table>
and standard work practices.

9.3 Information is accessed and documentation completed according to workplace requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - complete written reports and other relevant documentation
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals

- initiative and enterprise skills to:
  - evaluate safety issues in the workplace and determine appropriate action
  - recognise WHS hazards, including asbestos, and take all opportunities to alleviate safety problems in a variety of construction work sites and environments

- initiative and enterprise skills to identify and report to appropriate personnel any faults in tools or materials

- literacy skills to read and interpret:
  - documentation from a variety of sources
  - MSDS
  - work safety procedures and instructions

- self-management skills to deal calmly and effectively with any potential safety problems and work closely with other team members and supervisors to ensure safe working conditions are maintained

- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities

- technology skills to:
  - access and understand site-specific instructions in a variety of media
  - use mobile communication technology

Required knowledge

- asbestos management code relating to prevention of exposure
- job safety analysis (JSA) and safe work method statements (SWMS)
• manual handling techniques
• MSDS
• relevant legislation, regulations and workplace requirements relating to WHS, including hazard reduction and personal safety
• requirements for working in confined spaces and at height, including on roofs
• tools and equipment prohibited from being used near identified ACM
• risk assessment
• safe work practices in normal working environment
• types, possible location and risks of ACM, including serpentine and amphobile groups and their use in common building materials
• workplace and equipment safety requirements
• workplace hazards and their precautions and reduction
• workplace response to emergencies

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment providing that simulated or project-based assessment techniques fully replicate plumbing and services workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:
• locate, interpret and apply relevant information, standards and specifications for applying safe work practices in the workplace
• apply safety requirements throughout the performance of work sequences, including electrical requirements and personal protective clothing and equipment
• apply sustainability principles and concepts
• undertake site and workplace induction
• correctly identify the location of ACM
• understand and apply policies and procedures for reporting presence of ACM to designated personnel
• assess workplace risks and interpret and apply safe work practices
• understand workplace requirements for emergency response, including evacuation procedures
• correctly locate and identify workplace firefighting and other safety equipment and appliances
• correctly select and use appropriate processes, tools and equipment
• safely complete all work to specification
• comply with regulations, standards and workplace instructions, procedures and processes, including reporting and documentation
• communicate and work effectively and safely with others.

**Context of and specific resources for assessment**

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

• an induction procedure and requirement
• realistic tasks or simulated tasks covering the minimum task requirements
• relevant specifications and work instructions
• tools and equipment appropriate to applying safe work practices
• support materials appropriate to activity
• workplace instructions relating to safe work practices and addressing hazards and emergencies
• material safety data sheets
• research resources, including industry-related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

**Method of assessment**

Assessment methods must:

• satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
• include direct observation of tasks in real or
simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application

- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Workplace induction** may include:

- first aid officers and kits
• personnel competent and/or licensed in the safe handling of asbestos
• site induction work site locations
• specific site WHS issues
• specific site requirements.

**Safe work practices** are to be according to state and territory legislation and regulations and may include:

• handling of materials
• hazard control procedures and procedures for handling hazardous materials and substances
• PPE prescribed under legislation, regulations and workplace policies and practices
• use of firefighting equipment
• use of first aid equipment
• use of tools and equipment
• workplace environment and safety.

**Statutory and regulatory authorities** include:

• commonwealth, state or territory, and local authorities administering applicable Acts, regulations and codes of practice.

**Identifying and reporting asbestos-containing materials:**

• includes recognising common types of ACM that may be found in construction materials and buildings
• covers asbestos rope/fabrics, asbestos cement sheeting, asbestos cement piping and lagging on pipes, bituminous waterproof membrane, millboard, asbestos flues, sheeting under ceramic or vinyl floor or wall tiles in wet areas
• involves reporting ACM to person in control of the workplace as set out in the relevant Asbestos Management Code.

**Sustainability principles and concepts:**

• cover the social, economic and environmental use of resources to meet current and future needs
• may include:
  • selecting appropriate components and material
  • choosing efficient products
  • using material efficiently
  • storing and disposing of hazardous material to ensure minimal environmental impact.
Safety hazards may include:
- hazards and risks associated with tools and equipment
- inflammable materials and fire hazards
- lifting practices
- lighting, gases, electricity and water
- spillage, waste and debris
- toxic and hazardous substances
- working at heights
- working in confined spaces.

Emergencies may include:
- accidents
- fires
- injuries
- sudden illness.

Emergency response may include:
- common site signs
- equipment tags
- facility or location signs
- safety barricades and warning signs
- site direction
- traffic signs
- workplace evacuation involving staff and customers.

Unit Sector(s)

Functional area

Unit sector: Plumbing and services

Custom Content Section

Not applicable.
CPCPCM2047A Carry out levelling

Modification History
Prerequisite unit updated
Changes to performance criteria, required skills and knowledge, range statement and critical aspects
Not equivalent to CPCPCM2027A

Unit Descriptor
This unit of competency specifies the outcomes required to plan and use levelling equipment to establish, record and apply those levels to the plumbing and services industry.

Application of the Unit
This unit of competency supports skills to undertake levelling operations for application in the plumbing and services industry.
Site location for work application may be either domestic or commercial and may be a new work site or an existing structure being renovated, extended, restored or maintained.

Licensing/Regulatory Information
In some jurisdictions, this unit of competency may form part of accreditation, licensing, legislative, regulatory or certification requirements.

Pre-Requisites
CPCPCM2043A Carry out WHS requirements

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of
performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1 Prepare for work. 1.1 Requirements of the job are determined and various levels are obtained.

1.2 Work health and safety (WHS) and environmental requirements associated with levelling activities are adhered to throughout the work.

1.3 Quality assurance requirements are identified and adhered to according to workplace requirements.

1.4 Tools and equipment, including personal protective equipment, are selected and checked for serviceability.

2 Perform levelling. 2.1 Height to be transferred is identified from drawings, plans or instructions.

2.2 Levelling equipment is set up and operated according to manufacturer instructions, workplace procedures and relevant Australian standards.

2.3 Levels are taken, recorded and marked according to job requirements and workplace procedures within the required tolerance and specifications.

2.4 Sustainability principles and concepts are observed when preparing for and undertaking work process.

3 Clean up. 3.1 Work area is cleared and materials are disposed of, reused or recycled according to legislation, regulations, codes of practice and job specification.

3.2 Tools and equipment are cleaned, checked, maintained and stored according to manufacturer recommendations and workplace procedures.

3.3 Information is accessed and documentation completed according to workplace requirements.
Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - determine requirements, follow instructions and access information
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
- initiative and enterprise skills to identify and report to appropriate personnel any faults in tools, equipment or materials
- literacy skills to:
  - complete workplace documentation
  - read and interpret:
    - plans and specifications
    - documentation from a variety of sources
- numeracy skills to apply measurements and calculations
- planning and organising skills to plan and set out work
- technical skills to operate levelling equipment to read, record, establish and check:
  - levels: horizontal, vertical and at gradient used for the placement of plumbing and services
  - recording levels at specific points along a set out
  - recording and checking levels in drainage and sanitary excavations and plumbing services
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technology skills to:
  - access and understand site-specific instructions in a variety of media
  - use mobile communication technology

Required knowledge

- different types of levelling equipment, their applications and their method of operation
- how to access relevant information, including codes and technical standards
- job safety analysis (JSA) and safe work method statements (SWMS)
- process of establishing, recording and checking levels and alignment
• relevant statutory requirements related to establishing, recording and checking levels
• simple calculations relating to carrying out levelling
• SI system of measurements
• workplace and equipment safety requirements

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment**

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment providing that simulated or project-based assessment techniques fully replicate plumbing and services workplace conditions, materials, activities, responsibilities and procedures.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

A person who demonstrates competency in this unit must be able to provide evidence of:

• locating, interpreting and applying relevant information, standards and specifications for the establishment, recording and checking of levels
• applying safety requirements throughout the work sequence, including electrical safety requirements and the use of personal protective clothing and equipment
• using either a pipe laser, rotary laser or automatic level and either boning rods or string line
• grading a pipe (or equivalent) over 10 metres on a grade to a tolerance of + or - 5mm, ensuring:
  • applying sustainability principles and concepts
  • correctly identifying, recording and checking level
  • correctly selecting and using appropriate processes, tools and equipment
  • completing all work to specification
  • complying with regulations, standards and organisational quality procedures and processes
  • communicating and working effectively and safely with others.

**Context of and specific**

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental
resources for assessment

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the minimum task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry-related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has
complete confidence in the person's demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Work health and safety** is to be according to commonwealth, state and territory legislation and regulations and may include:
- handling of materials
- hazard control, including of electrical hazards
- hazardous materials and substances
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment
- use of first aid equipment
- use of tools and equipment
- workplace environment and safety.

**Quality assurance requirements** may include:
- environmental policy
- Environment Protection Authority (EPA)
- internal company quality assurance policy and risk management strategy
- International Standards Organisation
- relevant Australian standards
- site safety plan
- workplace operations and procedures.
**Tools and equipment** may include:
- hand tools
- measuring equipment
- string line.

**Levelling equipment** may include:
- boning rods
- rotating laser level
- pipe laser level
- spirit level
- water level.

**Sustainability principles and concepts:**
- cover the social, economic and environmental use of resources to meet current and future needs
- may include:
  - efficient use and recycling of tools and equipment
  - disposing of waste material to ensure minimal environmental impact
  - energy efficiency
  - water efficiency.

**Information** may include:
- building codes
- charts and hand drawings
- instructions issued by authorised organisational or external personnel
- job drawings
- manufacturer specifications and instructions
- material safety data sheets (MSDS)
- memos
- WHS and environmental requirements
- organisation work specifications and requirements
- plans and sketches
- regulatory and legislative requirements, particularly those pertaining to plumbing and gasfitting authority regulations
- relevant Australian standards
- safe work procedures relating to handling and storing levelling equipment
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.
Unit Sector(s)

Functional area

Unit sector  Plumbing and services

Custom Content Section

Not applicable.
CPCPIG2021A Design domestic urban irrigation systems

Modification History
Prerequisite unit added to unit
Changes to descriptor, performance criteria, required skills and knowledge, range statement and critical aspects
Not equivalent to CPCPIG2011A

Unit Descriptor
This unit of competency specifies the outcomes required to prepare basic designs and irrigation drawings for domestic irrigation systems.

Application of the Unit
Work is normally undertaken in a drafting office environment. Location for drawing and design application may be either domestic or commercial, and may be a new work site or an existing structure being renovated, extended, restored or maintained.

Licensing/Regulatory Information
In some jurisdictions, this unit of competency may form part of accreditation, licensing, legislative, regulatory or certification requirements.

Pre-Requisites
CPCPCM2043A Carry out WHS requirements

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements and Performance Criteria

1 Prepare for work. 1.1 Site survey is conducted of proposed irrigation area according to client requirements.

1.2 *Work health and safety* (WHS) and *environmental requirements* associated with design of domestic irrigation systems are adhered to throughout the work.

1.3 *Quality assurance requirements* are identified and adhered to according to workplace requirements.

1.4 Tasks are planned and sequenced in conjunction with others involved in or affected by the work and *statutory and regulatory authorities’ requirements*.

1.5 *Tools and equipment* for preparing basic irrigation designs and drawings are selected and checked for serviceability.

1.6 Work area is prepared to support efficient design of domestic irrigation systems.

2 Identify drawing requirements. 2.1 Areas requiring irrigation and *system design components* are identified.

2.2 *Information* is obtained on the soil type, ground slope, contours and prevailing wind.

2.3 Underground services, buildings, paths and other permanent structures are located and noted.

2.4 Water supply is located and its influence on design requirements is determined.

2.5 Appropriate emitters are selected to suit function and design requirements.

3 Design irrigation system. 3.1 Site plan is drawn to include structures, paths and property boundaries.
3.2 Garden areas are sketched to include locations of lawns, garden beds, trees, vegetable patches or ferneries.

3.3 Pipe runs and water emitters are sketched to design requirements.

3.4 Sizes of pipes are calculated using standard data and information is recorded in required format.

3.5 List of materials is compiled to include number and type of water emitters, control valves, quantities of pipes, fittings and components.

3.6 Sustainability principles and concepts are applied throughout the design process.

3.7 Drawing and design are submitted for approval.

4 Clean up.

4.1 Work area is cleared and materials disposed of, reused or recycled according to legislation, regulations, codes of practice and job specification.

4.2 Tools and equipment are cleaned, checked, maintained and stored according to manufacturer recommendations and workplace procedures.

4.3 Documentation is completed according to workplace requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - access information
  - determine requirements
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals
- initiative and enterprise skills to identify and report to appropriate personnel any faults in tools, equipment or materials
- literacy skills to:
  - compile list of materials
  - complete workplace documentation
  - read and interpret:
    - documentation from a variety of sources
    - plans and specifications
  - record information
- technical skills to design and draw a domestic urban irrigation system, including:
  - identifying material requirements
  - selecting and locating components
  - site layout
  - site requirements and structures
- numeracy skills to apply measurements and calculations
- planning and organising skills to:
  - plan and sequence tasks with others
  - plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technology skills to:
  - access and understand site-specific instructions in a variety of media
  - use mobile communication technology

Required knowledge
- job safety analysis (JSA) and safe work method statements (SWMS)
- process and workplace requirements for basic irrigation design
- processes for accessing information and for calculating material requirements
- properties of water, including pressure and flow rates
- relevant statutory and authority requirements related to drawing and installing irrigation systems
- SI system of measurement
- specifications of the range of irrigation products available
- standards applicable to the installation
- technologies for irrigation measurement and drawings
- various types of irrigation systems, including types of materials and components used
- workplace and equipment safety requirements
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment providing that simulated or project-based assessment techniques fully replicate plumbing and services workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- locating, interpreting and applying relevant information, standards and specifications to the design of domestic irrigation systems
- applying safety requirements throughout the work sequence, including electricity safety requirements and the use of personal protective clothing and equipment
- given the site plan and specifications for the irrigation of a 200 square metre garden (of lawn, shrubs, trees and flowers), designing and preparing a drawing of the system, incorporating automatic timers and controls, varying sprinkler heads and zones, and indicating the materials required (by number and type), ensuring:
  - application of sustainability principles and concepts
  - correct identification of location, design and details of proposed system
  - correct selection and use of appropriate processes, tools and equipment
  - completing all work to specification
  - compliance with regulations, standards and organisational quality procedures and processes
  - communicating and working effectively and safely with others.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and...
environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards’ requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the minimum task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry-related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
• where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge

• all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Work health and safety is to be according to commonwealth, state and territory legislation and regulations and may include:

• handling of materials, including hazardous materials and substances
• hazard control
• personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
• use of firefighting equipment
• use of first aid equipment
• use of tools and equipment
• workplace environment and safety.

Environmental requirements cover water quality management and may

• clean-up protection
• stormwater protection
• waste management.
Quality assurance requirements may include:
- Environment Protection Authority (EPA)
- internal company quality assurance policy and risk management strategy
- International Standards Organisation
- site safety plan
- workplace operations and procedures.

Statutory and regulatory authorities may include:
- commonwealth, state or territory, and local authorities administering applicable Acts, regulations and codes of practice.

Tools and equipment may include:
- calculator
- computer design software
- drawing and drafting equipment
- laser measuring devices
- measuring equipment.

System design components may include:
- backflow prevention devices
- controls
- pipework
- valves
- water emitters, which may include:
  - drip emitters
  - gear drive
  - impact
  - in-line turbo drippers
  - mist sprays
  - oscillating
  - pop up
  - pulsating
- selection of water emitters, based on:
  - automatic control systems
  - manufacturer specifications
  - physical site conditions
  - site requirements
  - subsoil systems
  - types of plants requiring irrigated water.
Information may include:
- charts and hand drawings
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions
- material safety data sheets (MSDS)
- memos
- maps
- organisation work specifications and requirements
- regulatory and legislative requirements, particularly those pertaining to:
  - building codes
  - WHS and environmental requirements
  - plumbing regulations
- relevant Australian standards
- safe work procedures relating to the design of domestic irrigation systems
- signage
- sketches and plans, including job plans
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

Materials may include:
- drafting and drawing equipment
- plans.

Sustainability principles and concepts:
- cover the current and future social, economic and environmental use of resources
- may include:
  - efficient use of material
  - minimising water wastage
  - considering use of alternative water supply
  - selecting appropriate components and material to ensure minimal environmental impact.

Unit Sector(s)

Functional area
Unit sector

Plumbing and services

Custom Content Section

Not applicable.
CPCPWT3027A Connect irrigation systems from drinking water supply

Modification History
Prerequisite unit changed
Minor changes throughout the unit
Not equivalent to CPCPWT3017A

Unit Descriptor
This unit of competency specifies the outcomes required to connect irrigation and watering systems from a drinking water supply. It does not include the commissioning of backflow prevention devices or arrangements.

Application of the Unit
Site location for work application may be either domestic or commercial, and may be a new work site or an existing structure being renovated, extended, restored or maintained.

Licensing/Regulatory Information
In some jurisdictions, this unit of competency may form part of accreditation, licensing, legislative, regulatory or certification requirements.

Pre-Requisites
CPCPCM2043A Carry out WHS requirements

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent
with the evidence guide.

Elements and Performance Criteria

1 Prepare for work.

1.1 Plans and specifications are obtained.

1.2 Work health and safety (WHS) and environmental requirements associated with connecting irrigation systems from a drinking water supply are adhered to throughout the work.

1.3 Quality assurance requirements are identified and adhered to according to workplace requirements.

1.4 Tasks are planned and sequenced in conjunction with others involved in or affected by the work and statutory and regulatory authorities’ requirements.

1.5 Tools and equipment for connecting irrigation systems, including personal protective equipment, are selected and checked for serviceability.

1.6 Work area is prepared to support efficient connection of irrigation systems from a drinking water supply.

2 Identify installation requirements.

2.1 Connection size and hazard rating are determined from plans, specification, relevant Australian standards and/or site inspection using relevant information.

2.2 Valve is sized according to plans and specification.

2.3 Back flow prevention devices are confirmed as being according to hazard rating.

2.4 Materials and equipment are identified, ordered and collected according to workplace procedures.

2.5 Materials and equipment are checked for compliance with relevant Australian standards, docket and order form, and for acceptable condition.

2.6 Sustainability principles and concepts are observed when preparing for and undertaking work process.
3 Connect and test system.

3.1 Excavation is set out and made according to plans and specifications and undertaken with consideration given to existing structures and services.

3.2 Service pipe is isolated and cut to accommodate take off branch according to authorities' requirements.

3.3 Back flow prevention device is fitted according to relevant Australian standards and manufacturer specifications.

3.4 System is connected and flushed to required standard.

3.5 Water supply is restored and system tested according to relevant Australian standards.

3.6 Ground surface is restored.

4 Clean up.

4.1 Work area is cleared and materials disposed of, reused or recycled according to legislation, regulations, codes of practice and job specification.

4.2 Tools and equipment are cleaned, checked, maintained and stored according to manufacturer recommendations and workplace procedures.

4.3 Documentation is completed according to workplace requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - access information
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - follow instructions
  - identify requirements
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication, such as hand signals
- initiative and enterprise skills to identify and accurately report to appropriate personnel any faults in tools, equipment or materials
- literacy skills to:
  - complete workplace documentation
  - read and interpret:
    - documentation from a variety of sources
    - plans and specifications
- numeracy skills to apply measurements and calculations
- planning and organising skills to:
  - plan and sequence tasks with others
  - plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technical skills to cut into a water supply and install a take-off branch and fitting valves and backflow prevention devices for an irrigation or watering system
- technology skills to:
  - access and understand site-specific instructions in a variety of media
  - use mobile communication technology

**Required knowledge**

- characteristics and application of different pipes and fittings, including fixing and joining techniques and methods
- drinking water supplies and protection measures
- implications of cross connections and air gaps
- job safety analysis (JSA) and safe work method statements (SWMS)
- process of connecting irrigation systems from a drinking water supply
- processes for accessing information and for calculating material requirements
- properties of water, including pressure and flow rates
- relevant statutory requirements related to connecting irrigation systems from a drinking water supply
- SI system of measurement
- Australian standards applicable to the connection
- use of test equipment and procedures
- various types of irrigation systems and types of materials used
- workplace and equipment safety requirements
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment providing that simulated or project-based assessment techniques fully replicate plumbing and services workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- locating, interpreting and applying relevant information, relevant Australian standards and specifications to connect an irrigation system from a drinking water supply
- applying safety requirements throughout the work sequence, including electrical safety requirements and the use of personal protective clothing and equipment
- given the plans and specifications, connecting an irrigation system to a drinking water supply, ensuring:
  - application of sustainability principles and concepts
  - correct identification of location, design and details of proposed installations
  - correct selection and use of appropriate processes, tools and equipment
  - completing all work to specification
  - compliance with regulations, relevant Australian standards and organisational quality procedures and processes
  - communicating and working effectively and safely with others.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will
usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards’ requirements.

Resource implications for assessment include:
- an induction procedure and requirement
- realistic tasks or simulated tasks covering the minimum task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe working practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry-related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:
- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:
- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a
number of performances assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge.

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Work health and safety** is to be according to commonwealth, state and territory legislation and regulations and may include:

- handling of materials
- hazard control
- identifying and testing for electrical hazards
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- safe operating procedures, including recognising and preventing hazards associated with:
  - hazardous materials and substances
  - other machines
  - surrounding structure and facilities
  - trees
  - trip hazards
  - underground services
  - uneven and unstable terrain
- use of tools and equipment
- work site visitors and the public
- working at heights
- working in confined spaces
- working in proximity to others
- use of firefighting equipment
- use of first aid equipment
- workplace environment and safety.

**Environmental requirements** cover water quality management and may include:

- clean-up protection
- waste management.

**Quality assurance requirements** may include:

- environment policy
- Environment Protection Authority (EPA)
- internal company quality assurance policy and risk management strategy
- International Standards Organisation
- site safety plan
- workplace operations and procedures.

**Statutory and regulatory authorities** include:

- commonwealth, state or territory, and local authorities administering applicable Acts, regulations and codes of practice.

**Tools and equipment** may include:

- chain blocks
- electrical bonding and bridging strap
- elevated work platforms
- forklifts
- hand and power tools
- hand excavation equipment
- hand trolleys
- hoists and jacks
- lifting and load shifting equipment
- measuring equipment
- mechanical excavation equipment
- rollers
- scaffolding
- silver solder and brazing equipment
- trench shoring equipment.
Information may include:
- charts and hand drawings
- instructions issued by authorised organisational or external personnel
- job drawings
- manufacturer specifications and instructions
- material safety data sheets (MSDS)
- memos
- organisation work specifications and requirements
- plans and sketches
- regulatory and legislative requirements, particularly those pertaining to:
  - building codes
  - WHS and environmental requirements
  - plumbing regulations
- relevant Australian standards
- safe work procedures relating to connecting irrigation systems from a drinking water supply
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

Materials may include:
- backflow prevention devices
- copper tube
- fittings and connections
- joints
- polymer pipes
- valves.

Sustainability principles and concepts:
- cover the current and future social, economic and environmental use of resources
- may include:
  - selecting appropriate material to ensure minimal environmental impact
  - efficient energy and water use
  - efficient use and recycling of material
  - disposing of waste material to ensure minimal environmental impact.
Unit Sector(s)

Functional area

Unit sector

Custom Content Section

Not applicable.
CPPFES2005A Demonstrate first attack firefighting equipment

Modification History
Revised unit
Unit updated and equivalent to PRMPFES05B Use portable fire fighting equipment

Unit Descriptor
This unit of competency specifies the outcomes required to demonstrate the use of portable fire extinguishers, fire hose reels and fire blankets.

Application of the Unit
This unit of competency supports fire protection equipment service technicians responsible for demonstrating to customers how to interpret and follow manufacturers’ instructions on various first attack firefighting equipment in emergency situations.

Licensing/Regulatory Information
Work in this area must be completed according to relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.
Different states and territories may have regulatory mechanisms that apply to this unit. Candidates are advised to check for regulatory limitations.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of
performance is to be consistent with the evidence guide.

**Elements and Performance Criteria**

1. Demonstrate correct use of portable fire extinguishers to extinguish simulated fires.
   1.1 *Fire type* and *classification* are determined.
   1.2 *Fire extinguishers* are selected to attack different fires.
   1.3 Safe use of fire extinguishers is demonstrated according to manufacturers’ instructions and relevant *OHS and workplace policies and procedures*.

2. Demonstrate correct use of fire hose reels.
   2.1 Safe use of *hose reels* is demonstrated according to manufacturers’ instructions and relevant OHS and workplace policies and procedures.
   2.2 Water is turned off in the approved sequence and hose reel is checked for leaks.
   2.3 Hose reel is rewound correctly after use.

3. Demonstrate correct use of fire blanket.
   3.1 Safe use of fire blankets is demonstrated according to manufacturers’ instructions and relevant OHS and workplace policies and procedures.

**Required Skills and Knowledge**

This section describes the skills and knowledge required for this unit.

**Required skills**

- decision-making skills to select correct first attack firefighting equipment for different types of fires
- effective customer service
- language, literacy and numeracy skills to:
  - communicate with others in a clear and concise manner
  - read and comply with work instructions and specifications
• interpersonal skills to relate to people from a range of social and cultural backgrounds
• skills to work safely when:
  • applying recommended manufacturers’ techniques for operating equipment and fire
    fighting
  • using firefighting equipment

Required knowledge
• basic methods of locating a fire
• correct use of fire extinguishers and hose reels on different classes of fire and implications of
  incorrect use
• how fire can be spread by conduction, convection, radiation and direct burning
• how water pressure influences the discharge distance for hose reels
• key actions in a fire emergency, commonly known by the acronym RACE:
  • rescue
  • activate alarm
  • confine fire
  • evacuate or extinguish
• meaning of secondary damage
• reasons for cooking oil and fat fires requiring special attention
• theory of fire, including the triangle of combustion
• types and operation of fire protection equipment classified as first attack equipment

Evidence Guide
The evidence guide provides advice on assessment and must be read in conjunction with the
performance criteria, required skills and knowledge, range statement and the Assessment
Guidelines for the Training Package.

| Overview of assessment | This unit of competency could be assessed by practical
demonstration, using simulated fire situations. Due to safety and cost
factors, methods of extinguishing class D, E and F fires are confined
to oral explanations and role play or simulations only.

All practical demonstrations involving the use of simulated fires
must adhere to the safety and environmental regulations relevant to
each state or territory. |
|------------------------|-------------------------------------------------------------------------------|

| Critical aspects for assessment and evidence required to demonstrate competency in this unit | A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to:
• select correct portable firefighting equipment for a particular type of fire |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
• demonstrate the use of portable firefighting equipment
• use portable firefighting equipment safely and correctly.

**Context of and specific resources for assessment**

Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards’ requirements.

Resource implications for assessment include:

• actual or simulated work environment
• portable firefighting equipment.

**Method of assessment**

Assessment methods must:

• satisfy the endorsed Assessment Guidelines of the Property Services Training Package
• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
• reinforce the integration of employability skills with workplace tasks and job roles
• confirm that competency is verified and able to be transferred to other circumstances and environments.

**Guidance information for assessment**

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

This unit could be assessed on its own or in combination with other units relevant to the job function, for example:

• CPPFES2004A Identify types of installed fire safety equipment and systems
• CPPFES2006A Prepare for installation and servicing operations.

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.
<table>
<thead>
<tr>
<th><strong>Fire types</strong> may include:</th>
<th>• combustible metals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• cooking oils and fats</td>
</tr>
<tr>
<td></td>
<td>• energised electrical equipment</td>
</tr>
<tr>
<td></td>
<td>• flammable and combustible liquids</td>
</tr>
<tr>
<td></td>
<td>• flammable gases</td>
</tr>
<tr>
<td></td>
<td>• ordinary combustibles.</td>
</tr>
<tr>
<td><strong>Classifications of fires include:</strong></td>
<td>• classes A, B, C, D, E and F.</td>
</tr>
<tr>
<td><strong>Fire extinguishers may include:</strong></td>
<td>• carbon dioxide</td>
</tr>
<tr>
<td></td>
<td>• foam</td>
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<tr>
<td></td>
<td>• powder</td>
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<td></td>
<td>• vaporising liquid</td>
</tr>
<tr>
<td></td>
<td>• water</td>
</tr>
<tr>
<td></td>
<td>• wet chemical.</td>
</tr>
</tbody>
</table>

| **OHS and workplace policies and procedures** may be located in quality assurance and/or procedures manuals relating to:** |
|                                                                 | • appropriate techniques to use in relation to emergency management of fires |
|                                                                 | • assessing work site for hazards and risks prior to preparing the work site for the work procedure |
|                                                                 | • displaying signs and using barriers in the work area |
|                                                                 | • OHS policies, procedures and programs, including: |
|                                                                 | • risk and hazard recognition  |
|                                                                 | • emergency procedures  |
|                                                                 | • awareness of electrical hazards  |
|                                                                 | • following confined spaces procedures  |
|                                                                 | • first aid  |
|                                                                 | • personnel practices and guidelines outlining work roles, responsibilities and delegations  |
|                                                                 | • safety procedures, including those for working safely: |
|                                                                 | • around electrical wiring, cables and overhead powerlines  |
|                                                                 | • around tools and equipment  |
|                                                                 | • on ladders and raised platforms  |
|                                                                 | • using personal protective equipment, including: |
|                                                                 | • safety glasses or goggles  |
|                                                                 | • safety boots or shoes  |
|                                                                 | • hard hats  |
|                                                                 | • earmuffs or plugs.  |
| **Hose reel types may be:**                                      | • swing-hinged  |
|                                                                 | • vehicle-mounted  |
|                                                                 | • wall-mounted.  |
Unit Sector(s)
Fire protection equipment

Custom Content Section
Not applicable.
CPPSEC4008A Prepare a detailed tender

Modification History
Not Applicable

Unit Descriptor

Unit descriptor
This unit of competency specifies the outcomes required to prepare and process a tender submission. It requires the ability to interpret and assess tender specifications, estimate and cost resource requirements, and prepare and lodge the final tender submission within designated timelines.

This unit may form part of the licensing requirements for persons engaged in security-related tender activities in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit
This unit of competency has application in those work roles involving the management of tender documentation. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills
This unit contains employability skills.
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Assess tender requirements. | 1.1 Tender specifications and other relevant information are obtained and assessed to determine tender requirements.  
1.2 Tender criteria and conditions are identified and reviewed.  
1.3 Viability to provide security requirements is assessed and evaluated in accordance with organisational procedures.  
1.4 Risk assessment is conducted on anticipated outcomes in accordance with organisational and legislative requirements.  
1.5 Occupational Health and Safety (OHS) and other relevant organisational and legislative requirements are identified and allowed for within the parameters of the tender requirements.  
1.6 Appropriate interpersonal techniques are used to facilitate an effective exchange of information with relevant persons. |
| 2 Develop tender content. | 2.1 Project timelines, stages, activities and deliverables are defined and documented to meet tender requirements.  
2.2 Resource and capacity requirements are assessed and documented.  
2.3 Organisational rate schedules are applied to establish costings and estimations are detailed in the required format.  
2.4 All information is thoroughly reviewed to ensure accuracy and a detailed budget is prepared.  
2.5 Factors which may affect fulfilling tender requirements are identified and allowances for contingencies are made. |
ELEMENT | PERFORMANCE CRITERIA
--- | ---
2.6 | Assistance in addressing tender requirements is sought as required from relevant persons.

3 Prepare tender submission. | 3.1 *Business technology* is used to prepare and present *tender submission* in the required style and format.
3.2 | Tender submission addresses tender requirements and specific criteria and conditions using clear and concise language.
3.3 | Tender submission is checked for accuracy and disseminated to relevant persons for review in accordance with organisational procedures.
3.4 | Tender submission is lodged within designated timelines.
3.5 *Feedback* is sought on outcomes of tender submission and process is reviewed to identify areas for improvement to support future tendering procedures and processes.
3.6 | Relevant *documentation* is completed and securely maintained in accordance with organisational procedures.

### Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge and their level required for this unit.

**Required skills**

- apply reasoning and logical analysis to make decisions and solve problems
- assess and determine tender requirements
- calculate time, measurements and quantities
- coaching and mentoring to provide support to colleagues
- communicate effectively in both verbal and written modes
- comply with applicable legislative and regulatory requirements
- comply with tender criteria and conditions
- conduct a risk assessment on anticipated project outcomes
- conduct qualitative and quantitative research
- develop a detailed budget
- estimate and cost resources
- evaluate tender requirements to determine project requirements
- evaluate viability to provide security goods and services to undertake the project
- facilitate feedback
- monitor and analyse submission progress and review outcomes
REQUIRED SKILLS AND KNOWLEDGE

- negotiate, mediate and resolve conflicts
- observe protocol and probity policies
- plan and schedule activities
- prepare and process tender submissions
- prepare tender submissions using clear and concise language in required formats
- prioritise tasks and schedules
- provide written reports and documentation
- read and interpret relevant information including plans, designs and specifications
- relate to persons from different social and cultural backgrounds and of varying physical and mental abilities
- use appropriate business technology to research and compile information
- work within agreed timeframes and budgetary constraints
- write reports.

Required knowledge

- access and deployment mechanisms to ensure optimal economy and efficiency in the use of human, physical and financial resources
- client privacy and confidentiality requirements
- conflict resolution techniques
- contingency planning
- cultural protocols and systems
- formal and informal meeting processes
- national competition policy
- operational budget and resource planning processes
- operational principles of security and business technology equipment and systems
- organisational pricing schedules, policies and procedures
- organisational procedures and standards and corporate goals and objectives
- principles of effective communication
- problem-solving strategies
- quality assurance systems
- security and risk assessment techniques
- security issues and classifications
- tender layout, format and presentation methods
- tendering codes of practice.

Evidence Guide

EVIDENCE GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

A person who demonstrates competency in this unit must be able to provide evidence of:

- calculating costs and estimating resource requirements for inclusion in a detailed budget
- collaborating with relevant persons to receive and incorporate feedback on tender submission
- complying with applicable legislative and regulatory requirements including codes of practice
- identifying factors through risk analysis that may affect anticipated project outcomes and making appropriate allowances for contingencies
- identifying personal limitations in assessing tender requirements and requesting appropriate assistance
- interpreting tender specifications to accurately identify resource requirements
- locating and assessing information to establish tender requirements
- planning tender activities to match timeframe and budget constraints
- using appropriate communication and interpersonal techniques to clarify and confirm tender requirements
- using appropriate technology to prepare tender documentation.

**Context of and specific resources for assessment**

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.
Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tender may be:

- in-house
- negotiated
- open
- selective.

Tender specifications may detail:

- client requirements
- identification of deliverables
- insurance requirements
- legal requirements
- performance standards
- project management
- project scope
- proposed activities to be undertaken
- quality assurance
Relevant information may include:
- resource requirements eg human and physical
- specific requirements
- stakeholder involvement
- time and cost parameters.

Tender requirements may include:
- client details
- contract documentation
- details of security goods and services to be provided
- organisational cost schedules
- tender details.

Tender criteria and conditions may relate to:
- eligibility for submission of tender which may include:
  - interview, meeting or presentation of tender
  - selection criteria and weightings
  - special requirements
  - submission date
  - tender document format.

Viability may include consideration of:
- available resources, equipment and supplies
- client requirements
- competition
- compliance with regulations
- cost of tender preparation and processing
- financial considerations
- geographic constraints
- likely profit
- other projects
- prospect of winning the tender
- skills required for the provision of services
- time constraints.

Security requirements may relate to the provision of:
- security equipment and systems
  - access control systems
  - audible and visual warning devices
  - cameras and monitors
  - commercial and residential alarm systems
  - detection devices
  - electric and mechanical fire safety and fire locking systems
  - electronic locks and locking systems
electronic readers
- electronic screen equipment
- intercoms and control panels
- security doors and door controls
- specialised access control systems eg biometrics
- security services
  - close personal protection
  - crowd control
  - escorting
  - guarding
  - patrolling
  - screening.

Evaluation may relate to:
- capability
- capacity
- previous projects
- risk
- security
- service
- verification of quality accreditation.

Risk relates to:
- the chance of something happening that will have an impact on objectives.

Risk assessment may include:
- identifying risks in isolation or as part of a broader risk management strategy and addressing risks such as
  - damage to property or equipment
  - environmental landscape
  - equipment or system failures
  - financial or economic loss or failure
  - inability to deliver or meet the timelines if selected
  - OHS
  - professional incompetency.

Organisational requirements may relate to:
- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- insurance cover
- OHS policies, procedures and programs
• own role, responsibility and authority
• personal and professional development
• privacy and confidentiality of information
• quality assurance and continuous improvement processes and standards
• resource parameters and procedures
• risk management
• roles, functions and responsibilities of security personnel
• storage and disposal of information.

**Legislative requirements may relate to:**

- Australian standards and quality assurance requirements
- general 'duty of care' responsibilities
- licensing or certification requirements
- privacy and confidentiality
- professional indemnity
- relevant commonwealth, state and territory legislation, codes and national standards for:
  • anti-discrimination
  • cultural and ethnic diversity
  • environmental issues
  • equal employment opportunity
  • industrial relations
  • OHS
- relevant industry codes of practice.

**Interpersonal techniques may involve:**

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

**Relevant persons may include:**

- clients
- colleagues
- manager
- security goods and services suppliers
- security personnel
- tenderer.

**Resources may include:**
- equipment
- financial
- human
- physical
- time.

**Capacity may relate to:**
- facilities
- other priorities
- personnel expertise
- resource availability
- time.

**Organisational rate schedules may relate to:**
- award and enterprise agreements
- equipment costs
- installation costs
- labour rates
- materials costs
- monitoring costs
- service costs
- unit costs.

**Factors may relate to:**
- access to assistance and resources
- budget constraints
- competing work demands
- compliance
- contractual requirements
- disputes
- insurance
- technology and equipment breakdowns
- time penalties.

**Business technology may include:**
- computers:
  - database software applications
  - email, Internet, intranet
  - graphical presentation software
  - printers
  - project management software
  - word processing software.

**Tender submission may detail:**
- client brief
- company information
- costs
- evaluation criteria
• implementation plan
• recommended security goods or services
• security and risk assessment
• service and maintenance information
• statutory declaration
• terms of trade
• timelines
• warranty and liability terms and conditions.

Feedback may be gained through:
• participation in meetings and briefings
• recorded observations on progress of activities
• regular communication with relevant persons.

Relevant documentation may include:
• client details and records
• contract documentation
• cost schedules
• details of security goods and services
• tender documentation.

Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management
CPPWMT5043A Develop and implement an environmental management strategy

Modification History
Revised unit
Unit updated and equivalent to PRMWM43A Develop an environmental management strategy

Unit Descriptor
This unit of competency specifies the outcomes required to develop and implement an environmental management strategy. It requires the ability to analyse practices and develop environmental management strategies by working effectively with stakeholders.

Application of the Unit
This unit of competency supports individuals with supervisory responsibilities for developing waste management strategies. It includes contributing to the development of strategies, systems and plans, as well as recognising the need for expert advice.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of
performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1 Define scope of environmental management strategy.
   1.1 Needs and expectations for development of environmental management strategy are identified.
   1.2 Constraints under which environmental strategy can be developed are identified.
   1.3 Clear and concise statement of environmental objectives is prepared and feasibility of environmental management options is evaluated.

2 Determine environmental management strategy development process.
   2.1 Process models applicable to scope of environmental management strategy are identified.
   2.2 Process models are assessed and a suitable model for achieving the strategy’s objectives is selected.
   2.3 Principal stakeholders are identified to maximise their participation in development process.
   2.4 Stakeholders are consulted regarding acceptance of proposed strategy development process.

3 Identify resources required for environmental management strategy.
   3.1 Resource requirements of the strategy are determined in an accurate and comprehensive manner.
   3.2 Financial budget required for management strategy is prepared.
   3.3 Human resource and skill requirements for strategy are identified.
   3.4 Facility and equipment needs for strategy are identified to ensure all requirements can be met on time.

4 Identify and prioritise
   4.1 Existing data is collated in a comprehensive manner relevant to the scope and strategy.
environmental assets, problems and opportunities.

4.2 Existing data is evaluated to identify need for further data collection.

4.3 Additional data is obtained to ensure a comprehensive database for effective analysis.

4.4 Available data is assessed against scientifically established criteria and community expectations within applicable legislation and codes.

4.5 Common problems and opportunities are grouped to formulate environmental issues that can be actioned by stakeholders.

4.6 **Criteria to prioritise** environmental issues are established.

5 Prepare environmental management strategy.

5.1 Practical actions that enable a resolution of environmental issues in line with strategy objectives are determined.

5.2 Clear and concise draft documentation is prepared for the strategy to obtain feedback from stakeholders.

5.3 Feedback is evaluated and a response is formed.

5.4 Local approval of the environmental management strategy is obtained.

6 Prepare implementation plan for environmental management strategy.

6.1 Actions are prioritised to provide the most effective resolution of issues within available resources.

6.2 Resources are allocated to match action priorities.

6.3 Processes are monitored and modified as required to ensure the strategy is achieving objectives.

6.4 Responsible parties with the capacity to carry out strategy actions are identified.

6.5 Achievable timelines, schedules and targets that enable strategy objectives to be met within required timeframes are established.

6.6 **Supervisory processes** and checks and measures are implemented to ensure work is completed within time.
Monitor and review effectiveness of environmental management strategy.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7.1 Regular data to provide accurate measures of performance are collected and analysed.</td>
</tr>
<tr>
<td></td>
<td>7.2 Outcomes of strategy objectives are compared to assess respective effectiveness.</td>
</tr>
<tr>
<td></td>
<td>7.3 Changes are made to strategy as required in a timely manner to ensure outcomes are achieved.</td>
</tr>
<tr>
<td></td>
<td>7.4 Information obtained during monitoring and review is used to develop new strategies based on accumulated knowledge and experience.</td>
</tr>
</tbody>
</table>

**Required Skills and Knowledge**

- This section describes the skills and knowledge required for this unit.

**Required skills**

- analytical skills to:
  - determine appropriate waste management service
  - review operations
  - conduct feasibility tests
- interpersonal skills to:
  - manage consultation processes
  - present strategy
- management skills to:
  - apply change management techniques
  - conduct budgeting
  - organise work practices safely and efficiently
  - conduct strategic problem solving
  - plan work practices
  - identify and minimise hazards and risks
  - organise work methodically
  - monitor performance
  - apply quality assurance practices
  - use information technology to complete tasks
- oral communication skills to:
• ask questions
• listen actively
• consult
• give instructions
• provide strategic information

• reading skills to interpret:
  • plans
  • complex documentation

• written communication skills to:
  • write reports
  • prepare complex strategic documentation

**Required knowledge**

• environmental issues relating to:
  • life cycle of products: re-new, re-use and recycle
  • environmental regulations
  • renewable energy

• features required for an environmental management strategy, including:
  • site contract requirements
  • reclamation
  • training outline
  • waste minimisation
  • waste prevention
  • work procedures
  • environmental education
  • past and future reviews and audits relating to environmental management
  • recycling requirements
  • internal and external audits
  • monitoring personnel performance following training
  • quality control checks relating to environmental management
  • review of effectiveness of new procedures and processes
  • targets, such as:
    • carbon emissions reduction
    • cleaner production
    • lean management
    • recycling rates
    • waste minimisation

• identification and strategic knowledge of:
  • waste types, streams and characteristics
  • waste non-conformances
• unanticipated waste
• waste non-conformance procedures
• waste containment
• waste disposal and recovery routes
• occupational health and safety (OHS) requirements relating to:
  • dangerous goods and hazardous substances
  • OHS hierarchy of control
• resource recovery options relating to:
  • valuable resources within materials
  • potential resources to be recovered
• waste assessment to identify:
  • resource needs
  • hazards and risks
• waste audit, including:
  • analysing waste practices
  • analysing previous audit plans and audit processes
  • outlining possible benefits and outcomes from conducting a waste assessment
  • types of client waste management surveys and their uses
  • sampling techniques
• waste management provision, including:
  • organisational requirements and structure, including workplace communication channels and procedures
  • legislation, regulations and codes of practice applicable to specific waste management functions
  • waste management options
  • nature and significance of waste minimisation hierarchy life cycle assessment
  • organisational pricing schedules
  • duty of care

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>This unit of competency could be assessed by observation of practical demonstration of the development and implementation of an environmental management strategy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical aspects for</td>
<td>A person who demonstrates competency in this unit must be able to</td>
</tr>
</tbody>
</table>

Approved
Page 5548 of 7002
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Skills Impact
assessment and evidence required to demonstrate competency in this unit

| provide evidence of the required skills and knowledge specified in this unit. |
| In particular the person should demonstrate the ability to: |
| - identify environmental management objectives |
| - consult stakeholders consulted in development strategy |
| - prioritise environmental issues by level of importance and impact |
| - amalgamate issues in order to develop environmental management strategy. |

Context of and specific resources for assessment

| Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards’ requirements. |
| Resource implications for assessment include: |
| - work plans and approved specifications |
| - forms and procedures manuals. |

Method of assessment

| The process of developing an environmental management strategy must comply with the objectives of the client as well as with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of environmental management strategy. |
| Assessment methods must: |
| - satisfy the endorsed Assessment Guidelines of the Property Services Training Package |
| - include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application |
| - reinforce the integration of employability skills with workplace tasks and job roles |
| - confirm that competency is verified and able to be transferred to other circumstances and environments. |

Guidance information for assessment

| Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. |
| Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed. |
| This unit could be assessed on its own or in combination with other |
units of competency relevant to the job function, for example:
- CPPCMN4001B Develop workplace policies and procedures for sustainability
- CPPWMT5004A Develop waste management strategies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| Environmental management strategy may include: | • air and water pollution  
• biodiversity protection and protection of natural resources  
• carbon emission  
• ecosystem management  
• wildlife and endangered species. |
| Constraints may include: | • budgets  
• knowledge  
• resources  
• time. |
| Feasibility of environmental management options must include: | • commitment to environmental management strategies  
• compliance with legislation  
• cost-benefit analysis  
• costs  
• lead time  
• process constraints  
• resource requirements, including equipment and personnel  
• resources available. |
| Process models may include: | • implementation strategies, including:  
• material safety data sheets (MSDS)  
• measurement and recording  
• OHS procedures  
• personal protective equipment (PPE)  
• legislation and codes  
• site contract requirements  
• work procedures  
• objectives pertaining to:  
• changes to processes and procedures |
- environmental issues
- education and training
- past and future reviews and audits
- recycling requirements
- reduction of waste

**Review strategies, including:**
- internal and external audits
- monitoring statistics
- monitoring personnel performance following training
- undertaking quality control checks
- reviewing effectiveness of new procedures and processes
- formalising review strategies via re-planning
- sampling
- counting waste

**Targets, such as:**
- carbon emissions reduction
- lean management
- recycling rates
- waste minimisation.

<table>
<thead>
<tr>
<th>Stakeholders may include:</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Community</td>
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<td></td>
<td>Council</td>
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<td>Funding bodies</td>
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<td>Government</td>
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<td>Industry</td>
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<td>Interest groups</td>
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<td></td>
<td>Land management agencies</td>
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<td>Local authorities</td>
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<td></td>
<td>Statutory authorities</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Human resource may include:</th>
<th>Community experts</th>
</tr>
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<tr>
<td></td>
<td>Consultants</td>
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<td></td>
<td>Government agencies</td>
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<td></td>
<td>Internal staff</td>
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<td></td>
<td>Project officers</td>
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<td></td>
<td>Volunteers</td>
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<table>
<thead>
<tr>
<th>Data may include:</th>
<th>Existing reports or programs</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Questionnaires</td>
</tr>
<tr>
<td></td>
<td>References</td>
</tr>
<tr>
<td></td>
<td>Stakeholder input</td>
</tr>
<tr>
<td></td>
<td>Surveys</td>
</tr>
</tbody>
</table>
| **Applicable legislation and codes** may include: | codes, including:  
| | Australian Code for the Transport of Dangerous Goods by Road and Rail  
| | industry  
| | commonwealth, state and territory legislation, including:  
| | anti-discrimination  
| | environmental protection  
| | equal employment opportunity  
| | freedom of information  
| | industrial  
| | OHS  
| | trade practices  
| | road laws. |

| **Criteria to prioritise** may include: | benefit  
| | budget constraints  
| | business objectives  
| | community preferences  
| | environmental issues:  
| | impact  
| | legislative provisions  
| | resources  
| | timeframes. |

| **Supervisory processes** may include: | delegating  
| | implementing  
| | monitoring  
| | overseeing  
| | planning  
| | reviewing  
| | targeting practices to meet deadlines. |

| **Time available** may include considering: | client instructions  
| | contingencies  
| | past experiences  
| | skills and experience of operatives  
| | location of project  
| | methods to be employed  
| | resources and equipment to be used. |
Unit Sector(s)
Waste management

Custom Content Section
Not applicable.
CPPWMT5045A Develop site safety plans

Modification History
Revised unit
Unit updated and equivalent to PRMWM45B Develop site safety plan

Unit Descriptor
This unit of competency specifies the outcomes required to develop an on-site safety plan for a waste management environment. It requires the ability to plan activity for safe work practices.

Application of the Unit
This unit of competency supports individuals responsible for developing on-site safety plans. It includes contributing to the development of operational procedures, in addition to safety principles.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
## Elements and Performance Criteria

|   | Review site safety requirements. | 1.1 Details of site and site requirements are obtained and reviewed to determine specific safety requirements. |
|   |   | 1.2 Organisational requirements, occupational health and safety (OHS) regulations and legislation and codes are identified. |
|   |   | 1.3 Site safety requirements are identified according to organisational requirements. |
|   | Determine site safety requirements. | 2.1 Safety information necessary to ensure safety of personnel and general public is included in the on-site safety plan. |
|   |   | 2.2 Site areas are identified and classified in safety plan. |
|   |   | 2.3 Exact locations of first aid and emergency facilities are identified in on-site safety plan. |
|   |   | 2.4 Wastes on site are clearly identified in on-site safety plan by location and type. |
|   |   | 2.5 Emergency and personal protective equipment (PPE) requirements and potential hazards and risks are identified for specific site areas in on-site safety plan. |
|   |   | 2.6 Emergency response action or procedures are identified according to on-site safety plan. |
|   |   | 2.7 On-site safety plan is reviewed following feedback from stakeholders. |
|   | Communicate on-site safety plan to personnel. | 3.1 On-site safety plan is communicated promptly and clearly to relevant personnel according to organisational requirements, OHS regulations and legislation and codes. |
|   |   | 3.2 Personnel’s understanding of all aspects of on-site safety plan is confirmed through questioning and observation. |
|   |   | 3.3 Feedback from personnel is obtained and integrated into on-site safety plan. |
3.4 On-site safety plan is kept in an accessible place, according to organisational requirements, OHS regulations and legislation and codes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - determine site safety options
  - review operations
- basic illustration skills for drawing simple site maps
- interpersonal skills to:
  - manage consultation processes
  - present safety plan
- management skills to:
  - apply change management techniques
  - conduct strategic problem solving
  - plan work practices
  - identify and minimise hazards and risks
  - organise work methodically
  - apply quality assurance practices
  - use information technology to complete tasks
  - use emergency and personal protective equipment
- reading skills to interpret:
  - work or material requirements
  - materials safety data sheets (MSDS)
- written communication skills to:
  - write reports
  - prepare complex strategic documentation
- critical thinking skills to develop on-site safety plan, identifying:
  - resource needs
  - hazards and risks
- oral communication skills to:
  - ask and answer questions
  - explain on-site safety plan to personnel
give instructions
seek feedback
listen actively

**Required knowledge**

- environmental issues relating to:
  - life cycle of products: re-new, re-use and recycle
  - environmental regulations
- features required for on-site safety plan pertaining to:
  - site contract requirements
  - waste disposal methods
  - waste minimisation
  - waste prevention
  - waste segregation
  - work procedures
  - environmental issues
  - education and training outline
  - recycling and recovery requirements
  - monitoring personnel performance following safety training
  - quality control checks
  - review of effectiveness of new procedures and processes
- identification of safety issues pertaining to:
  - waste types, streams and characteristics and level of associated danger
  - waste non-conformances
  - unanticipated waste
  - waste non-conformance procedures
  - waste contaminants
  - hazardous waste
  - waste containment
  - waste disposal and recovery routes
- OHS requirements relating to:
  - dangerous goods and hazardous substances
  - OHS hierarchy of control
- waste audit, including:
  - analysing waste safety practices
  - analysing previous audit plans and audit processes pertaining to safety
- waste management provision, including:
  - organisational requirements in relation to safety
  - organisational structure and reporting requirements
  - legislation, regulations and codes of practice applicable to specific waste management
functions
- waste management safety options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>This unit of competency could be assessed by demonstration of site safety plans developed.</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit. In particular the person should demonstrate the ability to:  
  - identify site safety requirements  
  - specify all necessary PPE required to undertake work safely in each site area  
  - gather necessary information to develop on-site safety plan following consultation with stakeholders  
  - apply OHS requirements and duty of care to provide safe environment for personnel and general public. |
| Context of and specific resources for assessment | Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards’ requirements.  
Resource implications for assessment include:  
  - work plans and approved specifications  
  - forms and procedures manuals. |
| Method of assessment | An on-site safety plan must be developed in line with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies to assess competency in the development of the plan.  
Assessment methods must:  
  - satisfy the endorsed Assessment Guidelines of the Property Services Training Package  
  - include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application |
• reinforce the integration of employability skills with workplace tasks and job roles
• confirm that competency is verified and able to be transferred to other circumstances and environments.

Guidance information for assessment

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

This unit could be assessed on its own or in combination with other units of competency relevant to the job function, for example:
• CPPCMN3001B Participate in environmentally sustainable work practices
• CPPCMN4007A Manage workplace safety arrangements.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Details of site and site requirements may include:
• areas allowing access to general public
• organisational and site OHS requirements
• number of personnel on site
• potential hazards and risks, including level of risk
• waste incoming
• waste present at site.

Organisational requirements may include information found in:
• briefing papers
• job sheets
• letters
• memos
• operations manuals
• quality assurance documents
• tender and contract documents
• verbal or written instructions
• work procedures.

Legislation and codes
• codes, including:
may include:

- Australian Code for the Transport of Dangerous Goods by Road and Rail
- industry
- commonwealth, state and territory legislation, including:
  - anti-discrimination
  - environmental protection
  - equal employment opportunity
  - freedom of information
  - industrial
  - OHS
  - trade practices
  - road laws.

<table>
<thead>
<tr>
<th>Site safety requirements</th>
<th>must include:</th>
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<tbody>
<tr>
<td></td>
<td>all necessary requirements to ensure the safety of:</td>
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<td></td>
<td>environment</td>
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<td></td>
<td>equipment</td>
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<td>general public</td>
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<td>personnel</td>
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<td></td>
<td>structures</td>
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<table>
<thead>
<tr>
<th>Site safety requirements</th>
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<tbody>
<tr>
<td></td>
<td>awareness of potential hazards and risks</td>
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<td></td>
<td>communication requirements</td>
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<td></td>
<td>confined space awareness</td>
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<td></td>
<td>emergency procedure guides</td>
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<td></td>
<td>emergency response equipment</td>
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<td></td>
<td>emergency shut-down and lock-out procedures</td>
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<td></td>
<td>evacuation area</td>
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<td></td>
<td>first aid</td>
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<td></td>
<td>induction</td>
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<td>PPE requirements</td>
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<td>site security</td>
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<td></td>
<td>training</td>
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<td></td>
<td>warning signs and barriers</td>
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<table>
<thead>
<tr>
<th>Site areas</th>
<th>may include:</th>
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<tr>
<td></td>
<td>evacuation areas</td>
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<td></td>
<td>first aid bays</td>
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<td></td>
<td>general public access areas</td>
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<td></td>
<td>restricted areas</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>First aid and emergency facilities</th>
<th>may include:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>breathing apparatus</td>
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<tr>
<td></td>
<td>eye baths</td>
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<tr>
<td></td>
<td>fire extinguishers</td>
</tr>
<tr>
<td></td>
<td>first aid kits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wastes on site</th>
<th>may</th>
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<tbody>
<tr>
<td></td>
<td>solid (non-hazardous), e.g. construction and demolition</td>
<td></td>
</tr>
</tbody>
</table>
Potential hazards and risks may include:

- broken glass
- broken metal
- compaction equipment
- contamination
- dust
- fire
- gases and fumes
- hazardous waste (e.g. sharps)
- narrow driveways
- other vehicles and equipment
- overhanging signs
- projectiles
- spark-producing equipment
- unguarded conveyor belts

**Emergency and personal protective equipment must include:**

- communications equipment
- eye protection, such as goggles and protective glasses
- eyewash kit
- fire extinguishers
- first aid kit
- footwear
- gloves
- overalls and protective clothing.

**Emergency and personal protective equipment could also include:**

- breathing apparatus
- emergency procedure guides
- face shields or masks
- hard hats
- hearing protection
- MSDS
- spill kit.

**Potential hazards and risks are those identified by the organisation that may lead to:**

- damage to plant, vehicle or property
- harm to the environment
- illness or injury to employees, contractors or the public
- injuries resulting from manual handling and repetitive work.

**Personal protective equipment must be:**

- cleaned and fitted according to organisational requirements, manufacturer specifications and OHS requirements
- worn when required according to organisational requirements
- stored according to organisational requirements.

**Include:**

- liquid (non-hazardous), e.g. chemical and aqueous
- hazardous – regulated, prescribed, quarantined, medical and clinical
- recoverable resources, e.g. recyclable and green waste.
### Unit Sector(s)

Waste management

### Custom Content Section

Not applicable.

<table>
<thead>
<tr>
<th><strong>Emergency response action or procedures</strong> may include:</th>
<th><strong>weather.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>cleaning up</td>
<td>containing emergency</td>
</tr>
<tr>
<td>isolating or shutting down equipment or plant</td>
<td>evacuation</td>
</tr>
<tr>
<td>first aid</td>
<td>making site safe</td>
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<td>making site safe</td>
<td>notifying authorities</td>
</tr>
<tr>
<td>using PPE</td>
<td></td>
</tr>
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</table>
CUAACD302 Produce computer-aided drawings

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with CUA Creative Arts and Culture Training Package version 2.0.</td>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to use a range of computer-aided design and drafting (CADD) program functions to produce drawings. The focus of this unit is on the technical skills required to operate CADD, not on design skills.

It applies to individuals who use computer-aided drawing skills in various contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Visual communication – art, craft and design

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare for computer-aided drawing work | 1.1 Clarify drawing requirements in concept or project information  
1.2 Identify hardware, software, tools and equipment required for computer-aided design and drafting projects  
1.3 Set up hardware and software according to operating instructions and organisational procedures  
1.4 Identify and retrieve digitised information relevant to projects |
| 2. Gather object parameters and/or | 2.1 Establish and record critical dimensions and data for required designs |
CUA0302 Produce computer-aided drawings

Date this document was generated: 18 March 2019

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Skills Impact

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>measures</td>
<td>2.2 Identify requirements in relation to accuracy, tolerances and other key information</td>
</tr>
</tbody>
</table>

3. Prepare plots or drawings

| 3.1 Access and use CADD functions and features according to operating instructions |
| 3.2 Access and use peripheral equipment required for projects |
| 3.3 Prepare and review preliminary drawings in consultation with relevant people |

4. Finalise drawings

| 4.1 Check designs against project objectives and specifications according to organisational procedures |
| 4.2 Identify and make required adjustments to designs based on review and consultation with relevant people |
| 4.3 Store data files according to operating instructions and organisational procedures |
| 4.4 Submit final drawings within agreed time parameters |

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 4.1</td>
<td>• Interprets and evaluates detailed information, instructions and technical specifications in a range of formats to prepare for and produce computer aided drawings&lt;br&gt;• Reviews accuracy of drawings against specifications and project information</td>
</tr>
<tr>
<td>Writing</td>
<td>2.1, 2.2</td>
<td>• Records key design information using correct conventions and terminology</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.1, 3.3</td>
<td>• Uses questioning and careful listening to elicit information and opinions from others</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.1, 2.2, 3.1</td>
<td>• Identifies and records measurements and other numerically expressed specifications required for drawings&lt;br&gt;• Operates numerical functions of computer aided drawing equipment to produce drawings to accurate</td>
</tr>
</tbody>
</table>
## Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

### CADD functions and features must include:

- drawing tools to support methods for drawing:
  - lines
  - arcs
  - polylines
  - texts
  - dimensions
- edit functions
- plotting and printing
- view displays
- working with layers.

## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
<th>Equivalence status</th>
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</table>

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## Code and title

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</thead>
<tbody>
<tr>
<td>CUAACD302 Produce computer-aided drawings</td>
<td>CUVACD302A Produce computer-aided drawings</td>
<td>Updated to meet Standards for Training Packages and clarify intent.</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5
Assessment Requirements for CUAACD302 Produce computer-aided drawings

Modification History

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<tr>
<td>Release 1</td>
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</tr>
</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- select computer-aided design and drafting (CADD) hardware and software to suit project requirements
- follow operating instructions and organisational procedures
- use features and functions of a CADD program to produce drawings that meet project objectives
- use feedback from others to refine and produce final drawings within specified timelines.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the relevant hardware, software, tools and equipment used for CADD
- describe the ways in which CADD is used within the specific workplace situation
- describe typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- CADD equipment and software
- project or concept information
- operating instructions and organisational procedures
- relevant people.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5
CUAACKD303 Produce technical drawings

Modification History

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<tbody>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to apply a range of techniques to produce technical drawings that meet required standards and conventions.

It applies to individuals who use technical drawings in various contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Visual communication – art, craft and design

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for technical drawing work</td>
<td>1.1 Clarify drawing requirements by referring to project documentation and consulting with appropriate people</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify factors that may impact on technical drawing work</td>
</tr>
<tr>
<td></td>
<td>1.3 Select techniques to fit the purpose of the drawings</td>
</tr>
<tr>
<td></td>
<td>1.4 Prepare equipment and materials according to workplace procedures and safety requirements</td>
</tr>
<tr>
<td>2. Create technical drawings</td>
<td>2.1 Apply appropriate conventions and standards to technical drawings</td>
</tr>
<tr>
<td></td>
<td>2.2 Prepare and review preliminary drawings in consultation with</td>
</tr>
</tbody>
</table>
## ELEMENT PERFORMANCE CRITERIA

relevant people and confirm required amendments
2.3 Produce technical drawings that are consistent with concept and purpose of drawings
2.4 Finalise and submit technical drawings within agreed timeframes

### Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.2</td>
<td>• Interprets project documentation and other relevant information to identify drawing requirements and constraints</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.1, 2.2</td>
<td>• Uses questioning and careful listening to elicit information and opinions from others</td>
</tr>
<tr>
<td>Numeracy</td>
<td>2.1, 2.3</td>
<td>• Interprets numerical and spatial concepts related to drawing standards and conventions</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.2, 1.4</td>
<td>• Takes responsibility for following workplace procedures and safety requirements and recognises potential legal, ethical and contractual constraints when planning and undertaking work</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.1, 2.2</td>
<td>• Participates in review of work progress with relevant people</td>
</tr>
</tbody>
</table>
| Get the work done          | 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 | • Plans tasks in a logical sequence and manages time to complete final drawings within established timeframes
                                | • Selects techniques appropriate to the drawing purpose and concept                                                                       |
                                |                      | • Ensures drawings comply with correct standards and conventions                                                                           |
                                |                      | • Prepares preliminary drawings for evaluation by others and makes recommended adjustments                                                   |
Unit Mapping Information

<table>
<thead>
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<td>Equivalent unit</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5
Assessment Requirements for CUAACD303 Produce technical drawings

Modification History

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</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- produce technical drawings which:
  - show a command of selected techniques
  - adhere to technical drawing standards and conventions
  - satisfy specified drawing purposes and concepts
  - follow workplace procedures and safety requirements
  - use feedback from others to refine and produce final drawings
  - meet deadlines.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe physical properties and capabilities of the range of materials, tools and equipment used for technical drawing work
- explain technical drawing techniques and their application to a range of contexts and subject matter
- explain current standards and conventions for technical drawing
- describe work health and safety requirements for preparation of technical drawing materials and equipment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:
Assessment Requirements for CUAACD303 Produce technical drawings

- equipment and materials required to produce technical drawings
- documented technical drawing requirements
- workplace documentation
- relevant people.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5
CUAATS504 Work with Aboriginal and Torres Strait Islander cultural material

Modification History

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Application

This unit describes the skills and knowledge required to work with Aboriginal and Torres Strait Islander cultural material in a culturally appropriate manner. It involves the complex and interrelated elements of Aboriginal and Torres Strait Islander cultures, which are the cultural and intellectual properties of specific communities; elements that may only be interpreted by appropriate persons, for example those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

It applies to individuals who source, handle, interpret and exhibit Aboriginal or Torres Strait Islander cultural material in accordance with specific cultural and consultative requirements. The cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander people. This unit also reflects that there is no single Aboriginal or Torres Strait Islander culture.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Cultural services - Aboriginal and Torres Strait Islander cultural heritage

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Source Aboriginal or Torres Strait Islander</td>
<td>1.1 Identify and locate cultural material that may be appropriate for</td>
</tr>
</tbody>
</table>
# ELEMENT

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural material</td>
<td>exhibition or display</td>
</tr>
<tr>
<td>1. Confirm traditional ownership of material in consultation with appropriate communities</td>
<td></td>
</tr>
<tr>
<td>1. Consult with traditional custodians to determine suitable keeping place for materials not authorised for general exhibition</td>
<td></td>
</tr>
<tr>
<td>1. Negotiate permission and advice for the use of cultural material according to cultural protocols</td>
<td></td>
</tr>
<tr>
<td>1. Complete documentation including records and agreements according to cultural protocols</td>
<td></td>
</tr>
<tr>
<td>1. Research issues and protocols in relation to the return of cultural material to local Aboriginal or Torres Strait Islander communities</td>
<td></td>
</tr>
<tr>
<td>2. Handle Aboriginal or Torres Strait Islander cultural material</td>
<td>2. Describe, move, store and maintain cultural material according to cultural requirements</td>
</tr>
<tr>
<td>2. Note aspects of objects that need repair or attention and take action within scope of own job role or refer to relevant personnel as required</td>
<td></td>
</tr>
<tr>
<td>2. Communicate specific cultural requirements to colleagues</td>
<td></td>
</tr>
<tr>
<td>3. Prepare Aboriginal or Torres Strait Islander cultural material for exhibition</td>
<td>3. Consult with custodians to agree on culturally appropriate approaches to promote, exhibit and display material, and limitations to mode of exhibit</td>
</tr>
<tr>
<td>3. Develop culturally appropriate interpretive approaches</td>
<td></td>
</tr>
<tr>
<td>3. Develop exhibition support materials that take account of cultural protocols in consultation with custodians</td>
<td></td>
</tr>
<tr>
<td>3. Communicate requirements for display or exhibition of cultural material to colleagues</td>
<td></td>
</tr>
<tr>
<td>4. Display and return Aboriginal or Torres Strait Islander cultural material</td>
<td>4. Display material according to agreed cultural protocols and consultation outcomes</td>
</tr>
<tr>
<td>4. Prepare material for return in accordance with cultural requirements</td>
<td></td>
</tr>
<tr>
<td>4. Return cultural material to local Aboriginal or Torres Strait Islander communities in accordance with established cultural issues and protocols</td>
<td></td>
</tr>
</tbody>
</table>
## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>1.6</td>
<td>• Gathers, interprets and analyses information from a range of sources and identifies key information that assists in determining job and cultural requirements</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>1.5, 2.2, 3.3</td>
<td>• Prepares specific information that conveys an understanding of outcomes and alternatives and uses accurate, specific and appropriate terminology appropriate to present to relevant personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Completes relevant supporting documentation using clear and technically specific language terminology that reflect appropriate cultural protocols</td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>1.2, 1.3, 1.4, 2.3, 3.1, 3.3, 3.4</td>
<td>• Uses culturally sensitive language to convey ideas and listens carefully to the needs of community members and custodians</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses a range of persuasive responses appropriate to audience and environment and makes comparisons that show an understanding of requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses appropriate tone, pace and listening and questioning techniques to elicit others’ views and confirm understanding</td>
</tr>
<tr>
<td><strong>Navigate the world of work</strong></td>
<td>1.1, 1.6, 2.1, 2.2, 3.1</td>
<td>• Takes responsibility for following explicit and implicit policies, procedures and protocols relevant to own role and the cultural requirements associated with work</td>
</tr>
<tr>
<td><strong>Interact with others</strong></td>
<td>1.2, 1.3, 1.4, 2.3, 3.1, 3.3, 3.4</td>
<td>• Shows respect for the values, beliefs and cultural expectations of others when communicating with colleagues and external stakeholders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collaborates with others to achieve joint outcomes playing an active role in facilitating agreement</td>
</tr>
<tr>
<td><strong>Get the work done</strong></td>
<td>1.1, 1.6, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3</td>
<td>• Takes responsibility for planning, organising and implementing tasks and systems to manage and display culturally sensitive information and materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Systematically gathers and analyses all relevant information and evaluates options in order to make informed decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses problem solving techniques to identify and analyse issues</td>
</tr>
</tbody>
</table>
Unit Mapping Information

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<tr>
<td>CUAATS504 Work with Aboriginal and Torres Strait Islander cultural material</td>
<td>CULATS501A Work with Aboriginal and Torres Strait Islander cultural material</td>
<td>Updated to meet Standards for Training Packages and clarify intent.</td>
<td>Equivalent unit</td>
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</table>

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5
Assessment Requirements for CUAATS504 Work with Aboriginal and Torres Strait Islander cultural material

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</table>

Performance Evidence

Evidence of the ability to:

- source Aboriginal or Torres Strait Islander cultural material for display or exhibition
- consult in a culturally sensitive and effective manner with Aboriginal or Torres Strait Islander community members and custodians about the display of cultural material
- develop agreements for the use of cultural material and record them where required
- undertake activities preparing for the display of Aboriginal or Torres Strait Islander cultural material in a logical and efficient manner, demonstrating knowledge of cultural protocols and practices
- move, store, display, maintain and return cultural material in a manner consistent with established cultural protocols.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain nature and scope of Aboriginal or Torres Strait Islander cultural material appropriate for exhibition or display
- identify appropriate keeping places for cultural material not suitable/forbidden for exhibition or display
- explain issues and protocols relating to the use and return of cultural material to Aboriginal or Torres Strait Islander communities
- identify copyright, moral rights and intellectual property issues with particular reference to Aboriginal or Torres Strait Islander cultural material
- identify sources of support for developing Aboriginal and Torres Strait Islander collections
• describe current conventions of collection management, including appropriate consultations and respect for traditional custodianship when working with Aboriginal or Torres Strait Islander cultural material, including non-western concepts of collecting
• explain cultural protocols and appropriate consultations for identifying, moving, storing, maintaining and displaying cultural material in the relevant community context
• explain current industry policy on acquiring and managing Aboriginal and Torres Strait Islander cultural material.

Assessment Conditions
Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in Aboriginal and Torres Strait Islander cultural heritage environments. The assessment environment must include access to:
• Aboriginal or Torres Strait Islander cultural material or information on material when access is not available
• information about cultural protocols.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Assessment must ensure involvement in the assessment process of persons approved of by Elders, appropriate persons or custodians of the relevant Aboriginal or Torres Strait Islander community.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5
CUACNM301 Move and store collection material

Modification History

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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to handle, pack and unpack collection material when moving or storing it. It involves using techniques and materials suited to the material in accordance with established guidelines.

It applies to individuals who handle, move and store different types of collection material. Movement and storage may be within the same building of an organisation or to an external location. Storage may be short or long-term.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Cultural services - collection management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine movement and storage requirements</td>
<td>1.1 Assess documentation to determine scope of work required for movement and storage of collection material</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify organisational procedures and guidelines and specific requirements and confirm with relevant personnel</td>
</tr>
<tr>
<td></td>
<td>1.3 Assess collections to estimate projected current and future storage requirements with relevant personnel</td>
</tr>
</tbody>
</table>
## ELEMENT  PERFORMANCE CRITERIA

1.4 Seek specialist advice or assistance where required

### 2. Pack and unpack collection material

2.1 Select appropriate packing materials, tools and equipment and use safely
2.2 Handle collection material safely and in a manner that maintains integrity of collection material
2.3 Apply conservation and sustainability principles in the use of packaging materials
2.4 Label packaging to facilitate easy identification by others during transportation and within storage facilities
2.5 Recycle and dispose of waste responsibly

### 3. Move collection material

3.1 Select appropriate handling and moving equipment, and use safely
3.2 Handle collection material in a manner that protects individual items and contributes to efficient loading and unloading processes
3.3 Identify hazardous items and load them in a manner that minimises health and safety risk
3.4 Inspect load prior to transportation to ensure that items are loaded and secured appropriately, and make adjustments as required
3.5 Prepare transportation documentation

### 4. Arrange collection material and update records

4.1 Install, position or store collection material as required and within expected timeframes
4.2 Clear and clean work areas according to organisational procedures
4.3 Refer problems to relevant personnel as required
4.4 Update existing movement and storage records and prepare new records as required
4.5 Store records according to organisational policies and procedures

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
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</tr>
</thead>
</table>

Approved

© Commonwealth of Australia, 2019
| Reading          | 1.1, 1.2, 2.3, 3.4, 4.2, 4.5 | • Reads and interprets documentation to determine requirements for moving and storing different types of collection material |
| Writing         | 2.4, 3.5, 4.4 | • Legibly completes simple documentation, recording key information in a style and format relevant to requirements |
| Oral Communication | 1.2, 1.3, 1.4, 4.3 | • Seeks guidance and follows instructions to progress and complete work in accordance with industry and organisational processes and standards  
• Uses appropriate tone and language when communicating with others, including when making required arrangements for movement or storage |
| Numeracy       | 1.3 | • Uses mathematical techniques to estimate time and measurement |
| Navigate the world of work    | 1.2, 1.4, 2.1, 2.3, 2.5, 3.1, 3.3, 4.2, 4.4, 4.5 | • Understands roles and responsibilities for completion of tasks, seeking assistance when necessary  
• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements |
| Interact with others     | 1.2, 1.3, 1.4, 4.3 | • Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met |
| Get the work done       | 1.1, 1.3, 2.1, 3.1, 3.4, 4.1, 4.4 | • Plans and implements routine tasks and workload in a time-efficient manner  
• Analyses task requirements in order to decide on appropriate equipment and practices  
• Makes routine decisions based on implementation of standard procedures |

### Unit Mapping Information

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<td>CUACNM301 Move and store collection material</td>
<td>CULCNM303A Move and store collection material</td>
<td>Updated to meet Standards for Training Packages and clarify intent.</td>
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5
Assessment Requirements for CUACNM301 Move and store collection material

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with CUA Creative Arts and Culture Training Package version 2.0.</td>
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</tbody>
</table>

Performance Evidence

Evidence of the ability to:

- identify nature and scope of movement or storage work through review of workplace documentation and consultation with relevant personnel
- determine the job-specific requirements, based on the collection material to be moved and stored, and any cultural protocols and stakeholders to be considered
- prepare identified requirements, seeking specialist advice or assistance where required
- handle, move and store collection items using appropriate tools, equipment, techniques and organisational procedures to maintain the integrity of the collection material and meet required timeframe for movement and storage
- use safe and sustainable work practices during movement and storage work to:
  - handle collection material safely
  - use transport equipment and packaging material safely
  - minimise hazards during the work.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the key organisational procedures and guidelines relating to:
  - storage and transport documentation and records
  - use of materials, tools and equipment, including labelling
  - manual handling and work health and safety (WHS) procedures and requirements
  - preventive pest management processes
  - waste recycling and disposal
- describe the packing and storage approaches and techniques for:
Assessment Requirements for CUACNM301 Move and store collection material

- culturally sensitive material
- different types of collection material
- internal and external transportation
- short and long-term storage
- explain the record-keeping procedures for collection movement and storage
- identify the security requirements and issues to be considered when moving or storing collection material.
- list sources of specialist advice for moving and storing collection material.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a collection to be moved and stored
- materials, tools and equipment for packing, moving and storing collection items
- organisational procedures relating to moving and storing collection material
- sources of advice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5
CULMS002B Research and evaluate Aboriginal or Torres Strait Islander cultural material

Modification History
Not applicable.

Unit Descriptor

Unit descriptor  This unit describes the performance outcomes, skills and knowledge required to research the context and interpretation of Aboriginal or Torres Strait cultural material. As such, the unit focuses on the skills to analyse cultural material, including current collections and the impact of post-colonial history. These skills then form the basis for appropriate treatment and interpretation of cultural material. The unit includes a focus on appropriate consultation with the traditional custodians of cultural material.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit  This unit has particular application to Aboriginal or Torres Strait Islander peoples.

The cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture.

The unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures, which are the cultural and intellectual properties of specific communities across the continent and islands of Australia. These may only be interpreted by appropriate persons, for example those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

Any organisation or individual planning to train or assess this unit would be expected to work in a culturally appropriate manner with the appropriate Aboriginal or
Torres Strait Islander community, for example through the establishment of a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Research the context</td>
<td>1.1 Identify relevant sources of information on cultural</td>
</tr>
</tbody>
</table>
ELEMENT

of Aboriginal or Torres Strait Islander cultural material

PERFORMANCE CRITERIA

1.2 Use formal and informal research techniques in a culturally appropriate manner to access information

1.3 Critically evaluate the validity of the range of interpretations of cultural material and the cultural relevance to its traditional custodians

2 Assess post-colonial interpretation of Aboriginal or Torres Strait Islander cultural material

2.1 Critically evaluate the ways in which different aspects of post-colonisation history have affected the interpretation of Aboriginal or Torres Strait Islander cultural material

2.2 Critically evaluate collections in relation to the context in which materials were collected and interpreted and the respect shown for cultural protocols in sourcing, handling and exhibiting cultural material

2.3 Assess ways in which interpretations by those other than traditional custodians may have impacted on communities and/or individuals

3 Develop approaches to the interpretation of Aboriginal or Torres Strait Islander cultural material

3.1 Identify and explore potential new and appropriate approaches to the interpretation of cultural material based on knowledge and understanding of consultation with traditional custodians and respect for their wishes

3.2 Integrate the concept and practice of community consultation within interpretive approaches

3.3 Develop substantiated positions for interpretive approaches

3.4 Enhance interpretative approaches by challenging and adapting own ideas

4 Communicate new approaches to stakeholders

4.1 Identify key stakeholders in the interpretation and exhibition of cultural material, including traditional custodians
ELEMENT PERFORMANCE CRITERIA

4.2 Consult and negotiate ways with stakeholders in culturally appropriate ways to interpret Aboriginal or Torres Strait Islander cultural material in accordance with wishes of traditional custodians

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research and critical-thinking skills to analyse, interpret and present complex and varied references for application to cultural material
- literacy skills to critically evaluate and communicate ideas and concepts surrounding cultural material.

Required knowledge

- broad range of sources of information about post-colonial history, theory and cultural practice relating to Aboriginal or Torres Strait Islander cultural material
- key aspects of post-colonial history and its impact on the collection and interpretation of Aboriginal or Torres Strait Islander cultural material
- copyright, moral rights and intellectual property issues and legislation with particular reference to Aboriginal or Torres Strait Islander cultural material
- cultural protocols and appropriate consultations for the movement, storage and maintenance of cultural material in the relevant context/type of display
- cultural protocols for the exhibition of cultural material in the relevant community context.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction
EVIDENCE GUIDE

with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
- sound knowledge of information sources for Aboriginal or Torres Strait Islander cultural material
- knowledge of cultural protocols and practices as well as appropriate consultative processes in seeking information
- application of research and analytical skills to evaluate Aboriginal or Torres Strait Islander cultural material and its context.

Context of and specific resources for assessment

Assessment must ensure:
- involvement in the assessment process of persons approved of by Elders, appropriate persons or custodians of the relevant community
- access to sources of information on Aboriginal or Torres Strait Islander cultural material.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- project to research a specific collection of Aboriginal or Torres Strait Islander cultural material
- project to research and document the cultural significance of particular objects
- case studies to assess ability to research and use different types of information in the analysis of cultural material
- oral or written questioning to assess knowledge of cultural material.

Holistic assessment with other units relevant to the industry sector, workplace and job role is
EVIDENCE GUIDE

recommended, for example:

- CULMS001B Work with Aboriginal or Torres Strait Islander cultural material
- other collection and exhibition management units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant sources of information may include:

- community members (family groups, cultural educators, Elders)
- libraries
- museums
- archives
- cultural centres
- community organisations
- Indigenous units within local, state or national bodies

Cultural material may be:

- part of an existing collection (public or private)
- not yet part of a collection
- held by the local Aboriginal or Torres Strait Islander community or broader community
- held by an organisation external to the community
- held by individuals
- in the care of traditional custodians

The context of cultural material may relate to:

- pre-colonisation cultural practices
- post-colonisation collection and interpretive practices
- cultural/spiritual significance of cultural material to community
- the way material was acquired and historical view
RANGE STATEMENT

of Indigenous collections
- treatment of collection materials
- dispersal of skeletal remains and cultural materials within and outside of Australia
- men's or women's business
- secret or non-secret business
- rarity
- locality

Formal and informal research techniques may include:
- discussion
- note taking, listing
- interviews
- questionnaires
- critical discourse
- analysis
- reflection
- comparing information
- summation
- judgement
- observation

Information may relate to:
- philosophy
- Indigenous world views
- effects of colonisation on Indigenous lives and cultures
- dreaming stories
- world histories
- cultural issues
- spiritual beliefs
- aesthetics
- politics
- gender and identity issues
- land and place - traditional custodians of Country
- signs and symbols in cultural practice
- evaluative criticism in relation to interpretations made by post-colonial interpreters
- oral histories
RANGE STATEMENT

Cultural protocols may relate to:
- acquisition of material
- transportation
- storage
- written documentation on cultural materials
- exhibition
- geographic location
- degree of consultation with traditional custodians
- respect for the wishes of traditional custodians

New and appropriate approaches to interpretation may relate to:
- local Aboriginal or Torres Strait Islander community involvement
- different perceptions of both pre and post-colonial history
- interpretation in the context of post-colonial effects and behaviours
- local history
- oral histories
- appropriate consultation with traditional custodians
- respect for the wishes of traditional custodians
- industry/sector debate

Challenging and adapting ideas may include:
- comparing
- contrasting
- reflecting
- critiquing
- judging
- considering merit
- discussing and debating

Key stakeholders may include:
- Indigenous communities, including traditional custodians
- current holders of collections (private and public)
- cultural centres
- Indigenous units within local, state and national bodies
- museum/heritage organisations
Unit Sector(s)
Not applicable.

Competency field
Competency field  Aboriginal or Torres Strait Islander Museum Practice
CULMS010B Contribute to the preservation of cultural material

Modification History
Not applicable.

Unit Descriptor
Unit descriptor
This unit describes the performance outcomes, skills and knowledge required to contribute to the preservation of cultural material through a sound knowledge of conservation principles, practices and ethics and the application of basic preservation activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit
Application of the unit
This unit applies to individuals who have significant knowledge of preservation issues and may be involved in the application of basic preservation techniques with the involvement of a professional conservator.

The content of this unit relates to work that has a significant impact on Australia's cultural heritage and care must be taken to ensure appropriate implementation of the unit.

Any individual or organisation planning to undertake training and/or assessment of this unit must therefore consult with an appropriately qualified conservator or conservation organisation. The Australian Institute for the Conservation of Cultural Material is the recognised professional body in this area.

Licensing/Regulatory Information
Not applicable.
Pre-Requisites

Prerequisite units  Nil

Employability Skills Information

Employability Skills  The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop preservation skills and knowledge</td>
<td>1.1 Seek and access <em>opportunities to develop, update and maintain knowledge of preservation</em> issues and concepts</td>
</tr>
<tr>
<td></td>
<td>1.2 Integrate knowledge into work activities within scope of individual responsibility</td>
</tr>
<tr>
<td>2 Undertake basic preservation activities</td>
<td>2.1 Undertake <em>basic preservation activities</em> within scope of responsibility as agreed with a conservator and in accordance with <em>organisational plans and policies</em></td>
</tr>
<tr>
<td></td>
<td>2.2 Correctly apply techniques in a manner which</td>
</tr>
</tbody>
</table>
ELEMENT PERFORMANCE CRITERIA

maintains the integrity of the cultural material

2.3 Record data generated in the course of activities clearly and accurately in the appropriate format

2.4 Follow health, safety and environmental requirements at all times

2.5 Ensure that ethical and cultural protocols are adhered to at all times

Required Skills and Knowledge

Required Skills and knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to undertake ongoing professional development and acquisition of knowledge around preservation issues and concepts
- literacy skills to interpret conservation plans, to research conservation information, document and to report on condition of cultural material.

Required knowledge

- distinction between preservation, conservation and restoration
- basic preservation principles and methods
- principles and methods for handling cultural material
- available sources of appropriate expert advice
- AICCM Code of Ethics and Code of Practice
- copyright, moral rights and intellectual property legislation and issues that impact on conservation
- cultural protocols that impact on conservation of cultural material, including those for Aboriginal or Torres Strait Islander material
- role of a conservator and of a person working under the guidance of a conservator, including the scope of work undertaken by each and rationale for this
- requirements for safe work and manual handling
- formats and features of conservation plans, object condition reports.
Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound general knowledge of preservation techniques relevant to the collection/industry sector
- understanding of conservation ethics and cultural protocols, including limitations on the scope of work to be undertaken
- practical demonstration of competent and safe techniques working on one or more items under the guidance of a conservator.

Context of and specific resources for assessment

Assessment must ensure:

- access to cultural material
- access to equipment, materials and tools used in basic preservation activities.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- assessment of cultural material on which the candidate has worked
- direct observation of the candidate using techniques
- evaluation of candidate's responses to different collection scenarios to assess ability to develop approaches for different preservation needs and articulate different challenges and issues to be considered
- oral or written questioning to assess knowledge of different techniques and procedures.
EVIDENCE GUIDE

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS009B Implement preventive conservation activities.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Opportunities to develop, update and maintain knowledge of preservation issues and concepts may include:

- research
- attendance at seminars, workshops
- membership of professional organisations
- using conservator as a mentor
- reading current journals, newsletters and electronic discussion lists

Basic preservation activities will vary depending on the type of cultural material, but may include:

- surface cleaning
- designing/making storage enclosures and display supports
- attaching backboards to paintings
- creating hanging systems for paintings
- mounting and framing

Activities must be undertaken in accordance with advice from a specialist conservator to avoid potential damage to cultural material.

Organisational plans and policies vary in structure and may include:

- preservation plans
- conservation plans
RANGE STATEMENT

name but may include:

- collection management policies
- disaster preparedness policies

_Cultural material_ is defined as 'objects, collections, artworks, specimens, structures or sites' and includes:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- flora and fauna
- film/audiovisual material
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

_Health, safety and environmental requirements_ may relate to:

- use of chemicals or other toxic substances
- storage of chemicals
- provision and use of safety equipment
- safe manual handling
- safe use of tools and equipment
- reporting of occupational health and safety issues, including events and near misses
- impact on other parts of the collection
- toxic and hazardous materials in a collection
- condition/stability of item (dirt, mould, dust and pesticides)

_Cultural protocols_ may relate to:

- who can handle the cultural material
- where an item may be handled
- when an item may be handled
- consultation on potential treatments
- storage requirements
- appearance of the item
- relationship between item and other material in the collection
- methods and approaches to display
Unit Sector(s)
Not applicable.

Competency field
Competency field Preventive Conservation
FBPFSY2001 Implement the food safety program and procedures

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tr>
<td>Release 1</td>
<td>This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to maintain personal hygiene and conduct work tasks where work involves operation of production and packaging equipment and processes.

This unit applies to individuals who participate and comply with safety programs in the food processing sector. It does not apply to the pharmaceutical industry.

Legislative and regulatory requirements apply to food safety and are enforced through state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.

Pre-requisite Unit

Nil

Unit Sector

Food safety (FSY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Implement the food safety program</td>
<td>1.1 Identify food handling requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Carry out food handling and control food safety hazards according to the food safety program</td>
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<tr>
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<td>1.3 Report any incident where food safety control requirements are not met and take corrective action as directed</td>
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<tr>
<td>Elements</td>
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</table>
| 1.4 Record food safety information to meet requirements of the food safety program  
1.5 Maintain the workplace in a clean and tidy order to meet workplace standards  
1.6 Conduct work to comply with workplace environmental guidelines | |
| 2. Participate in maintaining and improving food safety | 2.1 Monitor work area, materials, equipment and product to ensure compliance with food safety requirements  
2.2 Identify and report processes, practices or conditions that could result in a food safety breach, and take corrective action as directed  
2.3 Raise food safety issues with supervisor |
| 3. Comply with personal hygiene standards | 3.1 Ensure personal hygiene meets the requirements of the food safety program  
3.2 Report health conditions and illness as required by the food safety program  
3.3 Wear appropriate clothing and footwear for the food handling task  
3.4 Move around the workplace in compliance with the food safety program |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Interpret information relating to food safety and environmental guidelines</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Monitor and interpret food safety information and data</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Understand main tasks, responsibilities and boundaries of own role, including use of personal protective clothing and equipment</td>
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Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
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</thead>
<tbody>
<tr>
<td>FBPFSY2001 Implement the food safety program and procedures</td>
<td>FDFFS2001A Implement the food safety program and procedures</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</table>

Links

Assessment Requirements for FBPFSY2001 Implement the food safety program and procedures

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Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has effectively implemented the food safety program and procedures on two separate occasions in a food processing or food packaging environment, including:

- identifying own responsibilities with regard to food safety
- identifying food safety risks in the workplace and the control measures used to manage them
- applying control measures in own work
- monitoring compliance with food safety standards
- identifying and acting on non-compliances, and participating in improving safety
- maintaining required standards of personal hygiene.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- sources of information and expertise on procedures and responsibilities for food safety relating to own work
- basic concepts of critical control point (CCP)-based food safety, including identification of hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met
- food safety management arrangements in the workplace, including awareness of food safety legislation, workplace policies and procedures to implement responsibilities, understanding the relationship between the quality system and the food safety program, personnel responsible for developing and implementing the food safety program, the role of internal and external auditors as appropriate, procedures followed to investigate contamination events, and performance improvement processes
- Food Standards Code and why it exists
- common microbiological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences, and control methods to prevent occurrence
- basic understanding of the properties, handling and storage requirements of ingredients, materials and products handled and used
- methods used to monitor that food safety is under control, including the purpose of sampling
- action required in the event of non-compliance (corrective action is typically described in the food safety program and/or related workplace information)
- purpose of keeping records, and the recording requirements of the food safety program
- methods used in the workplace to isolate or quarantine food that may be unsafe
- product and ingredient traceability procedures, such as product recall where required by work responsibilities
- clothing and footwear requirements for working in and/or moving between food handling areas
- personal clothing maintenance, laundering and storage requirements
- appropriate bandages and dressings to be used when undertaking food handling
- housekeeping requirements and responsibilities relating to own work, and use and storage of housekeeping/cleaning equipment where relevant
- procedures to follow in the event of pest sighting or discovery of infestation
- purpose and importance of cleaning and sanitation procedures.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

- physical conditions:
  - skills must be demonstrated in a workplace setting or an environment that accurately represents a real food processing workplace
- resources, equipment and materials:
  - food safety information relating to the workplace, including a food safety program outlining food safety hazards and control methods
  - sampling and test procedures and related equipment
  - appropriate clothing and related apparatus
  - reporting and monitoring systems
- specifications:
  - work instructions and procedures relevant to work task
  - cleaning and sanitation policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volume Implementation Guides are found in VETNet: -
FBPFSY3001 Monitor the implementation of quality and food safety programs

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Application

This unit of competency describes the skills and knowledge required to provide a leadership role in supporting day-to-day implementation of the quality and food safety programs and procedures in a work area.

The unit applies to individuals who monitor, maintain and oversee quality standards and food safety programs and take corrective action in response to non-compliance. It does not apply to the pharmaceutical industry.

Legislative and regulatory requirements apply to food safety and are enforced through state/territory jurisdictions. Users must check with the relevant regulatory authority before delivery.

Pre-requisite Unit

Nil

Unit Sector

Food safety (FSY)

Elements and Performance Criteria

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<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Ensure others in the work area are able to meet quality and food safety requirements</td>
<td>1.1 Ensure appropriate personal protective clothing and equipment is available, functional and fits correctly</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm that information on food safety and quality responsibilities and procedures is current, accessible and</td>
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<tr>
<td>Elements</td>
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</tr>
<tr>
<td></td>
<td>communicated to others in the work area</td>
</tr>
<tr>
<td></td>
<td>1.3 Confirm that information about identified hazards and the outcomes of risk assessment and risk control procedures is accessible and communicated to others in the work area</td>
</tr>
<tr>
<td></td>
<td>1.4 Confirm that mentoring and coaching support is available to support individuals and groups to implement quality and safe food handling procedures</td>
</tr>
<tr>
<td>2. Monitor observance of quality standards and food safety programs in the work area</td>
<td>2.1 Confirm that work procedures in the work area are clearly defined, documented and followed</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify deviation from procedures, and report and address within level of responsibility</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure that staff behaviour is consistent with workplace policies and procedures that support food safety and quality</td>
</tr>
<tr>
<td></td>
<td>2.4 Identify and report food safety and quality hazards</td>
</tr>
<tr>
<td></td>
<td>2.5 Record food safety and quality information</td>
</tr>
<tr>
<td></td>
<td>2.6 Maintain the work area to comply with housekeeping standards</td>
</tr>
<tr>
<td></td>
<td>2.7 Conduct work to comply with workplace environmental guidelines</td>
</tr>
<tr>
<td>3. Take corrective action in response to quality and food safety non-compliance</td>
<td>3.1 Implement workplace procedures for responding to quality and food safety non-compliance</td>
</tr>
<tr>
<td></td>
<td>3.2 Investigate hazardous events to identify cause</td>
</tr>
<tr>
<td></td>
<td>3.3 Implement control measures to prevent recurrence and minimise risks of hazardous events</td>
</tr>
<tr>
<td>4. Improve quality and food safety in the work area</td>
<td>4.1 Identify opportunities for improving food safety and quality, and raise with relevant personnel</td>
</tr>
<tr>
<td></td>
<td>4.2 Contribute to revising procedures to support effective control of quality and food safety hazards</td>
</tr>
<tr>
<td></td>
<td>4.3 Communicate improvements to team members</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reading                      | • Interpret food safety program  
                             • Interpret workplace food safety practices and procedures       |
| Navigate the world of work   | • Apply knowledge of regulations and policies relevant to workplace food safety program |
| Get the work done            | • Use problem-solving skills to investigate non-conformance, and revise procedures where necessary |

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| FBPFSY3001 Monitor the implementation of quality and food safety programs | FDFFS3001A Monitor the implementation of quality and food safety programs | Updated to meet Standards for Training Packages  
                             Prerequisite unit removed  
                             Minor changes to Performance Criteria to clarify intent | Equivalent unit          |

Links

Companion Volume Implementation Guides are found in VETNet:  
Assessment Requirements for FBPFSY3001 Monitor the implementation of quality and food safety programs

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with the FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has effectively monitored the implementation of quality and food safety programs on two different occasions, including:

- confirming quality and food safety program requirements, risks and control measures of the work area
- confirming that control measures are in place and that personnel in the work area are equipped and informed to implement programs
- identifying, addressing and following up on non-compliances
- identifying causes of non-compliance
- conducting risk assessments and recommending responsive actions
- providing support to others to implement the programs
- completing and maintaining documentation.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- procedures and responsibilities for food safety relevant to the workplace
- principles of a critical control point (CCP) analyses approach to managing food safety, including identifying hazards that are likely to occur, establishing appropriate methods of control, and confirming that controls are met
- Food Standards Code
- basic concepts of quality assurance, including hazards, risk assessment and control methods
• methods to manage and support quality and food safety in the workplace, including systems for maintaining and updating documents, including operating procedures and specifications
• clothing and footwear requirements for working in and/or moving between food handling areas, including personal clothing maintenance, laundering and storage requirements
• appropriate bandages and dressings to be used when undertaking food handling
• housekeeping requirements and responsibilities relating to own work, including use and storage of housekeeping/cleaning equipment
• procedures to follow in the event of pest sighting or discovery of infestation
• purpose and importance of cleaning and sanitation procedures
• legislative requirements for food safety and quality
• awareness of common microbiological, physical and chemical hazards related to the foods handled in the work area, including the types of hazards likely to occur, the conditions under which they occur, possible consequences, and control methods to prevent occurrence
• suitable standard for materials, measuring devices, equipment and utensils used in the work area
• properties of food and ingredients used that affect food safety, including an understanding of related storage, processing and handling requirements
• reasons that food safety/quality hazards occur, including an understanding of common microbiological, physical and chemical hazards, related control methods and the way changes in equipment and/or processing methods can affect food safety and quality outcomes
• procedures for identifying unsafe and/or non-conforming product, including control points and evidence of out-of-specification product or materials
• sampling procedures, test methods and inspections
• options for responding to non-compliance, including legal responsibility, risk management and cost/implications of different responses, and level of responsibility for decision-making
• methods used in the workplace to isolate or quarantine food that may be unsafe
• waste collection, recycling, handling and disposal, including handling/disposal requirements for different types of waste, including hazardous waste
• traceability and recall procedures within level of responsibility
• documentation system and procedures, including recordkeeping to meet both company and legal requirements, procedures for developing and/or reviewing workplace procedures, and document control systems used in the workplace
• internal and external auditing arrangements, roles and responsibilities as they relate to own work responsibilities
• appropriate communication skills and techniques to convey information on quality and food safety requirements to others in the workplace.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
• skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
• resources, equipment and materials:
  • personal protective clothing and equipment as required
  • reporting and monitoring systems
• specifications:
  • food safety program for the work area that identifies critical control points, control measures and corrective actions
  • quality policy, system and procedures
• relationships:
  • interactions with work team and supervisor.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

FBPFSY3002 Participate in a HACCP team

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to participate in the development and review of a hazard analysis critical control point (HACCP)-based food safety program.

The unit applies to individuals who work under broad direction and take responsibility for their own work, including limited responsibility for the work of others, and who participate in the development of a food safety program typically limited to their immediate work area.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Food safety (FSY)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to develop and review a food safety program</td>
<td>1.1 Recognise roles and responsibilities for participating in, developing or reviewing a food safety program&lt;br&gt;1.2 Identify the scope of a food safety program</td>
</tr>
<tr>
<td>2. Identify and review food safety hazards</td>
<td>2.1 Identify processes to be covered by the food safety program and recognise the steps within each process</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
---|---
*Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.*

2.2 Identify food safety hazards that are reasonably expected for each critical control point
2.3 Review safety handling methods, processing techniques and existing support programs used in the workplace as part of a team

3. Establish or review methods to monitor and control food safety hazards

3.1 Establish acceptable methods of control for each food safety hazard that is reasonably expected to occur
3.2 Validate control methods against safety standards
3.3 Establish or review procedures for taking preventative action
3.4 Establish or review appropriate methods for monitoring that processes remain within control
3.5 Establish required corrective action to respond to situations where hazards are not effectively controlled

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
</table>
| Get the work done | • Recognise and respond to predictable safety problems, and implement standard or logical solutions  
• Identify ideas for improvements to safety processes, and consider them in current contexts |

### Unit Mapping Information

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>FBPFSY3002 Participate in a HACCP team</td>
<td>FDFTEC3001A Participate in a HACCP team</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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<td>Description</td>
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<tr>
<td>Prerequisite removed</td>
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<tr>
<td>Minor changes to Performance Criteria for clarity</td>
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</tr>
<tr>
<td>Unit code changed to reflect more suitable sector alignment</td>
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</tbody>
</table>

**Links**

Assessment Requirements for FBPFSY3002 Participate in a HACCP team

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Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has actively participated in a food safety team on a minimum of two occasions, including:

- identifying food safety hazards in the critical control points (CCPs) of production processes
- establishing and validating control standards and methods for a minimum of two potential hazards
- applying food safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and intent of food safety legislation, including Food Standards Code
- the roles and responsibilities for developing and maintaining the food safety program, including roles of internal and external auditors and authorised officers
- techniques for applying critical control point principles, including techniques for identifying hazards, assessing the likelihood of occurrence, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met, and developing system review procedures
- techniques used to map operations and analyse food safety requirements, such as preparation of flow charts, hazard analysis charts and tables, and data analysis reports
- raw materials, ingredients and finished product composition and characteristics, and related handling and storage requirements
- food processing methods used in the workplace or work area and their effect on food safety
• sources of technical expertise on food safety requirements
• the role of consultation in the development, implementation and ongoing maintenance of the food safety program
• documentation and recording requirements to support communication and monitoring of the food safety program, including procedures for maintaining and updating relevant documents, such as operating procedures
• main types of food safety hazards and contamination likely to occur given product type and processing methods used
• conditions required for bacterial food poisoning to occur, such as water activity, pH, composition and time and temperature as relevant to food handled
• acceptable control methods for identified hazards, and required corrective actions when control requirements are not met
• typical support programs, such as cleaning schedules, pest control, stock rotation, product traceability, personal hygiene, and how they can be used as part of a food safety program
• validation and verification processes and techniques and responsibilities.

Assessment Conditions

Assessment of skills must take place under the following conditions:

• physical conditions:
  • skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
• resources, equipment and materials:
  • workplace food safety program documentation
• specifications:
  • review/audit arrangements
  • advice on quality and food safety legislation
  • procedures for developing or modifying specifications and other advice on food safety requirements
  • reporting/recording system
• relationships (internal and/or external):
  • interactions with team members.

Links

Companion Volume Implementation Guides are found in VETNet: -
FBPGPS2011 Operate a creamed honey manufacture process

Modification History

<table>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to set up, monitor, and adjust a process to produce creamed honey.

This unit applies to individuals who apply basic operating principles to the operation and monitoring of machines and equipment used to cream honey in a production environment within the honey processing industry.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Grocery and product supplies (GPS)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare the equipment and process for operation</td>
<td>1.1 Confirm liquid and seed honey are available to meet production requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and confirm cleaning and maintenance requirements have</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Fit and adjust machine components and related attachments according to operating requirements</td>
<td>1.3 Fit and adjust machine components and related attachments according to operating requirements</td>
</tr>
<tr>
<td>1.4 Enter processing or operating parameters to meet safety and production requirements</td>
<td>1.4 Enter processing or operating parameters to meet safety and production requirements</td>
</tr>
<tr>
<td>1.5 Check and adjust equipment performance as required</td>
<td>1.5 Check and adjust equipment performance as required</td>
</tr>
<tr>
<td>1.6 Conduct pre-start checks according to operator instructions</td>
<td>1.6 Conduct pre-start checks according to operator instructions</td>
</tr>
<tr>
<td>2. Operate and monitor the creamed honey manufacture process</td>
<td>2.1 Start-up and operate the honey manufacture process according to work health and safety and operating procedures</td>
</tr>
<tr>
<td>2.2 Monitor equipment to identify variation in operating conditions</td>
<td>2.2 Monitor equipment to identify variation in operating conditions</td>
</tr>
<tr>
<td>2.3 Identify variation in equipment operation and report maintenance requirements</td>
<td>2.3 Identify variation in equipment operation and report maintenance requirements</td>
</tr>
<tr>
<td>2.4 Confirm that specifications are met at each stage according to production specifications</td>
<td>2.4 Confirm that specifications are met at each stage according to production specifications</td>
</tr>
<tr>
<td>2.5 Identify, rectify or report out-of-specification product and process outcomes according to workplace procedures</td>
<td>2.5 Identify, rectify or report out-of-specification product and process outcomes according to workplace procedures</td>
</tr>
<tr>
<td>2.6 Maintain the work area according to workplace guidelines</td>
<td>2.6 Maintain the work area according to workplace guidelines</td>
</tr>
<tr>
<td>2.7 Enter workplace records in required format</td>
<td>2.7 Enter workplace records in required format</td>
</tr>
<tr>
<td>3. Shut down the creamed honey manufacture process</td>
<td>3.1 Identify the appropriate shutdown procedure</td>
</tr>
<tr>
<td>3.2 Shut down the process safely according to operating procedures</td>
<td>3.2 Shut down the process safely according to operating procedures</td>
</tr>
<tr>
<td>3.3 Identify and report maintenance requirements</td>
<td>3.3 Identify and report maintenance requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Read and interpret standard operating procedures for the creamed honey manufacturing process</td>
</tr>
<tr>
<td>Writing</td>
<td>• Complete records according to workplace guidelines on paper-based and electronic media</td>
</tr>
</tbody>
</table>
Skill | Description
--- | ---
**Numeracy** | • Monitor control points for time and temperature measurements, vacuum pressure and steam flow

**Navigate the world of work** | • Apply workplace procedures to own role and responsibilities  
• Understand main tasks, responsibilities and boundaries of own role, including use of personal protective clothing and equipment, housekeeping standards and environmental care requirements  
• Maintain a clean and hazard-free work area  
• Maintain hygiene standards

**Interact with others** | • Report operational and safety information to relevant personnel using required communication method

**Get the work done** | • Solve routine problems according to workplace guidelines and using experience of past solutions

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**Unit Mapping Information**

<table>
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<tr>
<td>FBPGPS2011 Operate a creamed honey manufacture process</td>
<td>FDFGPS2011A Operate a creamed honey manufacture process</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

**Links**

Assessment Requirements for FBPGPS2011 Operate a creamed honey manufacture process

Modification History

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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that, on at least one occasion, the individual has:

- conducted pre-start checks on machinery used for creaming honey
- started, operated, monitored and adjusted process equipment used for creaming honey to achieve required quality outcomes
- taken corrective action in response to typical faults and inconsistencies
- completed workplace records in required format
- applied safe work practices, and identified work health and safety hazards and controls
- safely shut down equipment
- applied food safety procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic principles of crystallisation, including:
  - an understanding of crystal structure and where appropriate
  - methods used to reduce crystal size
  - the effects of temperature and agitation on crystal formation
  - appropriate ratio of seed to liquid honey
  - factors that influence the crystallisation process, including moisture content and crystal size
- basic operating principles of equipment, including:
  - main equipment components
  - status and purpose of guards
  - equipment operating capacities and applications
• purpose and location of sensors and related feedback instrumentation
• services required for creamed honey manufacture and action to take if services are not available
• quality and organoleptic characteristics of different types of honey processed
• quality characteristics to be achieved by the final product, and related test methods used to confirm quality
• quality requirements of seed and liquid honey used, and the effect of variation on the final product
• operating requirements, parameters and corrective action required where the process is outside specified operating parameters (including ambient and processing temperatures, agitation speeds, and holding times and temperatures)
• typical equipment faults and related causes, including:
  • signs and symptoms of faulty equipment
  • early warning signs of potential problems
• methods used to monitor each stage of the production process, including inspecting, measuring and testing as required
• inspection or test points (control points) in the process and the related procedures and recording requirements
• contamination and food safety risks associated with the process and related control measures (this relates specifically to air inclusion and moisture content, and related methods of control)
• common causes of variation and corrective action required
• factors that affect the stability and shelf-life of the finished product and options to extend shelf-life, including storage conditions for packed product
• work health and safety hazards and controls, including the limitations of protective clothing and equipment relevant to the work process
• requirements of different shutdowns as appropriate to the process and workplace production requirements, including:
  • emergency and routine shutdowns
  • procedures to follow in the event of a power outage
• isolation, lock out and tag out procedures and responsibilities
• procedures and responsibility for reporting production and performance information
• environmental issues and controls relevant to the process, including waste/ rework collection and handling procedures related to the process
• basic operating principles of process control, including the relationship between control panels and systems and the physical equipment
• routine maintenance procedures for creamed honey manufacture equipment
• cleaning and sanitation procedures for creamed honey manufacture equipment.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
• a workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • process and related equipment and services
  • seed and liquid honey
  • personal protective clothing and equipment
  • sampling schedules, and test procedures and equipment
  • cleaning procedures, materials and equipment
• specifications:
  • work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  • information on equipment capacity and operating parameters
  • production schedule/batch instructions
  • specifications, control points and processing parameters
  • documentation and recording requirements and procedures
• relationships:
  • interactions with team members and supervisors.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4
FBPOPR2023 Operate a packaging process

Modification History

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<tbody>
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</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to set up, operate, adjust and shut down a packaging process or sub-system.

This unit applies to individuals who operate and monitor a packaging process and associated equipment in a food processing packaging environment. The unit applies in a food processing packaging environment where no other specific packaging unit is available.

A packaging process may relate to primary and secondary packaging activities. It typically requires the operation of a series of related items of equipment to achieve the required outcome.

All work must be carried out to comply with workplace procedures, in accordance with State/Territory work health and safety, and food safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for work in</td>
<td>1.1 Read or listen to work instructions from supervisor and clarify</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| processing area | where needed  
1.2 Identify work health and safety hazards and tell supervisor  
1.3 Wear appropriate personal protective equipment (PPE) and ensure correct fit  
1.4 Confirm that packaging components and consumables, materials and items to be packaged are available to meet operating requirements  
1.5 Identify and confirm cleaning and maintenance requirements and status according to workplace procedures |
| 2. Prepare the equipment and process for operation | 2.1 Fit and adjust machine components and related attachments  
2.2 Enter operating parameters to meet safety and production requirements  
2.3 Load or position materials, product and packaging components and consumables according to food safety and operating requirements  
2.4 Check and adjust equipment performance according to operating and job requirements  
2.5 Carry out pre-start checks according to operator instructions |
| 3. Operate and monitor the process | 3.1 Start, operate and monitor the process for variation in operating conditions according to work health and safety and operating procedures  
3.2 Monitor the process to confirm that specifications are met  
3.3 Identify, rectify and report out-of-specification equipment, product or process outcomes according to workplace requirements |
| 4. Shut down the process | 4.1 Identify the appropriate shutdown procedure  
4.2 Shut the process down safely according to operating procedures  
4.3 Report maintenance requirements according to workplace procedures  
4.4 Maintain workplace records according to workplace procedures |
## Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>• Interpret workplace and standard operating procedures relevant to job role</td>
</tr>
<tr>
<td></td>
<td>• Interpret production requirements</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>• Record operating, routine maintenance and shutdown information on paper-based and electronic media</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>• Monitor and interpret production and process control indicators and data</td>
</tr>
<tr>
<td></td>
<td>• Monitor supply and flow of materials to and from the process</td>
</tr>
<tr>
<td><strong>Navigate the world of work</strong></td>
<td>• Apply workplace procedures to own role and responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Identify skills, knowledge and experience required for performing own role in the workplace</td>
</tr>
<tr>
<td></td>
<td>• Ask questions to clarify understanding or seek further information</td>
</tr>
<tr>
<td><strong>Interact with others</strong></td>
<td>• Communicate and report operational and safety information to relevant personnel</td>
</tr>
<tr>
<td><strong>Get the work done</strong></td>
<td>• Access and interpret process control panels and system</td>
</tr>
<tr>
<td></td>
<td>• Maintain a clean and hazard-free work area</td>
</tr>
<tr>
<td></td>
<td>• Identify out-of-specification standards and maintain quality specifications</td>
</tr>
<tr>
<td></td>
<td>• Confirm equipment status and condition</td>
</tr>
<tr>
<td></td>
<td>• Interpret process and equipment information to monitor process and respond to abnormal performance and variations</td>
</tr>
</tbody>
</table>

## Unit Mapping Information

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<tbody>
<tr>
<td>FBPOPR2023 Operate a packaging process</td>
<td>FDFOP2023A Operate a packaging process</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4
Assessment Requirements for FBPOPR2023 Operate a packaging process

Modification History

<table>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 1.0</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency in this unit must satisfy all of the elements and performance criteria of this unit.

There must be evidence that the individual has operated a packaging process on at least one occasion, including:

- accessing workplace information to identify packaging requirements
- selecting, fitting and using PPE
- confirming supply of necessary packaging components/consumables, materials and services
- conducting pre-start checks, including:
  - inspecting equipment condition to identify any signs of wear
  - setting coders and printers
  - selecting appropriate equipment settings and/or related parameters
  - cancelling isolation or lock-outs as required
  - confirming that equipment is clean and correctly configured for packaging requirements
  - positioning sensors and controls correctly
  - ensuring any scheduled maintenance has been completed
  - confirming that all safety guards are in place and operational
- starting, operating, monitoring and adjusting packaging equipment to achieve required outcomes, including:
  - packaging components/consumables and/or product
  - monitoring control points (for example, weights, codes, placement, glue temperatures, alignment and appearance, configuration and seal integrity) as required to confirm process remains within specification
  - monitoring supply and flow of materials to and from the process
  - taking corrective action in response to out-of-specification results
  - responding to and/or reporting equipment failure within level of responsibility
  - locating emergency stop functions on equipment
- following isolation and lock-out/tag-out procedures as required to take packaging equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- completing workplace records as required
- maintaining work area to meet housekeeping standards
- using process control systems according to enterprise procedures
- cleaning and sanitising equipment according to enterprise procedures
- following relevant work health and safety procedures.

**Knowledge Evidence**

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- purpose and basic principles of the packaging process, including:
  - the purpose and characteristics required of packaging materials used
  - the principles of the packaging process used (where methods involve vacuum or map packaging, it includes an understanding of the effect of modified atmosphere on product shelf-life)
- product and packaging coding requirements and related legal requirements, including product weight
- basic operating principles of equipment, including:
  - main equipment components
  - status and purpose of guards
  - equipment operating capacities and applications
  - the purpose and location of sensors and related feedback instrumentation
- services required and action to take if services are not available
- the flow of processes supplying the packaging process and the effect of outputs on downstream processes
- quality characteristics required of the packaging process, including seal integrity requirements
- effect of variation in inputs, including packaging components/consumables, materials and/or services, on process performance
- operating requirements and parameters, and corrective action required where operation is outside specified operating parameters, including restart procedures following a crash or jam-up
- typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems
- methods used to monitor the packaging process, including visual inspecting, and measuring and testing as required by the process
- inspection or test points (control points) in the process and the related procedures and recording requirements
- contamination/food safety risks related to stages in the packaging process, and related control measures
- common causes of variation and corrective action required
- work health and safety hazards and controls relevant to the packaging process
- requirements of different shutdowns as appropriate to the packaging process, including:
  - emergency and routine shutdowns and procedures to follow in the event of a power outage
  - conducting basic equipment referencing where required
- isolation, lock-out and tag-out procedures and responsibilities
- procedures and responsibility for reporting production and performance information
- environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process
- basic operating principles of process control, including the relationship between control panels and systems and the physical equipment
- cleaning and sanitation procedures for packaging equipment.

Assessment Conditions

Assessment of skills must take place under the following conditions:
- physical conditions:
  - a workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - personal protective clothing and equipment
  - packaging and related equipment and services
  - materials to be packaged and packaging components/consumables
  - sampling schedules, test procedures and equipment
- specifications:
  - work procedures, including advice on safe work practices, food safety, quality and environmental requirements
  - information on equipment capacity and operating parameters
  - specifications, control points and operating parameters
  - documentation and recording procedures
  - cleaning procedures, materials and equipment.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4
FBPOPR2066 Apply sampling procedures

Modification History

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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.</td>
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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to interpret sampling plans, and to collect and transfer samples to retain sample integrity.

This unit applies to individuals who would typically be required to follow specific sampling procedures under general supervision.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Operational (OPR)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for sampling</td>
<td>1.1 Read or listen to work instructions from supervisor and clarify where needed</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify health and safety hazards in the workplace and inform supervisor</td>
</tr>
<tr>
<td></td>
<td>1.3 Wear appropriate personal protective equipment and ensure correct fit</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify sampling requirements in the sampling plan</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

1.5 Prepare sampling equipment, containers and labels

2. Collect samples

2.1 Collect samples as specified in the sampling plan
2.2 Handle and prepare samples to preserve sample and source integrity
2.3 Identify and report defects or abnormalities in source material and sample
2.4 Record sample information in line with workplace requirements
2.5 Maintain a clean and tidy workplace

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>• Record sample information accurately</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Solve familiar and generally predictable problems within workplace guidelines</td>
</tr>
</tbody>
</table>

Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<tr>
<td>FBPOPR2066 Apply sampling procedures</td>
<td>FDFOP2013A Apply sampling procedures</td>
<td>Updated to meet Standards for Training Packages Minor changes to Performance Criteria to clarify intent</td>
<td>Equivalent unit</td>
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</table>
Links

Companion Volume Implementation Guides are found in VETNet: -
Assessment Requirements for FBPOPR2066 Apply sampling procedures

Modification History

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely and effectively taken 10 samples, in line with the sampling plan, including:

- accessing and interpreting sampling plan to identify requirements
- selecting, fitting and using personal protective equipment
- preparing for sampling to ensure required tools, containers and labels are available
- following sampling procedures and the sampling plan to collect samples from the designated points, in the quantities and at the times specified
- identifying atypical source materials and/or samples and take corrective action, such as reporting abnormalities, repeating sample collection and/or following intensive sampling schedules
- completing sample records according to workplace requirements, such as labelling samples as required
- transferring samples for testing
- maintaining work area to meet housekeeping standards.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards and controls in the workplace, including the purpose and limitations of personal protective equipment
- basic sampling principles, including the importance of following the sampling plan to obtain representative sampling reflecting characteristics of source material, the sample characteristics and related preservation, handling and storage requirements, and the labelling system purpose and requirements
- tests to be conducted on samples, and related handling and preparation requirements and responsibilities
• characteristics of materials sampled, and common contaminants and related conditions under which contamination is likely to occur
• sampling techniques relevant to samples collected, such as sterilisation methods and procedures
• the relationship between sampling, testing and production processes, including different sampling regimes that may apply in response to non-standard conditions or after corrective action is taken to adjust production outputs
• procedures and responsibility for reporting and recording sampling information, including legislative requirements
• procedures for preparing samples.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
  • skills must be demonstrated in a workplace setting or an environment that accurately represents a real workplace
• resources, equipment and materials:
  • sampling plan
  • recording and reporting system
  • sampling equipment and containers as required
  • product/source material to be sampled.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volume Implementation Guides are found in VETNet: -
FBPVIT3001 Coordinate vineyard operations

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to coordinate vineyard operations in a range of day-to-day activities in areas such as harvesting, nursery, pruning or canopy management.

The unit applies to individuals who coordinate operations within a vineyard. They work under broad direction and exercise autonomy and judgement where required.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, and food safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Viticulture (VIT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare to coordinate vineyard activities</td>
<td>1.1 Interpret and confirm job requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm environmental guidelines and identify potential health and safety hazards and controls according to workplace procedures</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1. Select and fit personal protective equipment according to the job requirements</td>
<td>1.3 Select and fit personal protective equipment according to the job requirements</td>
</tr>
<tr>
<td>1.4 Identify and clarify activity goals and job requirements with supervisor</td>
<td>1.4 Identify and clarify activity goals and job requirements with supervisor</td>
</tr>
<tr>
<td>1.5 Ensure appropriate personnel required are available</td>
<td>1.5 Ensure appropriate personnel required are available</td>
</tr>
<tr>
<td>1.6 Ensure materials and equipment are available and ready</td>
<td>1.6 Ensure materials and equipment are available and ready</td>
</tr>
<tr>
<td>2. Coordinate vineyard activities</td>
<td>2.1 Confirm work targets, timelines and processes to achieve activity goals and job requirements</td>
</tr>
<tr>
<td>2.2 Allocate individual work tasks and roles to ensure activity goals and job requirements are met</td>
<td>2.2 Allocate individual work tasks and roles to ensure activity goals and job requirements are met</td>
</tr>
<tr>
<td>2.3 Instruct workers and contractors according to workplace procedures</td>
<td>2.3 Instruct workers and contractors according to workplace procedures</td>
</tr>
<tr>
<td>2.4 Monitor activities to ensure quality, timelines and job requirements are maintained according to workplace procedures</td>
<td>2.4 Monitor activities to ensure quality, timelines and job requirements are maintained according to workplace procedures</td>
</tr>
<tr>
<td>2.5 Identify and address barriers to achieving targets and job requirements</td>
<td>2.5 Identify and address barriers to achieving targets and job requirements</td>
</tr>
<tr>
<td>3. Complete coordination of vineyard activities</td>
<td>3.1 Monitor activities to ensure compliance with relevant workplace procedures on completion, shutdown and waste disposal</td>
</tr>
<tr>
<td>3.2 Debrief personnel according to workplace procedures</td>
<td>3.2 Debrief personnel according to workplace procedures</td>
</tr>
<tr>
<td>3.3 Record workplace information according to workplace procedures</td>
<td>3.3 Record workplace information according to workplace procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Comprehend information from a variety of workplace documents</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record workplace information in required format</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Converse clearly with workplace personnel to confirm job requirements, monitor activities and provide feedback on performance of daily tasks</td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Timetable and schedule vineyard work tasks according to required timeframes</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Apply workplace procedures and legislative requirements relevant to own role</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Use required communication mode to report operational information to relevant personnel</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Identify and solve problems by referring to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>• Plan and organise tasks to achieve job requirements</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>FBPVIT3001 Coordinate vineyard operations</td>
<td>FDFWGG3002A Coordinate canopy management activities</td>
<td>Redesigned unit that includes content from the previous unit</td>
<td>No equivalent unit</td>
</tr>
<tr>
<td>FBPVIT3001 Coordinate vineyard operations</td>
<td>FDFWGG3003A Coordinate crop harvesting activities</td>
<td>Redesigned unit that includes content from the previous unit</td>
<td>No equivalent unit</td>
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<tr>
<td>FBPVIT3001 Coordinate vineyard operations</td>
<td>FDFWGG3004A Coordinate nursery activities</td>
<td>Redesigned unit that includes content from the previous unit</td>
<td>No equivalent unit</td>
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<tr>
<td>FBPVIT3001 Coordinate vineyard operations</td>
<td>FDFWGG3006A Coordinate hand pruning activities</td>
<td>Redesigned unit that includes content from the previous unit</td>
<td>No equivalent unit</td>
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</table>

**Links**

Companion Volume Implementation Guides are found in VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4
Assessment Requirements for FBPVIT3001 Coordinate vineyard operations

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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has effectively coordinated operations in a vineyard involving day-to-day activities in areas of harvesting, nursery, pruning or canopy management at least once, including:

- complying with health and safety requirements in the workplace
- selecting and fitting personal protective equipment (PPE)
- determining activities required of the vineyard processes and individuals in order to meet job targets
- allocating activities and monitoring their implementation
- providing team leadership and instruction for vineyard personnel
- identifying and addressing non-conformances
- completing workplace records.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- workplace planning processes:
  - planning and scheduling vineyard activities
- personnel requirements:
  - equipment and materials required
  - location
  - transport
  - timing
  - environmental conditions
  - other vineyard activities
• quality and quantity requirements
• vineyard health and safety hazards and controls in the workplace
• vineyard environmental issues and controls
• team leadership communication principles and strategies
• procedures for monitoring and reporting on individual and team performance
• vineyard activities to be monitored:
  • compliance with workplace, environmental and quality procedures
  • individual and team performance
  • achievement of targets, timelines and performance requirements
  • team members’ learning needs
  • instructing individuals and groups
  • providing feedback to individuals and groups
  • resolving conflicts
• how to recognise, correct and report non-conformances
• how to maintain workplace records.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a vineyard workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • PPE
  • vineyard equipment, services and corresponding information
  • products and materials required for vineyard work
  • system for recording requirements and procedures
• specifications:
  • work procedures, including advice on company practices, safe work practices, people management, quality and environmental requirements
  • work instructions and schedules
• relationships (internal and/or external):
  • small work groups or teams to coordinate.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

Companion Volume Implementation Guides are found in VETNet: -
FBPVIT3002 Maintain field nursery

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to plant, maintain and process field nursery vines.

The unit applies to individuals who carry out workplace procedures in completing tasks associated with maintaining a field nursery.

All work must be carried out to comply with workplace procedures according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Viticulture (VIT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare for field nursery planting</td>
<td>1.1 Confirm job requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm environmental guidelines and identify potential health and safety hazards and controls according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Select, fit and use personal protective equipment according to job requirements</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1.4 Prepare field nursery bed for planting according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.5 Prepare equipment and materials according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>2. Perform field nursery activities</td>
<td>2.1 Plant field nursery according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Apply vine protection methods according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Carry out field nursery activities according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.4 Monitor young vine growth and health according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.5 Identify and address non-conformances</td>
</tr>
<tr>
<td>3. Process field nursery rootlings for removal</td>
<td>3.1 Undercut and lift vine rootlings according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Prepare rootlings for transport according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Record workplace information according to workplace procedures</td>
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</table>

**Foundation Skills**

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<td>Reading</td>
<td>• Comprehend information from a variety of workplace documents</td>
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<tr>
<td>Writing</td>
<td>• Produce workplace documents in required format</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Apply workplace procedures and legislative responsibilities relevant to own role</td>
</tr>
<tr>
<td>Interact with others</td>
<td>• Use required communication mode to report operational information to relevant personnel</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Respond to routine problems by referring to workplace procedures</td>
</tr>
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<td>• Plan and organise tasks to achieve job requirements</td>
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Unit Mapping Information

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<tr>
<td>FBPVIT3002 Maintain field nursery</td>
<td>FDFWGG3005A Perform field nursery activities</td>
<td>Updated to meet Standards for Training Packages Code and title changed to reflect industry sector Minor changes to Performance Criteria for clarity</td>
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Links

Assessment Requirements for FBPVIT3002 Maintain field nursery

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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has effectively undertaken activities to maintain a field nursery at least once including planting, maintaining and processing field nursery vines and:

- following health and safety in the workplace procedures
- selecting and fitting personal protective equipment (PPE)
- planting in field nursery according to workplace procedures
- following vine protection procedures
- preparing for, implementing and monitoring nursery activities
- preparing vine rootlings for transport
- monitoring the health of rootlings
- Identify and addressing non-conformances.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards and controls in the workplace
- PPE
- preparation of field nursery bed for planting:
  - treatment of weeds
  - soil cultivation and nutrition
  - planning vine planting
  - application of weed matting
  - herbicide and fertiliser treatments
  - positioning irrigation pipes and points
• methods of planting in field nursery
• selection and application of vine protection methods, including:
  • weather conditions
  • vineyard pests
  • orientation of vineyard
  • irrigation or fertilisation schedule
• maintenance of health of growing vines
• common causes and signs of growth disorders and corrective action required:
  • soil moisture
  • signs of disease and pests and nutrient deficiency
  • water stress
  • growth rate
• procedures for lifting vine rootlings from the nursery bed:
  • ensuring minimal plant damage
  • roots undercut
• procedures for transporting rootlings:
  • trimming
  • counting and bundling
  • labelling, grading and packing
• procedures for taking corrective action in response to out-of-specification growth or appearance
• procedures and responsibility for reporting problems
• environmental issues and controls
• reporting and recording requirements.

Assessment Conditions
Assessment of skills must take place under the following conditions:

• physical conditions:
  • a field plant nursery workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • PPE
  • field nursery equipment
  • products and materials required for field nursery work
  • a system for recording information
• specifications:
  • work procedures, including advice on company practices, safe work practices and environmental requirements
  • work instructions and schedules.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

FBPVIT3003 Operate spreading and seeding equipment

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to attach, set up and detach spreading and seeding equipment that requires calibration.

The unit applies to individuals who complete spreading and seeding activities such as planting cover crops and ensuring deep incorporation of ameliorants and fertilisers.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, and food safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Viticulture (VIT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for operation</td>
<td>1.1 Interpret and confirm job requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Confirm environmental guidelines and identify potential health and safety hazards and controls according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Select and fit personal protective equipment according to job</td>
</tr>
<tr>
<td>Elements</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>---</td>
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</tr>
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<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
</tr>
<tr>
<td>1.4 Prepare and ensure seeding or spreading materials are available to meet job requirements</td>
<td></td>
</tr>
<tr>
<td>1.5 Select, maintain, set and calibrate equipment to meet workplace procedures</td>
<td></td>
</tr>
<tr>
<td>2. Operate equipment</td>
<td>2.1 Start up and operate equipment safely according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Apply materials according to job requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Monitor equipment performance</td>
</tr>
<tr>
<td></td>
<td>2.4 Recognise and address non-conformances with equipment operation in accordance with workplace procedures</td>
</tr>
<tr>
<td>3. Complete operation</td>
<td>3.1 Shut down equipment according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Clean and store equipment according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Collect, treat, and dispose of waste generated by the process according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.4 Record workplace information according to workplace procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
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<tbody>
<tr>
<td>Reading</td>
<td>• Comprehend information from a variety of workplace documents</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>• Converse clearly to confirm job requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record workplace information using industry-based vocabulary, grammar and conventions</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Apply workplace procedures and legislative responsibilities relevant to own role</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan and organise tasks required to achieve job requirements</td>
</tr>
<tr>
<td></td>
<td>• Identify and solve problems by referring to workplace procedures</td>
</tr>
</tbody>
</table>
## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
</table>
| FBPVIT3003 Operate spreading and seeding equipment | FDFWGG3013A Operate spreading and seeding equipment | Updated to meet Standards for Training Packages  
Code changed to reflect industry sector  
Minor changes to Elements and Performance Criteria for clarity  
Prerequisites removed | Equivalent unit |

## Links

Companion Volume Implementation Guides are found in VETNet:  
Assessment Requirements for FBPVIT3003 Operate spreading and seeding equipment

Modification History

<table>
<thead>
<tr>
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<tbody>
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</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely and effectively set up, operated and shut down seed spreading equipment at least once and demonstrated the following, including:

- recognising health and safety hazards and applying controls in the workplace
- selecting and using personal protective equipment (PPE)
- ensuring availability of specified materials and preparing according to workplace requirements
- selecting, attaching, setting up and calibrating equipment to meet job requirements
- starting, operating and shutting down equipment in accordance with workplace procedures
- monitoring spreading or seeding operations to achieve specified result
- shutting down the equipment according to workplace procedures
- taking corrective action in response to non-conformance results
- disposing of waste materials according to workplace and environmental policies
- recording information accurately.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the purpose and application of spreading and seeding operations within the vineyard growing system, including:
  - soil ameliorants
  - inter-row cropping species and varieties
  - inter-row cropping practices and techniques
  - inorganic and organic fertilising materials
  - process specifications, procedures and operating parameters
- application parameters for seed or spreading materials:
• correct variety or type of seed and fertiliser
• correct soil ameliorant and treatment
• application rate
• volume
• application depth
• density
• coverage
• required weather conditions for activity
• soil characteristics as they apply to spreading and seeding operations
• purpose and operation of seeding and spreading equipment and instrumentation components:
  • common causes of non-conformance and corrective action required
  • significance and methods of monitoring equipment performance
  • storage procedures for equipment and materials
  • routine maintenance procedures for equipment
  • start up and shutdown sequence
• equipment status and condition:
  • belts and chains
  • lubricants
  • hydraulics
  • air intake
  • tyre pressure and wear
  • wear and tear
• how to select, attach, set up and calibrate equipment to meet job requirements
• how to select, prepare and load materials according to job requirements
• how to start up, operate and monitor equipment
• how to conduct routine maintenance of equipment according to workplace procedures
• local environment and operating conditions
• health and safety hazards and controls in the workplace
• PPE
• procedures and responsibility for reporting non-conformances
• procedures for collecting, sorting, treating, disposing of and recycling waste to meet environmental compliance
• equipment cleaning requirements and procedures
• storage requirements associated with temporary or seasonal breaks in activity
• procedures for maintaining workplace records.

Assessment Conditions
Assessment of skills must take place under the following conditions:
• physical conditions:
• an agricultural or horticultural workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • PPE
  • spreading and seeding equipment, services and corresponding information
  • spreading and seeding products and materials
  • cleaning procedures, materials and equipment
  • documentation and recording requirements and procedures
• specifications:
  • work procedures, including advice on company practices, safe work practices, equipment calibration and environmental requirements
  • work instructions and schedules.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links
Companion Volume Implementation Guides are found in VETNet: 
Modification History

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</tbody>
</table>

Application

This unit of competency describes the skills and knowledge required to monitor and maintain containerised nursery plants.

The unit applies to individuals who carry out workplace procedures in completing tasks associated with maintaining nursery plants.

All work must be carried out to comply with workplace procedures, according to state/territory health and safety, and food safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Prerequisite unit of competency for this unit is:

- FBPVIT2012 Identify and treat nursery plants and disorders

Unit Sector

Viticulture (VIT)

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor environmental parameters</td>
<td>1.1 Confirm job requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify potential health and safety hazards and controls according to workplace procedures</td>
</tr>
</tbody>
</table>
### Elements

Elements describe the essential outcomes.

### Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Select and fit personal protective equipment according to the job requirements</td>
<td>1.4 Monitor environmental parameters against the production plan</td>
</tr>
<tr>
<td>1.5 Alter environmental parameters to meet the needs of the plants</td>
<td>1.6 Maintain nursery hygiene to comply with industry and workplace procedures</td>
</tr>
<tr>
<td>2. Determine daily water requirements</td>
<td>2.1 Identify plant water requirements to maintain required health and growth according to workplace procedures</td>
</tr>
<tr>
<td>3. Implement treatments to promote plant growth</td>
<td>2.2 Irrigate plants according to workplace procedures</td>
</tr>
<tr>
<td>4. Monitor the dispatch of stock</td>
<td>2.3 Monitor water requirements according to workplace procedures</td>
</tr>
<tr>
<td>3.1 Test potting media according to workplace procedures</td>
<td>2.4 Maintain nursery irrigation system to meet plant production plan</td>
</tr>
<tr>
<td>3.2 Monitor overall health of plants according to workplace procedures</td>
<td>3.3 Implement plant treatments according to production plans</td>
</tr>
<tr>
<td>3.4 Identify and address non-conformances according to workplace procedures</td>
<td>4.1 Confirm availability of stock and timing of dispatch with customers according to workplace procedures</td>
</tr>
<tr>
<td>4.2 Prepare plants for dispatch in line with customer requirements</td>
<td>4.3 Check stock to ensure it meets quality specifications</td>
</tr>
<tr>
<td>4.3 Check stock to ensure it meets quality specifications</td>
<td>4.4 Check orders against stock being dispatched to ensure compliance</td>
</tr>
<tr>
<td>4.5 Record workplace information according to workplace procedures</td>
<td>4.6 Check orders against stock being dispatched to ensure compliance</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
</table>
Skill | Description
---|---
Reading | • Comprehend information from a variety of workplace documents
Numeracy | • Calculate numerical information relating to measuring quantities, adjusting equipment controls and stock operations
Navigate the world of work | • Apply workplace procedures and legislative responsibilities relevant to own role
Interact with others | • Use required communication mode to report operational information to relevant personnel
Get the work done | • Respond to routine problems by referring to workplace procedures • Plan and organise tasks to achieve job requirements

Unit Mapping Information

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>FBPVIT3004 Monitor and maintain nursery plants</td>
<td>FDFWGG3009A Monitor and maintain nursery plants</td>
<td>Updated to meet Standards for Training Packages Code changed to reflect industry sector Minor changes to Performance Criteria for clarity One prerequisite unit removed</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

Links

Assessment Requirements for FBPVIT3004 Monitor and maintain nursery plants

Modification History

<table>
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</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has safely and effectively monitored and maintained three different containerised nursery plants and demonstrated the following:

- identifying and following health and safety in the workplace procedures
- selecting and using personal protective equipment (PPE)
- identifying environmental factors and their effect on plant growth and health
- monitoring and controlling irrigation and treatments to meet production outcomes
- identifying and addressing non-conformances
- confirming available stock levels to meet customer requirements
- preparing stock for dispatch
- dispatching nursery plant stock to meet customer requirements
- completing documentation to workplace requirements.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- basic vine physiology, as it applies to:
  - transpiration
  - water intake
  - nutrient uptake
  - photosynthesis
  - respiration
  - translocation
- parts of the root, trunk, shoot and fruit systems of the grapevine, their role in how the vine works and their contribution to fruit quality:
• buds, nodes and tendrils
• cambium, epidermis, phloem and xylem
• leaf blade, bract and petiole
• bunch, berries and flowers
• key grape varieties and their distinguishing features:
  • berry and bunch characteristics
  • frost and disease resistance
  • flavour and style
• annual grapevine growth stages:
  • budburst
  • flowering
  • on set of ripening
  • maturity
• irrigation systems and methods including:
  • methods of calculating daily water needs
  • methods for monitoring water use
  • relationship between water needs of nursery plants and environmental parameters
• maintenance of irrigation systems:
  • fixing blockages
  • servicing irrigation system components
  • identifying and reporting faults in the irrigation system
  • fixing leaking heads and hoses
  • monitoring water requirements
  • using soil moisture devices
• checking plants for physical signs of water stress or waterlogging
• types of potting media, their characteristics and effect on plant growth
• tests to determine quality of potting media:
  • pH, drainage, aeration
  • salinity
  • nitrate levels
  • water repellence
• maintenance of work area to meet workplace hygiene standards:
  • removing weeds
  • removing dead or diseased plant materials
  • washing work area on transfer of plants
  • disinfecting tools, equipment and work areas
  • using foot baths on entry to different work areas
• procedures for applying treatments to vines:
  • fungicides
  • fertilisers
Assessment Requirements for FBPVIT3001 Monitor and maintain nursery plants

- insecticides
- hormones
- pruning
- hardening off
- preparing, mixing and using chemicals
- quality parameters for nursery plants
- treatments required by plants at different growth stages
- health and safety hazards and controls in the workplace:
  - selecting, fitting and using appropriate PPE
  - identifying potential and existing hazards in the work area and implementing safe work procedures to minimise hazards
- procedures for monitoring and preparing stock for dispatch:
  - packing, dispatching and handling techniques of nursery plants
  - labelling containers
  - checking orders against stock prepared
  - hydrating stock
- procedures and responsibility for reporting problems and anomalies
- procedures for liaising with customers
- procedures for maintaining workplace records.

Assessment Conditions

Assessment of skills must take place under the following conditions:

- physical conditions:
  - a plant nursery or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - PPE
  - equipment, services and corresponding information
  - nursery stock
  - hygiene procedures, materials and equipment
  - system for recording requirements and procedures
- specifications:
  - work procedures, including advice on company practices, safe work practices, plant quality and environmental requirements
  - work instructions and schedules.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.
Links

FBPVIT3008 Operate a mechanical harvester

Modification History

<table>
<thead>
<tr>
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</table>

Application

This unit of competency describes the skills and knowledge required to set up and operate a mechanical harvester to meet harvesting requirements.

The unit applies to individuals who are required to follow workplace procedures in completing tasks associated with the operation of a mechanical harvester.

All work must be carried out to comply with workplace procedures according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Viticulture (VIT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare for mechanical harvesting</td>
<td>1.1 Confirm job requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify potential health and safety hazards and environmental controls according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Select, fit and use personal protective equipment according to job requirements</td>
</tr>
</tbody>
</table>
Elements | Performance Criteria
---|---
**Elements describe the essential outcomes.** | **Performance criteria describe the performance needed to demonstrate achievement of the element.**
1. Ensure materials and equipment are ready for use according to workplace procedures
1.5 Set up and maintain equipment according to workplace procedures
2. Operate mechanical harvester
2.1 Start up and operate equipment according to workplace procedures
2.2 Monitor equipment performance
2.3 Adjust equipment operation according to workplace procedures
2.4 Identify and address non-conformances
3. Complete mechanical harvesting operations
3.1 Shut equipment down according to workplace procedures
3.2 Clean and store equipment according to workplace procedures
3.3 Collect, treat, dispose of waste according to environmental and workplace procedures
3.4 Record workplace information according to workplace procedures

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.*

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<tr>
<td>Oral Communication</td>
<td>• Converse clearly to confirm job requirements</td>
</tr>
<tr>
<td>Writing</td>
<td>• Record workplace information using industry-based vocabulary, grammar and conventions</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Apply workplace procedures and legislative responsibilities relevant to own role</td>
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<tr>
<td>Get the work done</td>
<td>• Plan and organise tasks to achieve job requirements • Identify and solve problems by referring to workplace procedures</td>
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</tbody>
</table>
### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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</thead>
</table>
| FBPVIT3008 Operate a mechanical harvester | FDFWGG3008A Operate a mechanical harvester | Updated to meet Standards for Training Packages  
Code changed to reflect industry sector  
Minor changes to Performance Criteria for clarity | Equivalent unit |

### Links

Companion Volume Implementation Guides are found in VETNet:  
Assessment Requirements for FBPVIT3008 Operate a mechanical harvester

Modification History

<table>
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</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has set up and safely operated a mechanical harvester to meet harvesting requirements on at least one occasion including:

- following health and safety in the workplace procedures
- selecting, fitting and using personal protective equipment (PPE)
- preparing, attaching and setting up equipment according to workplace procedures
- starting, operating and shutting down equipment according to workplace procedures
- adjusting operation to suit weather and terrain conditions
- identifying and addressing non-conformances
- managing the disposal of waste according to environmental workplace procedures
- recording information according to procedures.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards and environmental controls in the workplace
- PPE
- key grape varieties and their distinguishing features for harvesting:
  - berry and bunch characteristics
  - frost and disease resistance
  - flavour and style as it applies to harvest
  - factors that affect grape ripening
  - effect of fruit quality on wine
- purpose of mechanical harvester components and operation including:
  - crop level
- grape variety
- vine age
- row height, width and trellis design
- slope, angle of row
- visibility
- monitoring mechanical harvester operation:
  - vine damage
  - grape quality and maturity
  - harvesting effectiveness (amount of fruit left in fruiting zone)
  - matter other than grape (MOG) collected
- maintenance procedures for equipment
- procedures and responsibility for non-conformances
- cleaning and storage procedures.

Assessment Conditions

Assessment of skills must take place under the following conditions:
- physical conditions:
  - a wine agricultural or horticultural workplace or an environment that accurately represents workplace conditions
- resources, equipment and materials:
  - PPE
  - equipment, services and corresponding information
  - cleaning procedures, materials and equipment
  - a system for recording information
- specifications:
  - work procedures, including advice on equipment operations, company practices, safe work practices and environmental requirements
  - work instructions and schedules.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume Implementation Guides are found in VETNet: https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=78b15323-cd38-483e-aad7-1159b570a5c4
FBPVIT3011 Perform shed nursery activities

Modification History

<table>
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</table>

Application

This unit of competency describes the skills and knowledge required to treat and prepare vine cuttings and freshly dug rootlings for sale or planting in the vineyard.

The unit applies to individuals who carry out workplace procedures in completing tasks associated with shed nursery activities.

All work must be carried out to comply with workplace procedures according to state/territory health and safety regulations, legislation and standards that apply to the workplace.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Viticulture (VIT)

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Prepare cuttings for callusing | 1.1 Confirm job requirements  
1.2 Confirm environmental guidelines and identify potential health and safety hazards and controls according to workplace procedures  
1.3 Select, fit and use personal protective equipment according to job requirements |
Elements

Elements describe the essential outcomes.

Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Count, bundle and label cuttings according to workplace procedures
1.1 Count, bundle and label cuttings according to workplace procedures
1.2 Treat and store cuttings according to workplace procedures

2. Prepare and maintain callusing environment

2.1 Prepare sand bed or callusing room according to workplace procedures
2.2 Place cuttings into callusing environment according to workplace procedures
2.3 Maintain callusing environment according to workplace procedures

3. Prepare rootlings for customer or planting

3.1 Trim, grade, pack and store rootlings according to workplace procedures
3.2 Collect and dispose of waste according to environmental and workplace procedures
3.3 Identify and address non-conformances
3.4 Record workplace information according to workplace procedures

Foundation Skills

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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Interpret information from a variety of workplace documents</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Calculate numerical information relating to specifications, treatments and schedules</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>• Apply workplace procedures and legislative responsibilities relevant to own role</td>
</tr>
<tr>
<td>Get the work done</td>
<td>• Plan and organise work to achieve job requirements</td>
</tr>
<tr>
<td></td>
<td>• Respond to routine problems by referring to workplace procedures</td>
</tr>
</tbody>
</table>
Unit Mapping Information

<table>
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<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
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<th>Equivalence status</th>
</tr>
</thead>
</table>
| FBPVIT3011 Perform shed nursery activities | FDFWGG3011A Perform shed nursery activities | Updated to meet Standards for Training Packages  
Code changed to reflect industry sector  
Minor changes to Performance Criteria for clarity | Equivalent unit |

Links

Companion Volume Implementation Guides are found in VETNet:  
Assessment Requirements for FBPVIT3011 Perform shed nursery activities

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version released with FBP Food, Beverage and Pharmaceutical Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.

There must be evidence that the individual has effectively treated and prepared vine cuttings and freshly dug rootlings on at least two separate occasions including:

- identifying and using personal protective equipment (PPE)
- following health and safety and environmental procedures in the workplace
- conducting cuttings treatment and callusing activities according to workplace procedures
- preparing rootlings for packing and storage
- maintaining nursery environment to optimise plant health
- identifying and addressing non-conformances
- completing documentation.

Knowledge Evidence

An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:

- health and safety hazards and environmental controls including selecting, fitting and using PPE
- procedures and responsibilities for reporting problems
- common features of healthy vine cuttings or rootlings:
  - thickness of original cane
  - no evidence of pests and diseases
  - number, strength and distribution of new roots
  - number, maturity and distribution of shoots
  - visually complete and robust graft union
- common features of unhealthy vine cuttings or rootlings:
  - galls on stem and roots
• no shoots or roots
• damaged or destroyed buds
• excessive disease staining or spots on canes
• immature wood
• shoots on incorrect nodes
• faulty or broken graft unions
• too few or unevenly distributed root development
• pre-callusing treatment requirements:
  • purpose and benefit of treatments
  • fungicide treatment
  • re-hydration
  • scoring
  • root promoter treatment
  • cutting just below basal bud
  • assimilation after cool storage
• storage requirements of cuttings prior to callusing:
  • preparation requirements of callusing environment
  • callusing options
  • optimum callusing environment and its effect on the vine cutting
  • common problems that occur during callusing and how they should be resolved
• preparation requirements for rootlings and procedures for sales or transfer to vineyard
• package or storage requirements and procedures for rootlings ready for sale or transfer:
  • handling cuttings or rootlings to minimise damage
  • counting, bundling and labelling cuttings as required
• factors that influence how a cutting should be graded:
  • rootling preparation
  • packing preparation
  • packaging and storage requirements
• how to prepare sand bed or callusing room including:
  • packing sand or vermiculite
  • lining boxes
  • ensuring heaters and ventilators are working correctly to required temperature
• how to plant or place cuttings in callusing environment as required:
  • feeling into ground or sand
  • packing into boxes with vermiculite
  • watering in
  • correct number of cuttings per box
  • spacing (not too tight)
  • correct way up (basal end at bottom)
  • arranging according to variety, clone and source
• labelling and mapping of beds
• adding hormone mixes
• how to monitor callusing environment to maintain optimum conditions:
  • temperature
  • relative humidity
  • moisture levels of growing medium
  • weed and pest prevention
• how to pack rootlings to comply with customer requirements and standards:
  • maintenance of rootling health
  • minimisation of vine damage
  • mode of transport
  • destination time
  • storage time and method
  • prevention of dehydration
• how to trim rootlings (top growth and roots) ready for planting
• how to grade rootlings to comply with customer requirements
• waste disposal requirements and procedures
• hygiene requirements and procedures for work area and equipment, and considerations handling different batches and varieties
• environmental issues and controls:
  • identifying, rectifying and reporting environmental non-compliance
  • collecting, sorting, grading, treating and disposing of waste as required
• reporting and recording requirements
• how to prepare and mix chemicals safely
• how to recognise problems and anomalies with vines, equipment and materials.

**Assessment Conditions**

Assessment of skills must take place under the following conditions:

• physical conditions:
  • a shed nursery workplace or an environment that accurately represents workplace conditions
• resources, equipment and materials:
  • PPE
  • shed nursery equipment, services and corresponding information
  • cuttings, rootlings, materials and resources required for shed nursery work
  • documentation and recording requirements and procedures
• specifications:
  • work procedures, including advice on company practices, safe work practices, workplace hygiene, plant quality and environmental requirements
  • work instructions and schedules.
Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

**Links**

Companion Volume Implementation Guides are found in VETNet: -
FDFFS1001A Follow work procedures to maintain food safety

Modification History
Not applicable.

Unit Descriptor

| Unit descriptor | This unit of competency covers the skills and knowledge required to maintain food safety when carrying out work tasks. Basic food safety practices include personal hygiene and conduct, food handling, housekeeping and waste disposal related to work tasks and responsibilities where work involves routine manual processes and/or operation of simple automated equipment. |

Application of the Unit

| Application of the unit | This unit is based on and equivalent to the guideline food safety unit GFSBFSPA Follow basic food safety practices. Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPH1001A Follow work procedures to maintain Good Manufacturing Practice. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
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</tbody>
</table>
## Employability Skills Information

| Employability skills | This unit contains employability skills. |

## Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Handle food safely | 1.1. Food handling requirements are identified  
1.2. Food handling is carried out according to the food safety program  
1.3. The workplace is maintained in a clean and tidy order to meet workplace standards  
1.4. Work is conducted in accordance with workplace environmental guidelines |
| 2. Identify, control and report food safety hazards | 2.1. Work area, materials, equipment and product are routinely monitored to ensure compliance with food safety requirements  
2.2. Processes, practices or conditions which are not consistent with the food safety program are identified and corrective action is taken within the level of responsibility |
| 3. Comply with personal hygiene standards | 3.1. Personal hygiene meets the requirements of the food safety program  
3.2. Health conditions and/or illness are reported as required by the food safety program  
3.3. Clothing and footwear worn is appropriate for the food handling task and meets the requirements of the food safety program  
3.4. Movement around the workplace complies with the food safety program |
## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

**Ability to:**

- locate and follow workplace information relating to food safety responsibilities
- monitor own work and implement any controls as required by the food safety program, such as visual inspection and checks
- follow workplace procedures to maintain food safety as required by the food safety program relating to own work
- identify and correct or report situations that do not meet the requirements of the food safety program and/or could result in unsafe food
- handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program as required by work role
- maintain personal hygiene consistent with the food safety program
- take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety
- wear and maintain appropriate clothing/footwear as required by work tasks and consistent with the requirements of the food safety program
- report health conditions and illness as appropriate according to the food safety program
- handle and/or dispose of out-of-specification or contaminated materials, ingredients and product, waste and recyclable material according to food safety program as required by work responsibilities
- maintain the work area in a clean and tidy state
- identify and report signs of pest infestation
- clean and sanitise equipment according to enterprise procedures
- record food safety information according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

#### Required knowledge

**Knowledge of:**

- food safety requirements related to work responsibilities, including personal hygiene, requirements and procedures to report illness and safe food handling practices for own work, as well as an awareness of the possible consequences of
REQUIRED SKILLS AND KNOWLEDGE

- not following these procedures
- common types and sources of contamination that occur in the work area, such as cross contamination
- control methods and procedures used in the, such as reporting non-compliance and following instructions
- storage and handling requirements for ingredients, materials and product used related to work role
- housekeeping requirements and responsibilities relating to own work, and use and storage of housekeeping/cleaning equipment where required
- purpose and importance of cleaning and sanitation procedures
- suitable standard for materials, equipment and utensils used in the work area
- waste collection, recycling and handling procedures relevant to own work responsibilities
- procedures to follow in the event of pest sighting or discovery of infestation
- clothing and footwear requirements for working in and/or moving between food handling areas
- personal clothing maintenance, laundering and storage requirements
- appropriate bandages and dressings to be used when undertaking food handling
- cleaning procedures where relevant
- recording requirements and responsibilities where relevant

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Evidence of ability to:  
  - identify food safety handling requirements in the workplace  
  - apply and monitor own compliance with food safety standards  
  - maintain required standards of personal hygiene |

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Skills Impact
EVIDENCE GUIDE

- maintain clean and tidy work area
- report non-compliances
- apply safe work practices and identify OHS hazards and controls.

Context of and specific resources for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- food safety information relating to the workplace, including a food safety program outlining food safety hazards and control methods. It may also include company policies, procedures and codes of practice, such as Good Manufacturing Practice (GMP)
- related work instructions and procedures
- work tasks and responsibilities
- cleaning and sanitation policies and procedures
- appropriate clothing and related apparatus
- reporting and monitoring systems.

Method of assessment

This unit should be assessed together with core and other units of competency relevant to the work role. Examples could be:

- FDFOP2004A Clean and sanitise equipment

Where the company operates a combined quality/food safety system, assessment of this unit should be combined with assessment of:

- FDFOP1009A Follow work procedures to maintain quality.

Guidance information for assessment

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work
## RANGE STATEMENT

Situation, needs of the candidate, accessibility of the item, and local industry and regional contexts may also be included.

### Food safety program

A food safety program is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the food safety standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures.

### Food safety information

Food safety information may be provided in:
- food safety program
- standard operating procedures (SOPs)
- specifications
- log sheets
- written or verbal instruction

### Food handling

Food handling refers to:
- food receipt and storage
- food preparation, cooking, holding, cooling, chilling and reheating
- packaging
- disposal

### Products/materials handled and stored

Products/materials handled and stored can include:
- raw materials
- ingredients
- consumables
- part-processed product
- finished product
- cleaning materials

### Breach of food safety procedures

Examples of a breach of food safety procedures could include:
- failure to check delivery temperatures of potentially hazardous chilled food
- failure to place temperature-sensitive food in temperature controlled storage conditions
### RANGE STATEMENT

| **Responsibility for monitoring food safety** | Responsibility for monitoring food safety, identifying breaches in food safety procedures and taking corrective action relates to own tasks and responsibilities and occurs in the context of the food safety program in the workplace |
| **Food safety hazard** | A food safety hazard is a biological, chemical or physical agent in, or condition of, food that has the potential to cause an adverse health effect |
| **Personal hygiene requirements** | Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state or territory legislation/regulations |
| **Reporting of health conditions and illness requirements** | Reporting of health conditions and illness requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state or territory legislation/regulations |
| **Appropriate clothing and footwear** | Appropriate clothing and footwear depends on work requirements. It should be designed to ensure that the body and clothing itself does not contaminate food or surfaces likely to come into contact with food. Examples of clothing designed to prevent contamination by the body include: |
|  | • purpose designed overalls or uniforms |
|  | • hair-nets |
|  | • beard snoods |
|  | • gloves |
|  | • overshoes |
### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Food safety</th>
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</table>

### Competency field

<table>
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<tr>
<th>Competency field</th>
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### Co-requisite units

<table>
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<tr>
<th>Co-requisite units</th>
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</tbody>
</table>
FDFGR3002A Demonstrate knowledge of animal nutrition principles

Modification History
Not applicable.

Unit Descriptor

| Unit descriptor | This unit of competency covers the animal nutrition knowledge required by stockfeed milling operators who are required to liaise with nutritionists, other technical and professional staff and customers. |

Application of the Unit

| Application of the unit | This unit applies to stockfeed operators who are required to have knowledge of animal nutrition principles and the effect of stockfeed on animal performance. This knowledge would be applied in liaison with professional and technical staff on customer requirements and in liaison directly with customers. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
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<tbody>
<tr>
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<td></td>
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</tbody>
</table>
## Employability Skills Information

| Employability skills | This unit contains employability skills. |

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify nutrition purpose of stockfeed product | 1.1. Target species, animal type and phase of animal growth supported by stockfeed product are identified  
1.2. Production purpose of animal raising and range of desired products are identified  
1.3. Particle size, pellet quality and other factors affecting palatability for target animals are identified  
1.4. Impact of stockfeed on animal performance is identified |
| 2. Identify key quality factors affecting stockfeed performance | 2.1. Feed safety requirements for target species and phase of animal production are identified  
2.2. Type and proportion of raw materials in stockfeed and their effect on animal performance are identified  
2.3. The purpose of additives on animal performance and stockfeed quality are identified  
2.4. Effects of processing on stockfeed nutrition quality and animal performance are identified  
2.5. Substitution guidelines, including the effect of substitution on stockfeed performance, are understood |
Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

**Ability to:**

- access and interpret workplace information, including standard operating procedures (SOPs), labels, recipes, customer supplied information and material data safety sheets (MSDS)
- use and application of workplace terminology
- sequence information against production processes
- assess quality standards
- identify resources in the enterprise for further information, including nutritionists, other technical and professional specialist and reference materials

Required knowledge

**Knowledge of:**

- typical nutrition requirements of animals supported by stockfeed, including horses, beef cattle, dairy cattle, pigs, sheep, poultry (both meat and egg production) and marine animals (aquaculture). Knowledge would be restricted to standard daily requirements of main food groups (proteins, carbohydrates etc), typical daily volume of feed required and type of feed (e.g. solid, liquid, plant or animal based)
- how nutritional needs of target animal may vary according to species, gender, health, pregnancy, lactation, age, season, geography, production purpose and form of production and feeding, e.g. feedlot, free range, use of stock feed for supplementary or full feeding
- factors affecting animal acceptance of stockfeed, including palatability and presentation
- range of raw materials typically used in stockfeed, including grains, molasses/liquids, proteins (vegetables and animal), additives (vitamins, minerals and medications) and fibre
- impact of operator controlled factors on stockfeed quality, including temperatures, moisture, sizing, sieving and liquid additions
- impacts of stockfeed on animal performance, including positive effects on animal performance and effects of incorrect feed on animal safety, animal performance and export contamination

Evidence Guide

EVIDENCE GUIDE
## EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Evidence is required of animal nutrition and performance requirements that are affected by stockfeed related factors, such as ingredients, recipe, processing and presentation. Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical aspects for assessment and evidence required to demonstrate competency in this unit</td>
<td>Evidence of ability to: • identify and interpret customer requirements from stockfeed • relate stockfeed type to animal nutrition and production requirements • liaise with nutritionist and other professional and technical staff on animal nutrition requirements of stockfeed.</td>
</tr>
<tr>
<td>Context of and specific resources for assessment</td>
<td>The candidate is to be assessed on animal nutrition and production knowledge relevant to the stockfeed products and processes in the workplace.</td>
</tr>
<tr>
<td>Method of assessment</td>
<td>Evidence may include third party report, portfolio, work documentation, response to questions, and so on, that address the performance criteria and critical aspects for assessment.</td>
</tr>
<tr>
<td>Guidance information for assessment</td>
<td>Performance against this standard must be assessed in an industry context. For valid and reliable assessment the activity should closely replicate the work environment, circumstances and equipment likely to be encountered in a workplace.</td>
</tr>
</tbody>
</table>

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**Range Statement**

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different
### RANGE STATEMENT

Work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| Stockfeed production | Stockfeeds commercially produced by enterprises as well as customer provided formulations. The range of stockfeed can include:  
  - pellets  
  - liquids  
  - mashes  
  - blocks |
|----------------------|-------------------------------------------------------------------------------------------------|
| Target species       | Target species may include:  
  - land and marine animals raised commercially for meat, skin products and milk |

### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Grain processing</th>
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</thead>
</table>

### Competency field

| Competency field | |
|------------------||

### Co-requisite units

| Co-requisite units | |
|--------------------||
FDFOP2012A Maintain food safety when loading, unloading and transporting food

Modification History
Not applicable.

Unit Descriptor

| Unit descriptor | This unit of competency covers the skills and knowledge required to load and transport temperature-sensitive ingredients and products. |

Application of the Unit

| Application of the unit | This unit describes the food safety aspects of loading and transporting food where the transport operator does not have direct physical contact with food. Where food is directly handled by the transport operator, the relevant food handling unit also applies. This unit does not address competencies related to vehicle inspection and operation. This unit is based on and equivalent to the guideline food safety unit GFSTFA Transport food. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
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## Employability Skills Information

<table>
<thead>
<tr>
<th>Employability skills</th>
<th>This unit contains employability skills.</th>
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare to transport food | 1.1. Food storage vehicles and containers/receptacles are appropriate for use  
1.2. Food storage vehicles and containers/receptacles are prepared for use  
1.3. Food is loaded and secured as required to meet transportation and temperature control requirements  
1.4. Hand washing and disinfecting procedures are followed to meet workplace requirements  
1.5. Work is conducted in accordance with workplace environmental guidelines |
| 2. Load, unload and transport food safely | 2.1. Food safety control measures are monitored to ensure that food safety is maintained during transport  
2.2. Where food safety control requirements are not met, the incident is promptly reported and corrective action is taken  
2.3. Food is unloaded as required according to transportation and temperature control requirements  
2.4. Food safety information is recorded to meet workplace requirements |
### Required Skills and Knowledge

#### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

**Ability to:**

- access workplace information to determine food handling and transport requirements
- select, fit and use personal protective clothing and/or equipment
- confirm that the vehicle and associated equipment are appropriate and ready for use, including confirming that vehicle type is capable of maintaining the required temperature range for product
- prepare transport containers (this will vary depending on the type of food and transport method), such as checking cleaning records, and where required, confirming product compatibility to ascertain that appropriate level of cleaning has occurred
- prepare the storage/holding environment as required, including confirming that temperature parameters for the loading and unloading areas are met
- follow procedures to load/unload food to ensure that materials/product is loaded/unloaded in correct sequence and configuration and that food cannot become contaminated by being located in proximity to other food or non-food items that can cause contamination (osmosis)
- monitor temperature parameters and related food safety control points before, during and after transporting food and record information in the required format
- take appropriate corrective action in response to failure to meet temperature parameters or other food safety requirements as required by workplace procedures
- clean and sanitise food containers according to enterprise procedures
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

#### Required knowledge

**Knowledge of:**

- food safety control points in the loading/unloading and transportation of food materials and product and related methods of control
- characteristics of food transported and related transport environment requirements
- micro-biological, physical and chemical hazards that can occur when loading, transporting and unloading food, appropriate to nature and method of food transported, including the types of hazards likely to occur, the conditions under which they occur, and possible consequences
- methods and procedures used to control food safety hazards (this depends on the
## REQUIRED SKILLS AND KNOWLEDGE

- type of controls and equipment used), including the purpose and operation of equipment, procedures in place to maintain food safety and workplace records, such as temperature control charts and cleaning and sanitation records
- procedures used to confirm that transportation and related food safety equipment is appropriate for use and operational, such as equipment capacity to maintain a given temperature environment appropriate to the food product
- cleaning and sanitation requirements for food containers where relevant
- where contamination by osmosis is a possibility, the potential for cross-contamination resulting from location in proximity to other food or non-food items that are transported

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Evidence of ability to:  
- ensure readiness of transport in accordance with product requirements  
- identify risks associated with transporting food products  
- identify and apply control measures for ensuring safety of food  
- load and unload goods according to requirements  
- identify and act on non-compliances  
- complete workplace records as required  
- apply safe work practices and identify OHS hazards and controls  
- apply food safety procedures. |
| Context of and specific resources for assessment | Assessment must occur in a real or simulated workplace where the assessee has access to:  
- loading/unloading and transport advice/schedules |
**EVIDENCE GUIDE**

- food safety information (this may be included in a food safety plan and/or integrated into work procedures)
- work procedures relevant to loading/unloading and transportation, including advice on required temperature parameters to be maintained
- workplace information, such as temperature charts and cleaning records as appropriate
- food materials and product to be loaded/unloaded and transported
- documentation and recording requirements and procedures.

**Method of assessment**

This unit should be assessed together with core units and other units of competency relevant to the function or work role.

**Guidance information for assessment**

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

**Range Statement**

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Policies and procedures**

Work is carried out according to company policies and procedures, licensing requirements, legislative requirements and industrial awards and agreements. When applied to the pharmaceutical industry, relevant Good Manufacturing Practice (GMP) codes apply and reference to food safety is replaced by GMP.

**Workplace information**

Workplace information may include:
### RANGE STATEMENT

<table>
<thead>
<tr>
<th>Transport vehicles</th>
<th>Transport vehicles are appropriate for the transportation of food and capable of maintaining the required environment for the food type transported</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food safety controls</td>
<td>Food safety controls refer to the methods used to control food safety hazards. Control methods, requirements and record keeping are specified in workplace food safety procedures which typically form part of a workplace food safety program</td>
</tr>
<tr>
<td>Safe food transport parameters</td>
<td>Safe food transport parameters depend on the type of food transported. Industry guidelines and codes, such as Cold Chain guidelines should be used as a basis for setting these parameters where available</td>
</tr>
</tbody>
</table>
| Confirming readiness for use of food transport vehicle | Confirming readiness for use of food transport vehicle and containers/receptacles can include:  
- confirming that the vehicle is in good operating order and that containers/receptacles used to store food meet the relevant cleaning and sanitation requirements  
It may also include:  
- bringing the food handling area and storage container/receptacle to within the required temperature range before loading/unloading and confirming that equipment required to maintain temperature is operational |
| Food safety incidents | A food safety incident is a situation where the safe limits or parameters identified by the food safety program are not met |
### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Operational</th>
</tr>
</thead>
</table>

### Competency field

<table>
<thead>
<tr>
<th>Competency field</th>
<th></th>
</tr>
</thead>
</table>

### Co-requisite units

<table>
<thead>
<tr>
<th>Co-requisite units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FDFOP2016A Work in a food handling area for non-food handlers

Modification History
Not applicable.

Unit Descriptor

| Unit descriptor | This unit of competency covers the skills and knowledge required to conduct work in a food handling area where the work does not involve direct food contact. |

Application of the Unit

| Application of the unit | Typical applications for this unit include stores/warehousing, cleaning and maintenance workers. This unit is not appropriate for a person who has direct contact with food and/or raw materials or ingredients. Where this is a requirement, refer to relevant core food safety units. This unit is based on and equivalent to the guideline food safety unit GFSWFHAA Carry out work in a food handling area. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Maintain food safety while working in a food handling area | 1.1. Food safety requirements related to work tasks are identified and followed  
1.2. Work responsibilities are carried out so that the safety of food is maintained  
1.3. Procedures or practices which are not consistent with workplace food safety program are identified and reported |
| 2. Maintain food handling area in clean and orderly state | 2.1. Equipment and the food handling area meet the cleaning and sanitation requirements of workplace food safety program  
2.2. Work is conducted in accordance with workplace environmental guidelines  
2.3. Waste is collected and disposed of according to workplace procedures |

Required Skills and Knowledge

| REQUIRED SKILLS AND KNOWLEDGE |
REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:
- access and apply workplace information on food safety policies and procedures relating to own work
- fit and use appropriate personal protective clothing and equipment as required by work tasks to meet food business requirements
- maintain personal conduct consistent with workplace requirements
- check own work area to identify food safety hazards
- carry out work responsibilities to ensure that food safety is not compromised
- take necessary precautions when moving between or around the workplace and/or from one task to another to minimise the risk of contamination
- recognise and report situations or procedures that could compromise food safety according to workplace procedure, including following procedures in own work and related work area to report to the appropriate personnel, in required detail and in a timely manner
- take corrective or preventative action within level of responsibility
- report health conditions and illness as required by workplace food safety procedures
- sort and dispose of waste as required by work responsibility according to workplace procedure
- maintain housekeeping standards in work area
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

Required knowledge

Knowledge of:
- food safety requirements related to own work as determined by the workplace
- sources of advice on food safety issues and responsibilities in the workplace
- personal hygiene practices and clothing and footwear requirements associated with working in and moving in and between food handling areas and moving between food handling and non-food-handling areas
- suitable standard for materials and equipment used in the food handling area, including materials that are unsuitable for use, such as breakable or dirty equipment/materials
- methods and procedures to be followed when carrying out work responsibilities in a food handling area to ensure that food safety is not compromised (this will depend on the nature of work responsibilities and food safety requirements as
REQUIRED SKILLS AND KNOWLEDGE

- the types of contamination that can occur as a result of work activities, and procedures used to prevent these types of contamination from occurring
- cleaning and sanitation requirements and responsibilities, including cleaning methods appropriate to a food handling environment and those used in the specific food handling area
- waste collection, recycling and handling procedures
- housekeeping standards to be maintained in the work area

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of ability to:
- identify food handling procedures and food safety issues for work
- apply food safety procedures when handling food products
- identify and act on non-conformances
- ensure cleaning standards are met
- follow environmental and waste management procedures.

Context of and specific resources for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:
- food safety policies and procedures relevant to work function
- work procedures, including procedures for entering and exiting food handling areas
- work process and related services/resources
- work area and related equipment to undertake work function
EVIDENCE GUIDE

- waste collection, treatment, recycling and/or disposal methods
- monitoring and reporting system.

Method of assessment
This unit should be assessed together with core units and other units of competency relevant to the function or work role.

Guidance information for assessment
To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Policies and procedures
Work is carried out in accordance with company policies and procedures, regulatory and licensing requirements, legislative requirements, site licences and industrial awards and agreements.

Workplace information
Workplace information may include:
- standard operating procedures (SOPs)
- advice on food safety requirements related to work function
- standard forms
- written or verbal instructions

Food handling area
Food handling area can refer to any work area where receiving, handling and inspecting, preparing, processing, packaging, storing and/or despatching occur.

Examples of contamination that
Examples of contamination that can result from
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>can result from work activities</th>
<th>work activities include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- chemical contamination which could be caused by lubricants, resins and cleaning and sanitation chemicals</td>
</tr>
<tr>
<td></td>
<td>- physical contamination which could be caused by metal, glass, plastic and cloths</td>
</tr>
</tbody>
</table>

| Personal hygiene, clothing and footwear and requirements | Personal hygiene, clothing and footwear and requirements to report health conditions or illness must meet workplace requirements and procedures. At a minimum such procedures must ensure that any person in a food premises does not contaminate food, does not have unnecessary contact with ready-to-eat food and does not spit, smoke or use tobacco or similar in a food handling area. Refer to Food Safety Standard 3.2.2, Clause 17.3 and relevant state and territory regulations/legislation |

### Unit Sector(s)

| Unit sector | Operational |

### Competency field

| Competency field |

### Co-requisite units

| Co-requisite units |

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Skills Impact
FDFOP2038A Operate a grinding process

Modification History
Not applicable.

Unit Descriptor

| Unit descriptor | This unit of competency covers the skills and knowledge required to set up, operate, adjust and shut down processes, such as grinding, rolling and breaking to reduce the particle size of grains and pulses. |

Application of the Unit

| Application of the unit | This unit has application in a food production environment. It typically targets the production worker responsible for applying basic operating principles to the operation and monitoring of grinding equipment and processes. When batch or product changeover procedures are part of this work process, the procedures should be used to customise the application of this unit. Where more detailed changeovers are carried out, FDFOP2011A Conduct routine maintenance, should be considered. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare the grinding equipment and process for operation | 1.1. Materials are confirmed and available to meet production requirements  
1.2. Cleaning and maintenance requirements and status are identified and confirmed  
1.3. Machine components and related attachments are fitted and adjusted to meet operating requirements  
1.4. Processing/operating parameters are entered as required to meet safety and production requirements  
1.5. Equipment performance is checked and adjusted as required  
1.6. Pre-start checks are carried out as required by workplace requirements |
| 2. Operate and monitor the grinding process | 2.1. The process is started and operated according to workplace procedures  
2.2. Equipment is monitored to identify variation in operating conditions  
2.3. Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements  
2.4. The process is monitored to confirm that specifications are met |
### ELEMENT | PERFORMANCE CRITERIA
--- | ---
2.5. Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification
2.6. The work area is maintained according to housekeeping standards
2.7. Work is conducted according to environmental standards
2.8. Workplace records are maintained according to workplace recording requirements

3. Shut down the grinding process
3.1. The appropriate shutdown procedure is identified
3.2. The process is shut down according to workplace procedures
3.3. Maintenance requirements are identified and reported

### Required Skills and Knowledge

#### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

**Required skills**

*Ability to:*
- access workplace information to identify processing requirements
- select, fit and use personal protective clothing and/or equipment
- confirm supply of necessary materials and services to the grinding process
- conduct pre-start checks, such as inspecting equipment condition to identify any signs of wear, selecting appropriate settings and/or related parameters, cancelling isolation or lock outs as required, confirming that equipment is clean and correctly configured for processing requirements, positioning sensors and controls correctly, ensuring any scheduled maintenance has been carried out, and confirming that all safety guards are in place and operational
- operate stockfeed control panel to transfer and grind product
- monitor and adjust the grinding process and equipment operation to achieve required outcomes, including monitoring control points and conducting inspections as required to confirm process remains within specification, and running adjustments to hammer mills and roller mills
- monitor supply and flow of materials to and from the grinding process
- take corrective action in response to out-of-specification results
- respond to and/or report equipment failure within level of responsibility
### REQUIRED SKILLS AND KNOWLEDGE

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>locate emergency stop functions on equipment</td>
<td></td>
</tr>
<tr>
<td>follow isolation and lock out/tag out procedures as required</td>
<td>take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility</td>
</tr>
<tr>
<td>complete workplace records as required</td>
<td></td>
</tr>
<tr>
<td>demonstrate batch/product changeovers</td>
<td></td>
</tr>
<tr>
<td>sort, collect, treat, recycle or dispose of waste</td>
<td></td>
</tr>
<tr>
<td>maintain work area to meet housekeeping standards</td>
<td></td>
</tr>
<tr>
<td>collect samples and conduct tests according to enterprise procedures</td>
<td></td>
</tr>
<tr>
<td>conduct routine maintenance according to enterprise procedures</td>
<td></td>
</tr>
<tr>
<td>clean and sanitise equipment according to enterprise procedures</td>
<td></td>
</tr>
<tr>
<td>use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor</td>
<td></td>
</tr>
<tr>
<td>work cooperatively within a culturally diverse workforce</td>
<td></td>
</tr>
</tbody>
</table>

### Required knowledge

**Knowledge of:**

<table>
<thead>
<tr>
<th>Knowledge of:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>purpose and basic principles of the grinding process, including the characteristics of materials, which can be reduced to a suitable form for product such as stockfeed</td>
<td></td>
</tr>
<tr>
<td>basic operating principles of equipment, such as main equipment components, bulk materials transfer systems and equipment, dust collection equipment, grinding equipment operating capacities and applications, and the purpose and location of magnets, sensors and related feedback instrumentation</td>
<td></td>
</tr>
<tr>
<td>services required and action to take if services are not available</td>
<td></td>
</tr>
<tr>
<td>basic operating principles of process control, including the relationship between control panels and systems and the physical equipment</td>
<td></td>
</tr>
<tr>
<td>the flow of the grinding process and the effect of product output on downstream processes</td>
<td></td>
</tr>
<tr>
<td>quality characteristics and uses of grinding process outputs</td>
<td></td>
</tr>
<tr>
<td>effect of the grinding process on the end product</td>
<td></td>
</tr>
<tr>
<td>effect of raw material characteristics on grinding process performance</td>
<td></td>
</tr>
<tr>
<td>operating requirements and parameters and corrective action required where operation is outside specified operating parameters</td>
<td></td>
</tr>
<tr>
<td>typical equipment faults and related causes, including signs and symptoms of faulty equipment and early warning signs of potential problems</td>
<td></td>
</tr>
<tr>
<td>techniques used to monitor the production process, such as inspecting, measuring and testing as required by the process</td>
<td></td>
</tr>
<tr>
<td>inspection or test points (control points) in the process and the related procedures and recording requirements</td>
<td></td>
</tr>
<tr>
<td>contamination/food safety risks associated with the grinding process and related control measures</td>
<td></td>
</tr>
</tbody>
</table>
REQUIRED SKILLS AND KNOWLEDGE

- common causes of variation and corrective action required
- operational health and safety (OHS) hazards and controls, including the risk of dust explosion and an understanding of the limitations of protective clothing and equipment relevant to the work process
- requirements of different shutdowns as appropriate to the process and workplace production requirements, including emergency and routine shutdowns and procedures to follow in the event of a power outage
- product/process changeover procedures and responsibilities
- isolation, lock out and tag out procedures and responsibilities
- procedures and responsibility for reporting production and performance information
- environmental issues and controls relevant to the process, including waste/rework collection and handling procedures related to the process
- sampling and testing associated with process monitoring and control where relevant
- routine maintenance procedures where relevant
- cleaning and sanitation procedures where relevant

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of ability to:
- conduct pre-start checks on machinery used for grinding
- start, operate, monitor and adjust process equipment to achieve required quality outcomes
- take corrective action in response to typical faults and inconsistencies
- complete workplace records as required
- apply safe work practices and identify OHS hazards
**EVIDENCE GUIDE**

<table>
<thead>
<tr>
<th>and controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>safely shut down equipment</td>
</tr>
<tr>
<td>apply food safety procedures to work practices.</td>
</tr>
</tbody>
</table>

**Context of and specific resources for assessment**

Assessment must occur in a real or simulated workplace where the assessee has access to:

- personal protective clothing and equipment
- work procedures including advice on safe work practices, food safety, quality and environmental requirements, stock flow systems, production schedules, batch/recipe instructions
- specifications, control points and processing parameters
- production schedule/batch instructions
- information on equipment capacity and operating parameters
- grinding and related equipment and services
- stock required for the grinding process
- sampling schedules and test procedures and equipment as required
- documentation and recording requirements and procedures
- cleaning procedures, materials and equipment as required.

**Method of assessment**

This unit should be assessed together with core units and other units of competency relevant to the function or work role. Examples could be:

- FDFOP2004A Clean and sanitise equipment
- FDFOP2011A Conduct routine maintenance
- FDFOP2013A Apply sampling procedures
- FDFOP2030A Operate a process control interface
- MSL973001A Perform basic tests.

**Guidance information for assessment**

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.
Range Statement

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Policies and procedures</th>
<th>Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative requirements</td>
<td>Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes:</td>
</tr>
<tr>
<td></td>
<td>• the Food Standard Code, including the labelling, weights and measures legislation</td>
</tr>
<tr>
<td></td>
<td>• legislation covering food safety, environmental management, OHS, anti-discrimination and equal opportunity</td>
</tr>
<tr>
<td>Workplace information</td>
<td>Workplace information may include:</td>
</tr>
<tr>
<td></td>
<td>• standard operating procedures (SOPs)</td>
</tr>
<tr>
<td></td>
<td>• specifications</td>
</tr>
<tr>
<td></td>
<td>• production schedules and instructions</td>
</tr>
<tr>
<td></td>
<td>• manufacturers' advice</td>
</tr>
<tr>
<td></td>
<td>• standard forms and reports</td>
</tr>
<tr>
<td>Equipment</td>
<td>Equipment may include:</td>
</tr>
<tr>
<td></td>
<td>• conveyors/elevators</td>
</tr>
<tr>
<td></td>
<td>• augers</td>
</tr>
<tr>
<td></td>
<td>• magnets</td>
</tr>
<tr>
<td></td>
<td>• fans</td>
</tr>
<tr>
<td></td>
<td>• sieves</td>
</tr>
<tr>
<td></td>
<td>• hammer mills</td>
</tr>
<tr>
<td></td>
<td>• roller mills</td>
</tr>
<tr>
<td></td>
<td>• breaker bars</td>
</tr>
<tr>
<td></td>
<td>• cyclones</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials include:</td>
</tr>
<tr>
<td></td>
<td>• grains</td>
</tr>
</tbody>
</table>
**RANGE STATEMENT**

<table>
<thead>
<tr>
<th>pulses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pulses are legumes typically include:</td>
</tr>
<tr>
<td>peas</td>
</tr>
<tr>
<td>beans</td>
</tr>
<tr>
<td>lentils</td>
</tr>
</tbody>
</table>

**Shutdown procedures**

<table>
<thead>
<tr>
<th>Shutdown procedures may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>cleaning (in some cases cleaning may be carried out by a dedicated cleaning crew)</td>
</tr>
</tbody>
</table>

**Services**

<table>
<thead>
<tr>
<th>Services may need to be confirmed. These depend on the nature of the process. Typical examples include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>power</td>
</tr>
<tr>
<td>steam</td>
</tr>
<tr>
<td>water</td>
</tr>
<tr>
<td>vacuum</td>
</tr>
<tr>
<td>compressed and instrumentation air</td>
</tr>
</tbody>
</table>

**Unit Sector(s)**

| Unit sector | Operational |

**Competency field**

| Competency field |

**Co-requisite units**

| Co-requisite units |

---
FDFTEC3001A Participate in a HACCP team

Modification History
Not applicable.

Unit Descriptor

| Unit descriptor | This unit of competency covers the skills and knowledge required to participate in the development and/or review of a HACCP-based food safety program under direction. |

Application of the Unit

| Application of the unit | This unit is appropriate where the operator requires a detailed understanding of the steps and techniques used to develop and review a HACCP-based food safety program. |

This unit can be aligned at either AQF 3 or 4. When aligned at AQF 3 the person would typically participate in the development of the food safety program as part of a group. The scope of contribution would typically be limited to their immediate work area. When this unit is applied at AQF 4 the person may take a lead role in facilitating the development of the food safety program and would apply an understanding of food safety across more diverse operations or work areas.

This unit is based on and achieves part of the guideline food safety unit GFSDFSPA Develop food safety programs.

Licensing/Regulatory Information
Not applicable.
### Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th>FDFFS2001A</th>
<th>Implement the food safety program and procedures</th>
</tr>
</thead>
</table>

### Employability Skills Information

<table>
<thead>
<tr>
<th>Employability skills</th>
<th>This unit contains employability skills.</th>
</tr>
</thead>
</table>

### Elements and Performance Criteria Pre-Content

- Elements describe the essential outcomes of a unit of competency.
- Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare to develop and/or review a food safety program | 1.1. Roles and responsibilities for participating in, developing or reviewing a food safety program are identified  
1.2. The scope of the food safety program is identified |
| 2. Identify and/or review food safety hazards | 2.1. Processes to be covered by the food safety program are identified and steps within each process are described  
2.2. Food safety hazards that are reasonably expected to occur are identified for each process  
2.3. Handling methods, processing techniques and existing support programs used in the workplace are identified |
<p>| 3. Establish and/or | 3.1. Acceptable methods of control are established for |</p>
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>review methods to monitor and control food safety hazards</td>
<td>each food safety hazard that is reasonably expected to occur</td>
</tr>
<tr>
<td></td>
<td>3.2. Control methods are validated</td>
</tr>
<tr>
<td></td>
<td>3.3. Procedures for taking preventative action are established</td>
</tr>
<tr>
<td></td>
<td>3.4. Appropriate methods for monitoring that processes remain within control are established</td>
</tr>
<tr>
<td></td>
<td>3.5. Required corrective action to respond to situations where hazards are not effectively controlled is established</td>
</tr>
<tr>
<td></td>
<td>3.6. Work is conducted in accordance with workplace environmental guidelines</td>
</tr>
</tbody>
</table>

**Required Skills and Knowledge**

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit.

**Required skills**

*Ability to:*

- identify personal roles and responsibilities for participating in the development or review of a food safety program
- identify processes and steps to be covered
- identify hazards that are reasonably expected to occur and establish appropriate methods of control, such as participating in validating existing control methods and where there is no adequate control method in place, establishing an appropriate method
- establish or review procedures for implementing preventative action, such as revision of materials, processes and/or food handling procedures, and where required, the revision of workplace practices and documentation, such as specifications, operating procedures and approved supplier programs
- describe the appropriate monitoring requirements for each food safety hazard, including the method or procedure to be followed, the frequency and timing, the person responsible, and the information to be recorded (procedures to be followed would typically be specified in the form of a standard operating procedure or work instruction)
- describe corrective action requirements in the event that acceptable limits or
## REQUIRED SKILLS AND KNOWLEDGE

Requirements of support programs are not met

- develop or review documentation relating to the design and maintenance of the food safety program, such as flow diagrams, hazard analysis charts and tables, support program requirements, data analysis reports, corrective action reports and verification reports
- develop or review documentation to communicate food safety responsibilities, such as standard operating procedures (SOPs), processing parameters and recording devices (e.g. log sheets)
- communicate food safety responsibilities within level of responsibility using techniques and presentation styles appropriate to the audience
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce

### Required knowledge

**Knowledge of:**

- the purpose and intent of food safety legislation
- purpose and responsibilities for maintaining records as required by legislation and workplace procedures
- roles and responsibilities for development and maintenance of the food safety program, including roles of internal and external auditors and of authorised officers
- techniques for applying HACCP-based principles, including techniques for identifying hazards, assessing the likelihood of occurrence, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met, and developing system review procedures
- techniques used to map operations and analyse food safety requirements, such as preparation of flow charts, hazard analysis charts and tables, and data analysis reports
- raw materials, ingredient and finished product composition and characteristics, and related handling and storage requirements
- food processing methods used in the workplace or work area and their effect on food safety
- sources of technical expertise on food safety requirements
- the role of consultation in the development, implementation and ongoing maintenance of the food safety program
- documentation and recording requirements to support communication and monitoring of the food safety program, including procedures for maintaining and updating relevant documents, such as operating procedures
- main types of food safety hazards/contamination likely to occur given the type of
REQUIRED SKILLS AND KNOWLEDGE

- product and processing methods used
- conditions required for bacterial food poisoning to occur, such as water activity, pH, composition, time and temperature as relevant to food handled
- acceptable control methods for the hazards identified and required corrective action when control requirements are not met
- typical support programs, such as cleaning schedules, pest control, stock rotation, product traceability and personal hygiene, and how they can be used as part of a food safety program
- acceptable control methods for the hazards identified and required corrective action when control requirements are not met
- validation and verification processes and techniques and responsibilities

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of ability to:
- identify components and parameters of a food safety program
- identify food safety hazards in production processes
- establish and validate control standards and methods for each hazard
- establish procedures for unpredicted hazards
- communicate and document hazards and control procedures
- complete workplace records
- apply safe work practices and identify occupational health and safety (OHS) hazards and controls
- apply food safety procedures.

Context of and specific resources for

Assessment must occur in a real or simulated workplace
### EVIDENCE GUIDE

**assessment**

where the assessee has access to:

- workplace food safety program documentation
- advice on quality and food safety legislation
- procedures for developing or modifying specifications and other advice on food safety requirements
- procedures for developing or modifying documentation, such as work instructions and procedures, log sheets and other recording requirements
- review/audit arrangements
- consultative mechanisms
- communication systems
- training system
- reporting/recording system.

**Method of assessment**

This unit should be assessed together with core units and other units of competency relevant to the function or work role.

**Guidance information for assessment**

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

### Range Statement

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Food safety programs**

A food safety program is a written document that specifies how a business will control all food safety hazards that are reasonably expected to occur in the food business. The food safety program must provide for the systematic...
**RANGE STATEMENT**

Monitoring of the controls as well as appropriate corrective action if a hazard is found not to be under control. Records must be kept to demonstrate action in relation to, or in compliance with, the food safety program. A food safety program may be developed as a stand-alone program or may be integrated with the quality program in a workplace.

**Methods used to control hazards**

Methods used to control hazards include:
- both support programs and specific hazard control limits or requirements

Typical examples of support programs include:
- product recall
- cleaning schedules
- pest control programs
- personal hygiene practices
- calibration procedures and related operating procedures

**Food safety hazards**

Food safety hazards include:
- microbiological
- chemical
- physical hazards

**Validation**

Validation refers to:
- the use of objective evidence in order to prove that materials, processes, procedures or equipment used are capable of delivering the intended result

**Verification**

Verification refers to:
- reviewing all aspects of the food safety program and related records to determine compliance with and adequacy of the food safety program

At a minimum, food safety programs must be verified annually.

**Scope of the HACCP based plans**

The scope of the HACCP-based plan depends on workplace requirements and may extend outside the direct area of responsibility of the team participants.
### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Technical</th>
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### Competency field

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### Co-requisite units

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FDFWGG2001A Bench graft vines

Modification History
This unit supersedes and is equivalent to FDFWGGBGVB Bench graft vines.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. It covers the skills and knowledge required to select appropriate vine material and bench graft vines. |

Application of the Unit

| Application of the unit | This unit applies to wine grape growing and covers the bench grafting of vines. The unit includes the selection of appropriate vine material, preparation of cuttings, grafting and post-grafting treatment and storage. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
**Elements and Performance Criteria Pre-Content**

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

**Elements and Performance Criteria**

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<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>1. Prepare to bench graft vines</td>
<td>1.1 Materials are confirmed as available to meet grafting requirements &lt;br&gt; 1.2 Cuttings are selected and prepared for grafting &lt;br&gt; 1.3 Equipment is checked to confirm readiness for use &lt;br&gt; 1.4 Equipment is set to meet grafting needs as required</td>
</tr>
<tr>
<td>2. Bench graft vines</td>
<td>2.1 Cuttings are disbudded according to workplace procedures &lt;br&gt; 2.2 Cuttings are bench grafted according to workplace procedures &lt;br&gt; 2.3 Graft is treated and/or taped according to workplace procedures &lt;br&gt; 2.4 Grafting process and equipment are monitored to ensure results are maintained within specifications &lt;br&gt; 2.5 Out-of-specification process and equipment performance are identified, rectified and/or reported</td>
</tr>
<tr>
<td>3. Complete bench grafting activities</td>
<td>3.1 Equipment is shut down, cleaned and maintained as required &lt;br&gt; 3.2 Grafted vines are packed, labelled and stored according to instructions &lt;br&gt; 3.3 Waste generated by both the process and cleaning procedures is collected, treated and disposed of according to workplace procedures &lt;br&gt; 3.4 Work is conducted in accordance with workplace environmental guidelines</td>
</tr>
<tr>
<td>4. Record information</td>
<td>4.1 Workplace information is recorded in the appropriate format</td>
</tr>
</tbody>
</table>

**Required Skills and Knowledge**

This section describes the skills and knowledge required for this unit.
Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Ability to:

- access workplace information to identify grafting requirements
- select, fit and use appropriate personal protective clothing and/or equipment
- liaise with other work areas and customers
- confirm supply of necessary materials
- select appropriate vine material for grafting. This may include consideration of:
  - variety and clone
  - matching cambium
  - matching bevels and sizes
  - wood diameters
  - customer or workplace requirements
- prepare vine material for grafting. This may include:
  - removal from cold storage
  - soaking
  - heat treatment
  - disbudding
  - hydration
  - grading
- select, prepare and set equipment as required
- operate equipment
- disbud vines according to instructions
- bench graft vines to match specifications
- treat vines after grafting. This may include:
  - packing into callusing boxes
  - hormonal treatment
  - careful handling
  - following hygiene procedures
- monitor the process and equipment operation to identify out-of-specification results or non-compliance. This may include monitoring:
  - tightness of graft union
  - progress (e.g. number per day)
- take corrective action in response to out-of-specification results or non-compliance
- report and/or record corrective action as required
- sort, collect, treat, recycle or dispose of waste as required
- maintain work area to meet housekeeping standards. This should include hygiene requirements to prevent cross-infection
• clean equipment as required
• pack, label and store grafted vines. This may include consideration of:
  • cold room layout
  • cold room temperature variations
  • customer requirements
  • storage time requirements
  • care of vine material (e.g. moisture and disease)
• identify, rectify and/or report environmental non-compliance
• conduct routine maintenance of equipment according to enterprise procedures
• use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
• work cooperatively within a culturally diverse workforce.

Required knowledge includes:

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Knowledge of:
• purpose of grafting and various methods of budding and grafting
• purpose and methods of disbudding
• criteria for successful grafting
• importance of selection and use of rootstock and Vinifera
• advantages of using clonal and registered vine improvement rootstock material
• criteria for selecting parent vines for scion material
• procedures and optimum conditions for the storage of material until required for grafting
• stages of the grafting procedure and their purpose
• common problems and corrective action required
• hygiene requirements and procedures
• purpose and components of grafting equipment
• operating procedures for grafting equipment
• methods of callusing vine cuttings and the criteria for best callus development
• procedures and responsibility for reporting problems
• environmental issues and controls
• cleaning requirements and procedures for work area and equipment
• reporting and recording requirements and procedures
• routine maintenance procedures for equipment where relevant.
## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</th>
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<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• select and prepare appropriate vine material for grafting including disbudding</td>
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<td></td>
<td>• undertake bench grafting of vines to instructions</td>
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<td></td>
<td>• post-grafting treatment and packing of vines is to instructions</td>
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<td></td>
<td>• monitor grafted vines and out of specification grafted vines identified and rectified or reported</td>
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<td></td>
<td>• follow personal and work area hygiene procedures</td>
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<td></td>
<td>• dispose of waste correctly</td>
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<td></td>
<td>• record and report results of grafting according to procedures.</td>
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</table>

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<th>Context of and specific resources for assessment</th>
<th>Assessment must occur in a real or simulated workplace where the assessee has access to:</th>
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<td>• personal protective clothing and equipment as required</td>
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<td>• work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements</td>
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<tr>
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<td>• instructions, information, specifications and schedules as required</td>
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<td></td>
<td>• equipment, services and corresponding information as required</td>
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<td>• internal and external customers and suppliers as required</td>
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<td>• cleaning procedures, materials and equipment as required</td>
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<td></td>
<td>• documentation and recording requirements and procedures.</td>
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</table>
**EVIDENCE GUIDE**

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<tr>
<th>Method of assessment</th>
<th>This unit should be assessed together with other units of competency relevant to the function or work role.</th>
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<tr>
<td>Guidance information for assessment</td>
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**Range Statement**

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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<th>Policies and procedures</th>
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<td>Workplace information can include:</td>
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<td>• manufacturer instructions</td>
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<td>• verbal direction from manager, supervisor or senior operator</td>
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<tr>
<td>Grafting methods</td>
<td>Grafting methods may include:</td>
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<td>• T buds</td>
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<td>• Chip</td>
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<td>• Wedge</td>
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<td>• side bark</td>
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### RANGE STATEMENT

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</table>

### Equipment

Equipment may include:
- secateurs
- grafting knife
- grafting machine
- vermiculite boxes
- gloves
- budding tape

### Grafting seals

Grafting seals may include:
- tape
- fungicides
- paint
- wax

### Materials

Vine material may include:
- rootstock
- scion
- rootlings and cuttings (at various sizes)

### Information systems

Information systems may be:
- print or screen based

### Confirming equipment status

Confirming equipment status will include:
- checking that safety standards and pre-start requirements are met and that equipment is operational

### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>
FDFWGG2002A Carry out potting operations

Modification History
This unit supersedes and is equivalent to FDFWGGCPOB Carry out potting operations.
April 2012: Minor typographical corrections.

Unit Descriptor

<table>
<thead>
<tr>
<th>Unit descriptor</th>
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<tbody>
<tr>
<td>This specialised unit has been developed for wine grape nurseries. It covers the skills and knowledge required to carry out potting operations under supervision.</td>
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</table>

Application of the Unit

<table>
<thead>
<tr>
<th>Application of the unit</th>
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</thead>
<tbody>
<tr>
<td>This unit applies to wine grape growing and covers the potting of calloused cuttings. The unit includes preparation of cuttings and potting media, sterilisation of pots and work areas, potting of cuttings and transfer to glasshouses.</td>
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</table>

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

<table>
<thead>
<tr>
<th>Employability skills</th>
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<tbody>
<tr>
<td>This unit contains employability skills.</td>
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### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 1. Prepare for potting operations | 1.1 Work instructions on potting operations are confirmed and understood  
1.2 Materials are confirmed as available and ready to meet potting requirements  
1.3 Potential and existing hazards are identified, rectified and/or reported according to workplace procedures  
1.4 Potting media is blended to according to workplace procedures  
1.5 Pots and work areas are cleaned and sterilised to minimise risk of contamination  
1.6 Grafted cuttings are prepared according to instructions |
| 2. Pot on propagated material | 2.1 Callused cuttings requiring potting are identified and collected according to instructions  
2.2 Soil is placed in pots according to workplace procedures  
2.3 Cuttings are planted according to instructions  
2.4 Trays are labelled according to instructions  
2.5 Safe work practices are implemented to minimise risk of hazards |
| 3. Carry out post-potting treatments | 3.1 Potted cuttings are transferred to the glasshouse according to instructions  
3.2 Potted cuttings are watered according to instructions  
3.3 Waste is collected and disposed of according to workplace procedures  
3.4 Work is conducted in accordance with workplace environmental guidelines |
| 4. Record information | 4.1 Workplace information is recorded in the appropriate format |
Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Ability to:

- access workplace information to identify potting requirements
- confirm supply of necessary materials
- liaise with other work areas and customers
- select, fit and use appropriate personal protective clothing and/or equipment
- select, operate, maintain and store required equipment according to instructions
- maintain work area and equipment to meet workplace housekeeping standards
- maintain work area and equipment to meet workplace hygiene standards
- use appropriate cleaning techniques
- recognise problems and anomalies and correct and/or report them as instructed
- implement safe work practices to minimise risk of hazard
- identify, rectify and/or report environmental non-compliance
- maintain workplace records
- prepare chemical treatments to required concentration and ensure a homogenous mix
- prepare cuttings as instructed. This may include:
  - grading
  - waxing
  - dipping in hormones
  - hydrating
- plant cuttings as instructed. This may include:
  - putting correct amount of media into the pots
  - placing cuttings with nodes facing upwards
- label trays as instructed
- transfer potted cuttings as instructed
- water potted cuttings as instructed
- collect and dispose of waste as instructed
- use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce.

Required knowledge includes:

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.
Knowledge of:

- Occupational health and safety (OHS) hazards and controls
- Purpose and application of protective clothing and/or equipment
- Correct operating procedures of equipment
- Safe and effective handling of equipment
- Safe preparation and handling of potting media
- Cleaning requirements and procedures for work area and equipment
- Environmental issues and controls
- Reporting and recording requirements and procedures
- Procedures and responsibilities for reporting problems and anomalies
- Waste disposal requirements and procedures
- Safe preparation and handling of chemicals
- Commonly occurring problems with potted cuttings
- Principles of nursery hygiene.

Evidence Guide

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| Overview of assessment | Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assesssee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations. |

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<td>- use personal protective equipment, MSDS and follow other specified OHS procedures</td>
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<td>- correctly handle potting media and chemicals and disinfectants</td>
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<td>- select and mix chemical treatments to required concentrations</td>
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<td>- sterilise posts and work surfaces to instructions</td>
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<td>- select or blend potting media according to instructions and placed into pots</td>
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<td>- correctly carry out grading, waxing or other preparations of cuttings before potting</td>
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<td>- plant cuttings correctly and label trays</td>
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EVIDENCE GUIDE

**Context of and specific resources for assessment**

Assessment must occur in a real or simulated workplace where the assessee has access to:

- personal protective clothing and equipment as required
- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements
- instructions, information, specifications and schedules as required
- equipment, services and corresponding information as required
- products and materials as required
- internal and external customers and suppliers as required
- cleaning procedures, materials and equipment as required
- documentation and recording requirements and procedures.

**Method of assessment**

This unit should be assessed together with and other units of competency relevant to the function or work role.

**Guidance information for assessment**

To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

---

**Range Statement**

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.
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</tr>
<tr>
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<td>- potting mix</td>
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<td>- pots</td>
</tr>
<tr>
<td></td>
<td>- cuttings</td>
</tr>
<tr>
<td></td>
<td>- trays</td>
</tr>
<tr>
<td></td>
<td>- pallets</td>
</tr>
<tr>
<td>Waste</td>
<td>Waste may include:</td>
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<tr>
<td></td>
<td>- rejected cuttings</td>
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<td></td>
<td>- spilled potting media</td>
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<td></td>
<td>- damaged pots</td>
</tr>
<tr>
<td></td>
<td>- boxes</td>
</tr>
<tr>
<td>Hazards</td>
<td>Hazards may include:</td>
</tr>
<tr>
<td></td>
<td>- inhaling potting media</td>
</tr>
<tr>
<td></td>
<td>- use of chemicals and disinfectants</td>
</tr>
<tr>
<td></td>
<td>- moving machinery</td>
</tr>
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<td>- transferring pots</td>
</tr>
<tr>
<td></td>
<td>- exposure to sun</td>
</tr>
<tr>
<td></td>
<td>- dust</td>
</tr>
<tr>
<td></td>
<td>- using fungicide and hormone dips</td>
</tr>
</tbody>
</table>
## RANGE STATEMENT

- operating potting equipment

### Media components

Media components may include:
- sand
- potting mix
- gravel
- gro-wool
- sawdust
- pine bark
- perlite
- vermiculite
- foam
- peat
- amendments
- nutrients
- ameliorants
- ash
- rice hulls
- sphagnum moss
- commercial mixes

### Contamination

Contamination may include:
- pests
- diseases
- viruses

### Problems and anomalies

Problems and anomalies may include:
- evidence of nematodes
- crown gall
- dehydration
- infection
- physical damage
- graft union failure

### Treatments

Common treatments may include:
- waxing
- fungicide dips or drench
- watering in

### Labelling

Labelling may include:
- variety
- clone
### RANGE STATEMENT

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>batch number</td>
</tr>
<tr>
<td></td>
<td>date potted</td>
</tr>
<tr>
<td></td>
<td>number potted</td>
</tr>
</tbody>
</table>

### Records

Records will include:

- batch number
- clone variety
- date potted
- number potted
- treatments administered

### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>
FDFWGG2003A Hand prune vines

Modification History
This unit supersedes and is equivalent to FDFWGHPVB Hand prune vines.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. It covers the skills and knowledge required to hand prune vines under regular supervision. |

Application of the Unit

| Application of the unit | This unit covers the pruning of vines used in winemaking using a variety of hand operated or handheld equipment. Pruning methods may include spur pruning, cane pruning, rod and spur pruning. Pruning includes the ability to recognise problems and anomalies with vines and to select the best spurs, canes and buds according to instructions. The unit also covers the use of sharpening equipment and air compressors used for power pruning and sharpening equipment. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare equipment for hand pruning</td>
<td>1.1 Pruning equipment is checked to confirm readiness for use</td>
</tr>
<tr>
<td>2. Hand prune vines</td>
<td>2.1 Pruning equipment is started up and operated according to instructions as required</td>
</tr>
<tr>
<td></td>
<td>2.2 Equipment performance is monitored to confirm performance is maintained within specification as required</td>
</tr>
<tr>
<td></td>
<td>2.3 Vines are pruned in accordance with instructions</td>
</tr>
<tr>
<td></td>
<td>2.4 Anomalies and problems are recognised, rectified and/or reported</td>
</tr>
<tr>
<td></td>
<td>2.5 Equipment is maintained in good working order</td>
</tr>
<tr>
<td>3. Complete hand pruning operations</td>
<td>3.1 Equipment is shut down according to instructions as required</td>
</tr>
<tr>
<td></td>
<td>3.2 Equipment is cleaned and stored according to instructions</td>
</tr>
<tr>
<td></td>
<td>3.3 Vine cuttings are disposed of according to instructions</td>
</tr>
<tr>
<td></td>
<td>3.4 Work is conducted in accordance with workplace environmental guidelines</td>
</tr>
<tr>
<td>4. Record information</td>
<td>4.1 Workplace information is recorded in the appropriate format</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.
Ability to:

- access workplace information to identify pruning requirements
- select, fit and use appropriate personal protective clothing and/or equipment
- handle pruning equipment safely. This includes following the correct handling and sharpening procedures
- start up and operate automatic pruning equipment as required
- monitor and recognise performance problems with pruning equipment and correct or report them as instructed. This includes oiling moving parts and sharpening blades
- identify different parts of the grape vine. This should include identifying:
  - vine trunk and permanent framework
  - canes and/or cordons
  - tendrils and buds
- prune vines according to instructions. This may include:
  - selecting the best possible spurs and canes
  - positioning spurs or canes
  - cleanly removing sucker shoots
  - leaving the correct quantity of spurs, rods and buds
  - making cuts correctly and cleanly
  - recognising and removing unwanted growth
  - rolling and securing extension canes onto trellis wire as required
- use appropriate cleaning techniques
- recognise and report problems and anomalies
- shut down equipment in response to an emergency situation
- shut down equipment in response to routine shutdown requirements
- clean and store equipment according to instructions
- identify, rectify and/or report environmental non-compliance
- maintain work area to meet housekeeping standards
- dispose of vine cuttings according to instructions
- carry out routine preventive maintenance of equipment according to enterprise procedures
- use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce.

Required knowledge includes:

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Knowledge of:

- purpose of pruning vines
- basic components of the vine
- basic difference between cane and spur pruning
• pruning requirements
• safe handling of pruning equipment
• purpose and application of personal protective clothing and/or equipment
• correct operating procedures for pruning equipment
• shutdown sequence
• tag-out and lock-out sequence and methods
• cleaning and storage requirements of pruning equipment
• Occupational health and safety (OHS) hazards and controls
• environmental issues and controls
• basic problems and anomalies
• procedures and responsibility for reporting problems and anomalies
• disposal requirements of vine cuttings
• routine preventive maintenance procedures for equipment where relevant.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of ability to:
• use personal protective clothing and equipment where required
• follow pruning equipment safety procedures
• start and operate pruning equipment correctly
• select best spurs and canes
• prune correctly and according to instructions
• perform routine and emergency shut downs
• follow environmental instructions
• dispose of cuttings according to instructions
• maintain records as required.

Context of and specific resources for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:
**EVIDENCE GUIDE**

- personal protective clothing and equipment as required
- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements
- instructions, information, specifications and schedules as required
- equipment, services and corresponding information as required
- products and materials as required
- internal and external customers and suppliers as required
- cleaning procedures, materials and equipment as required
- documentation and recording requirements and procedures.

**Method of assessment**

This unit should be assessed together with other units of competency relevant to the function or work role.

**Guidance information for assessment**

To ensure consistency in one’s performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

---

**Range Statement**

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Policies and procedures**

Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements

**Workplace information**

Workplace information can include:
## RANGE STATEMENT

- Standard Operating Procedures (SOPs)
- specifications
- production schedules
- instructions
- routine maintenance schedules
- work notes
- Material Safety Data Sheets (MSDS)
- manufacturer instructions
- verbal direction from manager, supervisor or senior operator

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Equipment may include:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>electronic, hydraulic, pneumatic and hand secateurs</td>
</tr>
<tr>
<td></td>
<td>sharpening stone</td>
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<tr>
<td></td>
<td>file</td>
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<tr>
<td></td>
<td>scabbard or pouch</td>
</tr>
<tr>
<td></td>
<td>choppers (two-handed snips)</td>
</tr>
<tr>
<td></td>
<td>petrol air compressors</td>
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</table>

<table>
<thead>
<tr>
<th>Methods of pruning</th>
<th>Methods of pruning may include:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>spur pruning</td>
</tr>
<tr>
<td></td>
<td>cane pruning</td>
</tr>
<tr>
<td></td>
<td>rod and spur pruning</td>
</tr>
<tr>
<td></td>
<td>hand clean up after machine pruning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problems and anomalies</th>
<th>Problems and anomalies may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>signs of common pests and diseases, such as mildew, eutypa, phomopsis, boring insects, dying arm, crown gall, diseased wood, dead vines, damaged trellis or irrigation system, and faulty, stiff or blunt equipment</td>
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</tbody>
</table>

## Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
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<tbody>
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</table>
FDFWGG2005A Maintain callusing environment

Modification History
This unit supersedes and is equivalent to FDFWGGMCEB Maintain callusing environment.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor       | This specialist unit has been developed for wine grape nurseries. It covers the skills and knowledge required to maintain a callusing environment under supervision. |

Application of the Unit

| Application of the unit | This unit applies to wine grape nursery staff who work with vine cuttings that are to be callused in preparation for planting. The unit covers the maintenance of the callusing environment, preparation of callusing boxes, pre- and post-callusing treatments and monitoring of callusing process. All work is done to specifications and knowledge of occupational health and safety (OHS), environmental and hygiene requirements is required. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare callusing environment | 1.1 Work instructions on callusing are confirmed and understood  
1.2 Materials required for callusing are confirmed as available and ready to meet requirements  
1.3 Equipment is selected and used according to workplace procedures  
1.4 Work area, equipment and boxes are cleaned and sterilised to minimise risk of contamination  
1.5 Potential and existing hazards are identified, rectified and/or reported according to workplace procedures  
1.6 Pre-mixed callusing media is prepared as instructed  
1.7 Callusing environment is prepared according to workplace procedures  
1.8 Callusing boxes are prepared according to workplace procedures |
| 2. Prepare cuttings for callusing | 2.1 Cuttings are prepared for callusing according to instructions  
2.2 Pre-callusing treatments are applied as instructed  
2.3 Cuttings are counted, bundled and labelled according to instructions  
2.4 Cuttings are placed into boxes according to instructions |
| 3. Maintain cuttings in callusing room | 3.1 Cuttings are placed into callusing environment according to workplace procedures  
3.2 Callusing environment is maintained within specifications  
3.3 Cuttings are monitored for potential health problems according to workplace procedures  
3.4 Post-callusing treatments are applied to maintain plant health according to workplace procedures |
| 4. Carry out post-callusing operations | 4.1 Callused cuttings are removed from callusing room as instructed  
4.2 Waste is collected and disposed of according to workplace procedures  
4.3 Facilities are cleaned and sterilised according to workplace procedures |
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
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<td>procedures</td>
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<tr>
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</tr>
<tr>
<td>5.</td>
<td>Record information</td>
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<tr>
<td></td>
<td>5.1 Workplace information is recorded in the appropriate format</td>
</tr>
</tbody>
</table>

### Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

**Required skills include:**

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Ability to:**

- access workplace information to identify callusing requirements
- confirm supply of necessary materials
- liaise with other work areas
- select, fit and use appropriate personal protective clothing and/or equipment
- select, operate, maintain and store the required equipment according to instructions
- maintain work area and equipment to meet workplace housekeeping standards
- maintain work area and equipment to meet workplace hygiene standards
- use appropriate cleaning techniques
- recognise problems and anomalies and correct and/or report them as instructed
- identify, rectify and/or report environmental non-compliance
- maintain workplace records
- prepare callusing media to specified moisture levels
- prepare callusing environment. This may include:
  - turning on heaters and fans
  - setting and monitoring temperature and relative humidity
- prepare callusing boxes. This may include:
  - filling boxes with sand or vermiculite
  - lining boxes
  - storing excess media
- prepare chemical treatments to required concentration and ensure homogenous mix
- prepare cuttings for callusing. This may include:
  - taking cuttings out of storage
  - cutting just below basal bud
- apply pre-callusing treatment. This may include:
• hydrating cuttings
• applying fungicide treatments
• applying root promoter treatment
• prepare labels in a clear and legible manner with waterproof ink
• place cuttings into boxes. This may include:
  • feeling into media
  • watering in
  • placing correct number of cuttings per box
  • placing basal end at bottom
  • dipping into hormone mixes
  • arranging cuttings according to variety, clone and source
  • labelling and mapping of beds
• maintain callusing environment. This may include consideration of:
  • temperature
  • relative humidity
  • moisture levels of growing medium
• monitor cuttings for potential health problems. This may include identifying:
  • uneven callusing
  • dehydration
  • presence of pests and diseases
• apply post-callusing treatments. This may include:
  • hydrating cuttings
  • applying fungicides
• remove callused cuttings. This may include:
  • loading cuttings onto trucks or trailers
  • potting or planting cuttings
• dispose of waste as instructed. This may include:
  • pasteurising callusing media
  • spreading waste material through the vineyard
  • placing waste in bins for removal by disposal company
• use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
• work cooperatively within a culturally diverse workforce.

**Required knowledge includes:**

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Knowledge of:**

• OHS hazards and controls
- purpose of personal protective clothing and/or equipment
- correct operating procedures for equipment
- safe and effective handling of equipment
- cleaning requirements and procedures for work area and equipment
- environmental issues and controls
- reporting and recording requirements and procedures
- procedures and responsibilities for reporting problems and anomalies
- waste disposal requirements and procedures
- safe preparation and handling of chemicals
- purpose and benefit of pre- and post-callusing treatments
- pre-callusing treatment procedures
- post-callusing treatment procedures
- principles of nursery hygiene
- procedures for preparing pre-mixed callusing media
- factors in a controlled callusing environment that affect the vine cutting
- procedures for maintaining callusing environment
- common problems that occur during callusing and how they should be resolved (e.g. uneven callusing or evidence of dehydrated cuttings on arrival)
- quality control process in the callusing environment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of ability to:
- use personal protective clothing and equipment where required
- observe hygiene and housekeeping standards including correct cleaning and sterilisation of work area, equipment and boxes
- prepare callusing media and boxes to specification
- prepare cuttings and apply pre-callusing treatment
## EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Correctly</th>
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</thead>
<tbody>
<tr>
<td>place cuttings into callusing boxes correctly</td>
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</tr>
<tr>
<td>monitor and maintain callusing environment to specification</td>
<td></td>
</tr>
<tr>
<td>monitor cuttings for correct callusing and report problems according to procedures</td>
<td></td>
</tr>
<tr>
<td>apply post-callusing treatment correctly</td>
<td></td>
</tr>
<tr>
<td>remove callused cuttings correctly</td>
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<tr>
<td>record information appropriately</td>
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</tbody>
</table>

### Context of and specific resources for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- personal protective clothing and equipment as required
- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements
- instructions, information, specifications and schedules as required
- equipment, services and corresponding information as required
- products and materials as required
- internal and external customers and suppliers as required
- cleaning procedures, materials and equipment as required
- documentation, recording requirements and procedures.

### Method of assessment

This unit should be assessed together with other units of competency relevant to the function or work role.

### Guidance information for assessment

To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.
## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Policies and procedures</th>
<th>Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Workplace information</strong></td>
<td>Workplace information can include:</td>
</tr>
<tr>
<td></td>
<td>• Standard Operating Procedures (SOPs)</td>
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<tr>
<td></td>
<td>• specifications</td>
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<td></td>
<td>• production schedules</td>
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<td></td>
<td>• instructions</td>
</tr>
<tr>
<td></td>
<td>• routine maintenance schedules</td>
</tr>
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<td>• work notes</td>
</tr>
<tr>
<td></td>
<td>• Material Safety Data Sheets (MSDSs)</td>
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<td></td>
<td>• manufacturer instructions</td>
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<td></td>
<td>• verbal direction from manager, supervisor or senior operator</td>
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<td><strong>Equipment</strong></td>
<td>Equipment may include:</td>
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<td></td>
<td>• thermometer</td>
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<td>• hydrothermometer</td>
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<td></td>
<td>• hydraulic bin</td>
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<td></td>
<td>• trolley or trailer</td>
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<tr>
<td></td>
<td>• personal protective clothing and/or equipment</td>
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<td></td>
<td>• forklift</td>
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<tr>
<td><strong>Materials</strong></td>
<td>Materials may include:</td>
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<tr>
<td></td>
<td>• cuttings</td>
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<td></td>
<td>• callusing media</td>
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<td>• rooting hormone</td>
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<td></td>
<td>• boxes</td>
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<td>• pallets</td>
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<td>• diseases</td>
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<td>• viruses</td>
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## RANGE STATEMENT

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<th>Waste may include:</th>
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<tr>
<td></td>
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<td>damaged cuttings</td>
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<td>callusing containers</td>
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<table>
<thead>
<tr>
<th>Hazards</th>
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<td></td>
<td>obstacles</td>
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<td></td>
<td>inhaling callusing media</td>
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<tr>
<td></td>
<td>operating equipment</td>
</tr>
<tr>
<td></td>
<td>using chemicals and disinfectants</td>
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<table>
<thead>
<tr>
<th>Label information</th>
<th>Label information may include:</th>
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<td>rootstock</td>
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<td>date placed into callusing room</td>
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<td>date to be removed</td>
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<td>treatments applied</td>
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<td>source of rootstock and scion</td>
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</table>

<table>
<thead>
<tr>
<th>Problems and anomalies</th>
<th>Problems and anomalies may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>evidence of crown gall</td>
</tr>
<tr>
<td></td>
<td>dehydration</td>
</tr>
<tr>
<td></td>
<td>fungal infection</td>
</tr>
<tr>
<td></td>
<td>physical damage</td>
</tr>
<tr>
<td></td>
<td>graft union failure</td>
</tr>
<tr>
<td></td>
<td>excessive galling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Records</th>
<th>Records will include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>treatments applied</td>
</tr>
<tr>
<td></td>
<td>clones</td>
</tr>
<tr>
<td></td>
<td>variety</td>
</tr>
<tr>
<td></td>
<td>source</td>
</tr>
<tr>
<td></td>
<td>batch numbers</td>
</tr>
<tr>
<td></td>
<td>numbers of vines in callus boxes</td>
</tr>
<tr>
<td></td>
<td>numbers of boxes packed</td>
</tr>
<tr>
<td></td>
<td>date of callusing</td>
</tr>
</tbody>
</table>
## Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>

© Commonwealth of Australia, 2019  
Skills Impact
FDFWGG2006A Obtain and process rootlings

Modification History
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. It covers the processing of vine rootlings in wine grape nurseries including, where required, digging of rootlings from field nurseries. |

Application of the Unit

| Application of the unit | This unit applies to wine grape growing and covers the processing of rootlings. Rootlings may include those developed from cuttings in a sand bed or callusing room, or those freshly dug from a field nursery. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare to process rootlings | 1.1 Work instructions for the processing of rootlings are confirmed and understood  
1.2 Facilities are cleaned and sterilised to minimise risk of contamination  
1.3 Materials are confirmed as available and ready to meet requirements  
1.4 Equipment is collected and checked for serviceability and sterilised as required by workplace procedures  
1.5 Potential and existing hazards are identified, rectified and/or reported according to workplace procedures |
| 2. Obtain rootlings | 2.1 Requirement for rootlings from field nurseries, sand beds or callusing are checked against instructions  
2.2 Rootlings if required are dug from field nurseries using tractor mounted or trailed digging machines or hand-held tools  
2.3 Rootlings are obtained from sand beds or callusing room according to requirements |
| 3. Process rootlings | 3.1 Rootlings are treated and bundled according to instructions  
3.2 Bundles are labelled, packed and stored according to instructions  
3.3 Waste is collected and disposed of according to workplace procedures  
3.4 Work is conducted in accordance with workplace environmental guidelines  
3.5 Problems and anomalies are identified, rectified and/or reported according to workplace procedures  
3.6 Safe work practices are employed to minimise work hazards |
| 4. Prepare rootlings for dispatch | 4.1 Bundles of rootlings are assembled according to instructions  
4.2 Rootlings are prepared and packed for dispatch according to instructions  
4.3 Stock is loaded for dispatch according to instructions |
### ELEMENT | PERFORMANCE CRITERIA
--- | ---
4.4 | Orders are checked against goods being dispatched according to workplace procedures
4.5 | Safe work practices are employed to minimise work hazards
5. | Record information
5.1 | Workplace information is recorded in the appropriate format

### Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

**Required skills include:**

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Ability to:**

- access workplace information to identify rootling processing requirements
- confirm supply of necessary materials
- liaise with other work areas
- select, fit and use appropriate personal protective clothing and/or equipment
- select, operate, maintain and store required equipment according to instructions
- maintain work area and equipment to meet workplace housekeeping and hygiene standards
- use appropriate cleaning techniques
- recognise problems and anomalies and correct and/or report them as instructed
- identify, rectify and/or report environmental non-compliance
- maintain workplace records
- select and use materials as required
- prepare chemical treatments to required concentration and ensure a homogenous mix
- handle rootlings correctly
- treat rootlings as instructed. This may include:
  - complete hydration of all rootlings
  - complete chemical treatment of all rootlings
  - removal of unwanted plant material
- monitor the standard of rootlings and grade them as instructed. This may include sorting for:
  - diameter of stem
  - appearance
  - length and number of shoots
  - strength of graft union
- bundle and label rootlings as instructed. This may include:
  - ensure correct numbers per bundle
• lay rootlings all the same way in bundles
• tye bundles securely
• label legibly and accurately
• pack and store rootlings as instructed. This may include meeting instructions for:
  • cold room layout
  • cold room temperature variations
  • customer requirements
  • storage time requirements
• collect and dispose of waste as required to minimise risk of environmental damage
• check stock against orders. This may include checking order requirements for:
  • quantity of stock
  • varieties and clones
  • quality of stock is within specifications
• dispatch stock as instructed. This may include:
  • correct manual handling
  • correct use of mechanical transfer equipment
• liaise with customers. This may include:
  • taking orders
  • notifying customers about availability of stock
  • notifying customers about dispatch dates
  • identifying specific treatments of stock
• use oral communication skills/language to fulfil the job role as specified by the organisation,
  including questioning, active listening, asking for clarification and seeking advice from
  supervisor
• work cooperatively within a culturally diverse workforce.

**Required knowledge includes:**

Note: The following required knowledge should be applied as appropriate to the equipment and
processes that are used in the particular winery or workplace.

**Knowledge of:**

• occupational health and safety (OHS) hazards and controls
• purpose and application of personal protective clothing and/or equipment
• correct operating procedures for equipment
• safe and effective handling of equipment
• principles of nursery hygiene
• cleaning requirements and procedures for work area and equipment
• reporting and recording requirements and procedures
• procedures and responsibilities for reporting problems and anomalies
• waste disposal requirements and procedures
• environmental issues and controls
- equipment operation and maintenance requirements and procedures
- safe preparation and handling of chemicals
- common features of healthy vine rootlings
- common features of unhealthy vine rootlings
- factors that influence how a rootling should be graded and why
- package, storage requirements and procedures for rootlings ready for sale
- rootling preparation requirements and procedures for sales or transfers to customers.

**Evidence Guide**

<table>
<thead>
<tr>
<th>EVIDENCE GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical aspects for assessment and evidence required to demonstrate competency in this unit</td>
<td>Evidence of ability to:</td>
</tr>
<tr>
<td></td>
<td>• use personal protective equipment, (MSDS and follow other specified OHS procedures</td>
</tr>
<tr>
<td></td>
<td>• handle chemicals and disinfectants correctly</td>
</tr>
<tr>
<td></td>
<td>• select and mix chemical treatments to required concentrations</td>
</tr>
<tr>
<td></td>
<td>• sterilise equipment and work surfaces to instructions</td>
</tr>
<tr>
<td></td>
<td>• obtain rootlings correctly from required sources (e.g. field nursery, sand beds or callusing room)</td>
</tr>
<tr>
<td></td>
<td>• treat, bundle, store and label rootlings correctly</td>
</tr>
<tr>
<td></td>
<td>• identify and report problems and anomalies</td>
</tr>
<tr>
<td></td>
<td>• treat and dispose of waste correctly</td>
</tr>
<tr>
<td></td>
<td>• keep appropriate records.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must occur in a real or simulated workplace where the assessee has access to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• personal protective clothing and equipment as required</td>
</tr>
<tr>
<td></td>
<td>• work procedures, including advice on company practices, safe work practices, food safety, quality</td>
</tr>
</tbody>
</table>
### EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>and environmental requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• instructions, information, specifications and schedules as required</td>
</tr>
<tr>
<td>• equipment, services and corresponding information as required</td>
</tr>
<tr>
<td>• products and materials as required</td>
</tr>
<tr>
<td>• internal and external customers and suppliers as required</td>
</tr>
<tr>
<td>• cleaning procedures, materials and equipment as required</td>
</tr>
<tr>
<td>• documentation and recording requirements and procedures.</td>
</tr>
</tbody>
</table>

### Method of assessment

This unit should be assessed together with other units of competency relevant to the function or work role.

### Guidance information for assessment

To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

---

### Range Statement

#### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Policies and procedures</th>
<th>Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace information</td>
<td>Workplace information can include:</td>
</tr>
<tr>
<td></td>
<td>• Standard Operating Procedures (SOPs)</td>
</tr>
<tr>
<td></td>
<td>• specifications</td>
</tr>
<tr>
<td></td>
<td>• production schedules</td>
</tr>
<tr>
<td></td>
<td>• instructions</td>
</tr>
</tbody>
</table>
### RANGE STATEMENT

- routine maintenance schedules
- work notes
- Material Safety Data Sheets (MSDS)
- manufacturer instructions
- verbal direction from manager, supervisor or senior operator

### Wine grape nursery facilities

Wine grape nursery facilities may include:

- cold storage
- bins
- water
- fungicide treatment areas
- storage bins or tanks
- soakage tanks

### Equipment

Equipment may include:

- secateurs
- personal protective clothing and/or equipment
- bins
- boxes
- counting machine
- packing machine
- forklift

### Materials

Materials may include:

- string
- labels
- chemicals
- sand
- wax
- pallets

### Waste

Waste may include:

- off-cuts
- dropped or rejected rootlings
- packaging materials

### Work hazards

Work hazards may include:

- damaging fingers or eyes from use of tools and equipment
- manual handling
- lifting bundles
### RANGE STATEMENT

- falling over in an untidy work area
- using chemicals and disinfectants

### Problems and anomalies

Problems and anomalies may include:
- evidence of nematodes
- crown gall
- dehydration
- infection
- physical damage
- damaged buds
- immature wood

### Rootlings

Rootlings may include:
- those developed from cuttings in a sand bed or callusing room
- those freshly dug from a field nursery

### Grading rootlings

Grading rootlings may include sorting for:
- diameter of stem
- appearance
- length of shoots
- number of shoots
- strength of graft union

### Label information

Label information may include:
- class of the material
- variety and clone
- grade of cutting
- the source identification code
- name of customer
- date packed

### Treatments

Treatments may include:
- hydration
- chemical treatment
- trimming
- grading

### Customer requirements

Customer requirements may include:
- quantity
- level of root trimming
- level of shoot trimming
### RANGE STATEMENT

<table>
<thead>
<tr>
<th>Packing</th>
<th>Packing may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• packing, venting and sealing cuttings into polythene</td>
</tr>
<tr>
<td></td>
<td>film bags</td>
</tr>
<tr>
<td></td>
<td>• wrapping cuttings in wet hessian</td>
</tr>
<tr>
<td></td>
<td>• packing in woven polypropylene wool packs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loading of rootlings</th>
<th>Loading of rootlings may be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• done manually or with the use of a forklift</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Records</th>
<th>Records will include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• number of rootlings per bundle</td>
</tr>
<tr>
<td></td>
<td>• number of bundles</td>
</tr>
<tr>
<td></td>
<td>• treatments</td>
</tr>
<tr>
<td></td>
<td>• date</td>
</tr>
</tbody>
</table>

### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>
FDFWG2008A Train vines

Modification History
This unit supersedes and is equivalent to FDFWGTVB Train vines.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. It covers the skills and knowledge required to train growing vines by hand. |

Application of the Unit

| Application of the unit | This unit covers the training of vines used in winemaking using a variety of handheld hand or operated equipment. The unit requires knowledge of the different parts of a grape vine, the ability to detect problems and anomalies, and to use techniques for selection and training of laterals. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for training</td>
<td>1.1 Equipment is confirmed as available and ready for use</td>
</tr>
<tr>
<td></td>
<td>1.2 Materials are confirmed as available to meet training requirements</td>
</tr>
<tr>
<td>2. Train vines</td>
<td>2.1 Vines are trained according to instructions</td>
</tr>
<tr>
<td></td>
<td>2.2 Anomalies and problems are recognised, rectified and/or reported</td>
</tr>
<tr>
<td></td>
<td>2.3 Equipment is maintained in good working order</td>
</tr>
<tr>
<td>3. Complete training activities</td>
<td>3.1 Equipment is cleaned and stored according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Waste generated by both the process and cleaning procedures is collected, treated, disposed of or recycled according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Work is conducted in accordance with workplace environmental guidelines</td>
</tr>
<tr>
<td>4. Record information</td>
<td>4.1 Workplace information is recorded in the appropriate format</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Ability to:

- access workplace information to identify training requirements
- select, fit and use appropriate personal protective clothing and/or equipment
- set up and operate equipment as required according to instructions
• identify different parts of the grapevine. This should include identifying:
  • vine trunk and permanent framework
  • canes and/or cordons
  • tendrils and buds
  • fruit
• recognise and rectify or report problems and anomalies
• identify, rectify and/or report environmental non-compliance
• train vines according to instructions. This may include:
  • heading height
  • selection of appropriate laterals
  • positioning of laterals
  • securing of laterals
  • removing unwanted laterals from trunk and crown
• maintain work area to meet housekeeping standards
• clean and store equipment according to instructions
• use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
• work cooperatively within a culturally diverse workforce.

Required knowledge includes:

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Knowledge of:

• safe and effective handling of equipment
• correct operating procedures for equipment
• basic maintenance requirements and procedures for equipment
• purpose and application of personal protective clothing and/or equipment
• Occupational health and safety (OHS) hazards and controls
• procedures and responsibility for reporting problems and anomalies
• range of vine training techniques, features and benefits
• basic components of the vine
• training requirements and procedures
• common vineyard pests and diseases and other common vine problems
• environmental issues and controls
• cleaning and storage requirements and procedures for equipment
• reporting responsibilities and procedures.
Evidence Guide

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Evidence of ability to:  
- use personal protective equipment, MSDS and follow other specified OHS procedures  
- identify parts of vines, including laterals, canes, cordons and buds  
- train vines to instructions  
- recognise faults and anomalies  
- keep records according to procedures. |
| Context of and specific resources for assessment | Assessment must occur in a real or simulated workplace where the assessee has access to:  
- personal protective clothing and equipment as required  
- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements  
- instructions, information, specifications and schedules as required  
- equipment, services and corresponding information as required  
- products and materials as required  
- internal and external customers and suppliers as required  
- cleaning procedures, materials and equipment as required  
- documentation and recording requirements and procedures. |
| Method of assessment | This unit should be assessed together with other units of competency relevant to the function or work role. |
| Guidance information for assessment | To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over |
EVIDENCE GUIDE

| **a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.** |

Range Statement

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Policies and procedures**

Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements

**Workplace information**

Workplace information can include:
- Standard Operating Procedures (SOPs)
- specifications
- production schedules
- instructions
- routine maintenance schedules
- work notes
- Material Safety Data Sheets (MSDS)
- manufacturer instructions
- verbal direction from manager, supervisor or senior operator

**Equipment**

Equipment may include:
- snips
- tape guns

**Materials**

Materials may include:
- strings
- stakes
- wires
- tape
## RANGE STATEMENT

<table>
<thead>
<tr>
<th>Method of training</th>
<th>Method of training may vary according to workplace need, but may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• unilateral or bilateral techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problems and anomalies</th>
<th>Problems and anomalies may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• uneven growth</td>
</tr>
<tr>
<td></td>
<td>• pests and diseases</td>
</tr>
<tr>
<td></td>
<td>• dead vines</td>
</tr>
<tr>
<td></td>
<td>• broken trellis or wires</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Waste</th>
<th>Waste may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• vine trimmings</td>
</tr>
<tr>
<td></td>
<td>• faulty materials</td>
</tr>
<tr>
<td></td>
<td>• packaging</td>
</tr>
</tbody>
</table>

### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FDFWGG2009A Operate specialised canopy management equipment

Modification History
This unit supersedes and is equivalent to FDFWGGCMSB Operate specialised canopy management equipment.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. It covers the skills and knowledge required to attach, set up, operate and detach canopy management equipment. |

Application of the Unit

| Application of the unit | This unit applies to the operation of specialised equipment used in wine grape growing. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites

| Prerequisite units | AHCMOM202A Operate tractors |

Employability Skills Information

| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for canopy management activities</td>
<td>1.1 Canopy management requirements are identified and planned</td>
</tr>
<tr>
<td></td>
<td>1.2 Canopy management equipment is confirmed as available and ready for use</td>
</tr>
<tr>
<td></td>
<td>1.3 Equipment is set up to meet requirements</td>
</tr>
<tr>
<td>2. Operate canopy management equipment</td>
<td>2.1 Equipment is started up according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>2.2 Canopy management techniques are applied to vines according to their vigour, capacity and manager’s instructions</td>
</tr>
<tr>
<td></td>
<td>2.3 Equipment performance is monitored to confirm performance is maintained within specifications</td>
</tr>
<tr>
<td></td>
<td>2.4 Canopy management activities are monitored to confirm performance is maintained within specifications</td>
</tr>
<tr>
<td></td>
<td>2.5 Out-of-specification performance is identified, rectified and/or reported</td>
</tr>
<tr>
<td>3. Shut down canopy management equipment</td>
<td>3.1 Canopy management equipment is shut down according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Equipment is cleaned and stored according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Work is conducted in accordance with workplace environmental guidelines</td>
</tr>
<tr>
<td>4. Record information</td>
<td>4.1 Workplace information is recorded in the appropriate format</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Ability to:
- access workplace information to identify canopy management requirements
- select, fit and use personal protective clothing and/or equipment
- liaise with other work areas
- identify canopy management requirements. Factors to be considered include:
  - grape variety
  - vine vigour
  - end use of fruit, quality and yield requirements
  - climate
  - operating conditions
  - workplace procedures, manager’s instructions
- attach equipment to tractor
- set up equipment to meet requirements
- confirm equipment status and condition
- operate equipment to meet requirements
- recognise equipment performance problems and rectify and/or report according to workplace procedures
- monitor canopy management activities. This will include monitoring:
  - width of canopy
  - speed of tractor and power take-off rpm
  - density of foliage
  - air circulation
  - light penetration or shade
  - bud numbers, spur length
  - vine damage
  - progress
  - problems and anomalies
- shut down equipment in response to an emergency situation
- shut down equipment in response to routine shutdown requirements
- clean and store equipment
- detach equipment from tractor
- use appropriate cleaning techniques
- take corrective action in response to out-of-specification results or non-compliance
- report and/or record problems and/or corrective action
- identify, rectify and/or report environmental non-compliance
- maintain workplace records
- maintain work area to meet housekeeping standards
- carry out routine maintenance of equipment according to enterprise procedures
- use hand tools according to enterprise procedures
- use power tools according to enterprise procedures
- interpret mechanical drawings according to enterprise procedures
- use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce.

**Required knowledge includes:**

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Knowledge of:**

- key factors affecting the canopy management technique adopted. These may include:
  - climate, forecast and current weather conditions
  - vineyard aspect and terrain
  - grape variety and vigour
  - grape quality and characteristics required
  - trellis design
  - harvesting techniques
  - disease risk and occurrence
  - stage of maturity and development
- operating parameters and procedures
- recognition of correct vine growth stages at which to carry out canopy management activities
- factors influencing vine vigour, including:
  - grape variety
  - trellis design
  - vine spacing
  - fertilisers
  - irrigation
  - rootstock
- features and benefits of a range of canopy management styles and techniques and their respective affect on grape quality, cropping yield and wine production requirements. This should include techniques to manage:
  - light penetration and shading
  - air circulation and disease reduction
  - annual growth stages of vine development
  - crop quality and quantity
- significance and method of monitoring canopy management activities
- purpose and basic components of canopy management equipment
- operational procedures for equipment
- Occupational health and safety (OHS) hazards and controls
- environmental issues and controls
- basic vine canopy problems or anomalies
- procedures and responsibility for reporting problems
- cleaning and storage requirements and procedures for equipment
- shutdown sequence
- routine maintenance procedures for equipment where relevant
- procedures for using hand tools where relevant
- procedures for using power tools where relevant
- interpretation of mechanical drawings where relevant.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Evidence of ability to:
- use personal protective clothing and equipment
- select and confirm availability of equipment and prepare according to instructions
- attach, set up equipment to meet requirements
- start and operate equipment in accordance with operation instructions and requirements of workplace and task
- perform emergency and routine shutdowns
- take corrective action in response to out-of-specification results or non-compliance
- demonstrate knowledge of OHS hazards, controls and emergency procedures
- sort, collect, treat, recycle or dispose of waste
- record information appropriately. |
| Context of and specific resources for assessment | Assessment must occur in a real or simulated workplace where the assessee has access to: |
EVIDENCE GUIDE

- personal protective clothing and equipment as required
- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements
- instructions, information, specifications and schedules as required
- equipment, services and corresponding information as required
- products and materials as required
- internal and external customers and suppliers as required
- cleaning procedures, materials and equipment as required
- documentation and recording requirements and procedures.

Method of assessment

This unit should be assessed together with other units of competency relevant to the function or work role.

Guidance information for assessment

To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Policies and procedures

Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements

Workplace information

Workplace information may include:
# RANGE STATEMENT

- Standard Operating Procedures (SOPs)
- specifications
- production schedules
- routine maintenance schedules
- work notes
- Material Safety Data Sheets (MSDS)
- manufacturer instructions
- verbal directions from manager, supervisor or senior operator

## Equipment

Equipment may include:
- tractor
- circular saws
- cutter bars
- blades
- knives
- drum pruners
- mechanical leaf pluckers
- wire lifters

## Terrain

Terrain must enable safe and effective operation of equipment. It may include:
- tracks
- access roads
- vineyard rows
- open paddocks
- flat, undulating, steep, hilly or terraced land
- and on- and off-road environments

## Conditions

Conditions must enable safe and effective operation of equipment. These may include:
- dry
- wet
- slippery
- boggy
- icy
- foggy
- windy
- day and night conditions

## Confirming equipment status

Confirming equipment status will include:
- checking that all safety standards and pre-start
## RANGE STATEMENT

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information systems</strong></td>
<td>Information systems may be:</td>
</tr>
<tr>
<td></td>
<td>• print or screen based</td>
</tr>
<tr>
<td><strong>Canopy management techniques</strong></td>
<td>Canopy management techniques may vary and should include:</td>
</tr>
<tr>
<td></td>
<td>• those required by the workplace (e.g. pruning, trimming, plucking and lifting)</td>
</tr>
<tr>
<td><strong>Problems and anomalies</strong></td>
<td>Problems and anomalies may include:</td>
</tr>
<tr>
<td></td>
<td>• dead vines</td>
</tr>
<tr>
<td></td>
<td>• signs of common pests and diseases, such as light brown apple moth (LBAM), boring insects, mildew, eutypa, phomopsis, dying arm, crown gall and diseased wood</td>
</tr>
<tr>
<td></td>
<td>• signs of trellis and/or irrigation disrepair or problems</td>
</tr>
<tr>
<td></td>
<td>• machinery breakdowns</td>
</tr>
</tbody>
</table>

## Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>
FDFWGG2010A Field graft vines

Modification History
This unit supersedes and is equivalent to FDFWGFGVB Field graft vines.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. This unit covers the skills and knowledge required to select appropriate vine material and field graft vines. |

Application of the Unit

| Application of the unit | This unit applies to work conducted in the field to select and prepare vines for grafting and complete grafting activities. It includes application of treatment as required. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare to field graft vines</td>
<td>1.1 Materials are confirmed and available to meet grafting requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Vine material is selected and prepared for grafting</td>
</tr>
<tr>
<td></td>
<td>1.3 Equipment is checked to confirm readiness for use</td>
</tr>
<tr>
<td>2. Field graft vines</td>
<td>2.1 Vines are field grafted according to instructions</td>
</tr>
<tr>
<td></td>
<td>2.2 Vine graft is treated and taped according to instructions</td>
</tr>
<tr>
<td></td>
<td>2.3 Grafting process and equipment are monitored to ensure results are maintained within specifications</td>
</tr>
<tr>
<td></td>
<td>2.4 Out-of-specification process and equipment performance are identified, rectified and/or reported</td>
</tr>
<tr>
<td>3. Complete field grafting activities</td>
<td>3.1 Equipment is cleaned as required</td>
</tr>
<tr>
<td></td>
<td>3.2 Unused grafting material is disposed of or stored according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Waste generated by both the grafting and cleaning procedures is collected, treated, disposed of or recycled according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.4 Work is conducted in accordance with workplace environmental guidelines</td>
</tr>
<tr>
<td></td>
<td>3.5 Required documentation is completed</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.
Ability to:

- access workplace information to identify grafting requirements
- select, fit and use appropriate personal protective clothing and/or equipment
- liaise with other work areas and customers
- confirm supply of necessary materials
- select appropriate vine material for grafting. This may include consideration of:
  - variety and clone
  - matching cambium
  - matching bevels and sizes
  - viable buds
  - achievement of tight unions
- prepare vine material for grafting. This may include:
  - soaking buds
  - working appropriate incisions
  - hot water treatment of cuttings
  - virus tests
  - compatibility tests
  - hydration of cuttings
  - cutting to size
- select and prepare equipment as required
- graft vines in the field according to instructions. This should include:
  - selecting appropriate bud location to graft
  - ensuring cohesion of graft union
- operate equipment safely
- treat vines after grafting. This may include:
  - applying fungicide
  - securing with tape
  - painting
  - waxing
- monitor the process and equipment operation to identify out-of-specification results or non-compliance. This may include monitoring:
  - percentage take
  - weather conditions
  - pests and diseases (e.g. weevils)
- store unused grafting material
- take corrective action in response to out-of-specification results or non-compliance
- report and/or record corrective action as required
- sort, collect, treat, recycle or dispose of waste as required
- maintain work area to meet housekeeping standards
- Clean equipment after use
• identify, rectify and/or report environmental non-compliance
• conduct routine maintenance of equipment according to enterprise procedures
• use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
• work cooperatively within a culturally diverse workforce.

Required knowledge includes:

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Knowledge of:

• purpose of grafting and various methods of budding and grafting
• criteria for successful grafting
• advantages of using clonal rootstock material
• criteria for selecting parent vines for scion material
• correct procedure and optimum conditions for the storage and handling of material until required for grafting
• advantages of using clonal and registered vine improvement material
• importance of selection and use of rootstock
• stages of the grafting procedure and their purpose
• common problems and corrective action required
• purpose, components and operation of grafting equipment
• methods of callusing vine cuttings and the criteria for best callus development
• procedures and responsibilities for reporting problems
• Occupational health and safety (OHS) hazards and controls
• environmental issues and controls
• cleaning requirements for work area and equipment
• recording requirements and procedures
• routine maintenance procedures for equipment where relevant.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

| Overview of assessment | Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance |

|   |   |
# EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• select and prepare appropriate vine material for grafting, including disbudding</td>
</tr>
<tr>
<td></td>
<td>• field graft vines to instructions</td>
</tr>
<tr>
<td></td>
<td>• conduct post-grafting treatment and packing of vines</td>
</tr>
<tr>
<td></td>
<td>• monitor grafted vines and identify and rectify or report out-of-specification grafted vines</td>
</tr>
<tr>
<td></td>
<td>• follow personal and work area hygiene procedures</td>
</tr>
<tr>
<td></td>
<td>• dispose of waste correctly</td>
</tr>
<tr>
<td></td>
<td>• record and report results of grafting according to procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must occur in a real or simulated workplace where the assessee has access to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• personal protective clothing and equipment as required</td>
</tr>
<tr>
<td></td>
<td>• work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements</td>
</tr>
<tr>
<td></td>
<td>• instructions, information, specifications and schedules as required</td>
</tr>
<tr>
<td></td>
<td>• equipment, services and corresponding information as required</td>
</tr>
<tr>
<td></td>
<td>• products and materials as required</td>
</tr>
<tr>
<td></td>
<td>• internal and external customers and suppliers as required</td>
</tr>
<tr>
<td></td>
<td>• cleaning procedures, materials and equipment as required</td>
</tr>
<tr>
<td></td>
<td>• documentation and recording requirements and procedures.</td>
</tr>
</tbody>
</table>

| Method of assessment | This unit should be assessed together with other units of competency relevant to the function or work role. |

| Guidance information for assessment | To ensure consistency in one’s performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. |
Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Policies and procedures</th>
<th>Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace information</td>
<td>Workplace information can include:</td>
</tr>
<tr>
<td></td>
<td>• Standard Operating Procedures (SOPs)</td>
</tr>
<tr>
<td></td>
<td>• specifications</td>
</tr>
<tr>
<td></td>
<td>• production schedules</td>
</tr>
<tr>
<td></td>
<td>• instructions</td>
</tr>
<tr>
<td></td>
<td>• routine maintenance schedules</td>
</tr>
<tr>
<td></td>
<td>• work notes</td>
</tr>
<tr>
<td></td>
<td>• Material Safety Data Sheets (MSDS)</td>
</tr>
<tr>
<td></td>
<td>• manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>• verbal direction from manager, supervisor or senior operator</td>
</tr>
<tr>
<td>Grafting methods</td>
<td>Grafting methods may include:</td>
</tr>
<tr>
<td></td>
<td>• T buds</td>
</tr>
<tr>
<td></td>
<td>• chip</td>
</tr>
<tr>
<td></td>
<td>• wedge</td>
</tr>
<tr>
<td></td>
<td>• side bark</td>
</tr>
<tr>
<td>Equipment</td>
<td>Equipment may include:</td>
</tr>
<tr>
<td></td>
<td>• secateurs</td>
</tr>
<tr>
<td></td>
<td>• grafting knife</td>
</tr>
<tr>
<td>Grafting seals</td>
<td>Grafting seals may include:</td>
</tr>
<tr>
<td></td>
<td>• tape</td>
</tr>
<tr>
<td></td>
<td>• fungicides</td>
</tr>
<tr>
<td></td>
<td>• paint</td>
</tr>
<tr>
<td></td>
<td>• wax</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials may include:</td>
</tr>
<tr>
<td></td>
<td>• cuttings</td>
</tr>
<tr>
<td></td>
<td>• buds</td>
</tr>
</tbody>
</table>
### RANGE STATEMENT

- dormant or green material
- nursery rootstock rootlings
- mature vines for Vinifera varietal topworking

### Information systems

Information systems may be:
- print or screen based

### Confirming equipment status

Confirming equipment status will include:
- checking that safety standards and pre-start requirements are met and that equipment is operational

### Work hazards

Work may involve exposure to:
- chemical, dangerous or hazardous substances

### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>

FDFWGG2015A Support mechanical harvesting operations

Modification History
This unit supersedes and is equivalent to FDFWGGMHSB Support mechanical harvesting operations.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of wine sector. It covers the skills and knowledge required to collect grapes from a mechanical harvester and deliver them to the receival point. |

Application of the Unit

| Application of the unit | This unit includes the ability to attach, set up and detach equipment as required, and the support of activities from harvesting to preparation for receival. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMMOM202A Operate tractors</td>
</tr>
<tr>
<td>FDFWGG2018A Operate vineyard equipment</td>
</tr>
</tbody>
</table>
Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare for harvest support activities | 1.1 Work requirements are identified  
1.2 Equipment is checked to confirm readiness for use  
1.3 Equipment is set up to meet harvest support requirements |
| 2. Collect grapes from harvester | 2.1 Tractor towing trailer or gondola is driven alongside mechanical harvester according to instructions  
2.2 Collection activities are monitored to confirm performance is maintained within specification  
2.3 Out-of-specification performance is recognised, rectified and/or reported  
2.4 Problems and anomalies are recognised, rectified and/or reported  
2.5 Equipment is maintained in good working order |
| 3. Transfer grapes to receival point | 3.1 Chemicals are added to grapes according to instructions  
3.2 Grapes are delivered to reception point according to instructions |
| 4. Complete harvest support activities | 4.1 Equipment is cleaned according to workplace procedures  
4.2 Waste generated by the process or cleaning procedures is collected, sorted and disposed of or recycled, according to workplace procedures  
4.3 Work is conducted in accordance with workplace environmental guidelines |
| 5. Record information | 5.1 Workplace information is recorded in the appropriate format |
Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Ability to:

- access workplace information to identify harvest support requirements
- liaise with other work areas
- select, fit and use appropriate personal protective clothing and/or equipment
- select, attach and set up appropriate equipment
- carry out pre-operational checks of equipment according to workplace procedures
- operate equipment safely
- identify and rectify, remove and/or report potential occupational health and safety (OHS) hazards
- collect grapes from the discharge conveyor. This should include:
  - avoiding all contact with or damage to other machinery and equipment, vines, trellises or fences
  - safe handling of equipment
  - maintaining appropriate speed and distance
  - starting off and swapping over
  - changing rows
  - day-time and night-time harvesting
  - variety of harvesting conditions and varieties
- monitor grape collection activities. This may include monitoring:
  - equipment breakages or malfunction
  - vine or trellis damage
  - grape quality and quantity
  - matter other than grapes (MOG) collected
  - load weight
  - chemical application to fruit loads
  - collection accuracy of grapes
  - tipping accuracy of grapes at receival point
  - progress
  - congestion or backlog at receival point
  - performance according to specifications
- report and/or record problems and/or corrective action
- identify, rectify and/or report environmental non-compliance
- shut down equipment in response to an emergency situation
- shut down equipment in response to routine shutdown requirements
- handle, prepare and add chemicals according to instructions
- take the necessary action to protect fruit quality where possible. This may include parking fruit carriers in a shaded area
- deliver grapes to receival point according to instructions. This may include tipping the trailer or gondola
- maintain workplace records according to workplace standards
- maintain work area to meet housekeeping standards
- use appropriate cleaning techniques
- carry out routine maintenance of equipment according to enterprise procedures
- use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce.

**Required knowledge includes:**

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Knowledge of:**

- key factors that will affect grape and/or wine quality. This may include:
  - temperature
  - oxidation
  - MOG collected
  - speed of processing
  - chemical addition
- features and benefits of methods to preserve grape and/or wine quality
- common problems and anomalies
- procedures and operating parameters
- significance and methods of monitoring performance
- common faults and corrective action required
- OHS hazards and controls
- environmental issues and controls
- procedures and responsibility for reporting problems
- recording requirements and procedures
- cleaning requirements associated with changeovers
- shutdown sequence of equipment
- cleaning procedures
- routine maintenance procedures for equipment where relevant.
EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment**

<table>
<thead>
<tr>
<th>Evidence of ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>use personal protective clothing and equipment</td>
</tr>
<tr>
<td>confirm availability of specified materials and prepare according to instructions</td>
</tr>
<tr>
<td>select and confirm status and suitability of equipment</td>
</tr>
<tr>
<td>start and operate equipment in accordance with operation instructions and requirements of workplace and task</td>
</tr>
<tr>
<td>monitor harvesting operation to achieve specified result</td>
</tr>
<tr>
<td>take corrective action in response to out-of-specification results or non-compliance</td>
</tr>
<tr>
<td>demonstrate knowledge of OHS hazards, controls and emergency procedures</td>
</tr>
<tr>
<td>sort, collect, treat, recycle or dispose of waste</td>
</tr>
<tr>
<td>record information appropriately.</td>
</tr>
</tbody>
</table>

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

**Context of and specific resources for assessment**

| Assessment must occur in a real or simulated workplace where the assessee has access to: |
| personal protective clothing and equipment as required |
| work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements |
| instructions, information, specifications and schedules as required |
| equipment, services and corresponding information as required |
| products and materials as required |
| internal and external customers and suppliers as required |
| cleaning procedures, materials and equipment as required |
### EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>- documentation and recording requirements and procedures.</td>
</tr>
</tbody>
</table>

**Method of assessment**

This unit should be assessed together with other units of competency relevant to the function or work role.

**Guidance information for assessment**

To ensure consistency in one’s performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

### Range Statement

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Policies and procedures**

Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements.

**Workplace information**

- Standard Operating Procedures (SOPs)
- specifications
- production schedules
- instructions
- routine maintenance schedules
- work notes
- Material Safety Data Sheets (MSDS)
- manufacturer instructions
- verbal direction from manager, supervisor or senior operator

**Equipment**

Equipment may include:

- tractors
## RANGE STATEMENT

- trailers
- gondolas
- grape bins
- forklift

### Problems and anomalies

Problems and anomalies may include:
- rotten, diseased, immature or over-ripe grapes
- MOG
- potential hazards for the harvester or operators

### Terrain

Terrain must enable the safe and effective performance of harvest support activities. It may include:
- tracks
- access roads
- straight or curving vineyard rows
- flat, undulating, steep, hilly or terraced land
- on- and off-road environments

### Conditions

Conditions must enable the safe and effective performance of harvest support activities. These may include:
- dry
- wet
- slippery
- boggy
- icy
- foggy
- windy
- day and night conditions

### Receival points

Receival points may include:
- a winery
- marshalling area
- truck or loading bays

### Equipment status

Confirming equipment status involves:
- checking that all safety standards and pre-start requirements are met and equipment is operational

### Information systems

Information systems may be:
- print or screen based

### Work hazards

Work may involve exposure to:
### RANGE STATEMENT

- chemical, dangerous or hazardous substances

## Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>
FDFWGG2016A Install and maintain vine trellis

Modification History
This unit supersedes and is equivalent to FDFWGGMVTB Install and maintain vine trellis.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. It covers the skills and knowledge required to install and maintain vine trellising. |

Application of the Unit

| Application of the unit | This unit applies to installing and maintaining trellises for vines used in winemaking. Trellises are installed and maintained according to written or verbal instructions. Equipment used is both manual and automatic. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare for trellising activities | 1.1 Existing trellises are checked for signs of disrepair  
1.2 Equipment is prepared and checked to confirm readiness for use  
1.3 Materials are selected according to instructions  
1.4 Posts and supports are laid out according to instructions  
1.5 Wire is run out according to instructions |
| 2. Erect and maintain trellises | 2.1 Equipment is started up and operated according to workplace procedures  
2.2 Trellis ends and posts are erected and assemblies strained according to instructions  
2.3 Foliage and trellis wires are attached and tensioned according to instructions  
2.4 Trellis maintenance is carried out according to workplace procedures  
2.5 Problems and anomalies are recognised, rectified and/or reported |
| 3. Complete trellising activities | 3.1 Equipment is shut down according to workplace procedures as required  
3.2 Equipment is cleaned and stored according to workplace procedures  
3.3 Materials are stored according to workplace procedures  
3.4 Waste is collected and disposed of or recycled according to workplace procedures  
3.5 Work is conducted in accordance with workplace environmental guidelines |
| 4. Record information | 4.1 Workplace information is recorded in the appropriate format |
# Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

## Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

### Ability to:

- access workplace information to identify trellis requirements
- select, fit and use appropriate personal protective clothing and/or equipment
- select appropriate materials. This will include type and quantity
- check equipment and complete pre-start checks as required
- repair trellis according to workplace standards. This may include:
  - positioning and depth of posts and strainers
  - positioning and number of wires
  - tightness and grade of wire
- lay out posts and supports according to instructions. This may include:
  - spacing
  - type
  - numbers
  - positioning
  - safe handling procedures
- run out wire according to instructions. This will include:
  - securing of ends
  - safe handling procedures
  - cutting correct length
  - positioning
- operate equipment according to instructions
- erect trellis ends and assemblies according to instructions
- attach foliage and trellis wires according to instructions. This includes:
  - spacing
  - alignment
  - height
  - tension
  - fixing method
  - joining systems (e.g. wire knots)
- recognise, rectify and/or report problems and anomalies of trellis installation
- use hand tools
- collect, sort, treat, dispose of and/or recycle waste
- identify, rectify and/or report environmental non-compliance
- clean and store equipment according to instructions
- use appropriate cleaning techniques
- implement appropriate occupational health and safety (OHS) procedures
- store unused materials
- maintain work area to meet housekeeping standards
- conduct routine maintenance of equipment according to enterprise procedures
- use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce.

**Required knowledge includes:**

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Knowledge of:**

- purpose, features and components of the trellis system
- trellis installation process and procedures
- common maintenance requirements of vineyard trellising and how to repair them
- common faults, problems and how to solve them
- safe handling of materials and equipment
- purpose and application of personal protective clothing and/or equipment
- OHS hazards and controls
- environmental issues and controls
- procedures and responsibility for reporting problems and anomalies
- cleaning and storage requirements and procedures for equipment
- storage requirements and procedures for materials
- maintenance procedures for equipment where relevant.

**Evidence Guide**

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</th>
</tr>
</thead>
</table>
## EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• use personal protective clothing and equipment where required</td>
</tr>
<tr>
<td></td>
<td>• carry out trellis repairs according to instructions</td>
</tr>
<tr>
<td></td>
<td>• lay out posts and supports according to instructions</td>
</tr>
<tr>
<td></td>
<td>• cut, cure, position and tension wires according to instructions</td>
</tr>
<tr>
<td></td>
<td>• store unused materials correctly</td>
</tr>
<tr>
<td></td>
<td>• collect and recycle or dispose of waste according to procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must occur in a real or simulated workplace where the assessee has access to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• personal protective clothing and equipment as required</td>
</tr>
<tr>
<td></td>
<td>• work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements</td>
</tr>
<tr>
<td></td>
<td>• instructions, information, specifications and schedules as required</td>
</tr>
<tr>
<td></td>
<td>• equipment, services and corresponding information as required</td>
</tr>
<tr>
<td></td>
<td>• products and materials as required</td>
</tr>
<tr>
<td></td>
<td>• internal and external customers and suppliers as required</td>
</tr>
<tr>
<td></td>
<td>• cleaning procedures, materials and equipment as required</td>
</tr>
<tr>
<td></td>
<td>• documentation and recording requirements and procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>This unit should be assessed together with other units of competency relevant to the function or work role.</th>
</tr>
</thead>
</table>

| Guidance information for assessment | To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. |
Range Statement

<table>
<thead>
<tr>
<th>RANGE STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Policies and procedures</th>
<th>Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace information</td>
<td>Workplace information can include:</td>
</tr>
<tr>
<td></td>
<td>• Standard Operating Procedures (SOPs)</td>
</tr>
<tr>
<td></td>
<td>• specifications</td>
</tr>
<tr>
<td></td>
<td>• production schedules</td>
</tr>
<tr>
<td></td>
<td>• instructions</td>
</tr>
<tr>
<td></td>
<td>• routine maintenance schedules</td>
</tr>
<tr>
<td></td>
<td>• work notes</td>
</tr>
<tr>
<td></td>
<td>• Material Safety Data Sheets (MSDS)</td>
</tr>
<tr>
<td></td>
<td>• manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>• verbal direction from manager, supervisor or senior operator</td>
</tr>
<tr>
<td>Equipment</td>
<td>Equipment may include:</td>
</tr>
<tr>
<td></td>
<td>• wire strainers</td>
</tr>
<tr>
<td></td>
<td>• pliers</td>
</tr>
<tr>
<td></td>
<td>• manual and mechanical post inserters</td>
</tr>
<tr>
<td></td>
<td>• hammers</td>
</tr>
<tr>
<td></td>
<td>• saws</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials may include:</td>
</tr>
<tr>
<td></td>
<td>• wire</td>
</tr>
<tr>
<td></td>
<td>• staples</td>
</tr>
<tr>
<td></td>
<td>• posts</td>
</tr>
<tr>
<td>Trellis installation and maintenance</td>
<td>Trellis installation and maintenance includes:</td>
</tr>
<tr>
<td></td>
<td>• supports</td>
</tr>
<tr>
<td></td>
<td>• posts</td>
</tr>
<tr>
<td></td>
<td>• strainers</td>
</tr>
<tr>
<td></td>
<td>• wires</td>
</tr>
<tr>
<td>Waste</td>
<td>Waste may include:</td>
</tr>
</tbody>
</table>

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Skills Impact
RANGE STATEMENT

- wire lengths
- broken or faulty posts and supports
- faulty fastenings

Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wine operations</td>
</tr>
</tbody>
</table>
FDFWGG2018A Operate vineyard equipment

Modification History
This unit supersedes and is equivalent to FDFWGGVEQB Operate vineyard equipment.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. It covers the skills and knowledge required to operate a range of vineyard equipment that does not require calibration. Where the operation of specialised equipment is required, alternative units should be selected. |

Application of the Unit

| Application of the unit | This unit applies to the operation of equipment used in wine grape growing. It includes the ability to attach, set up and detach equipment as required. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare equipment for operation</td>
<td>1.1 Requirements are interpreted and confirmed</td>
</tr>
<tr>
<td>1.2 Equipment is selected and checked to confirm readiness for use</td>
<td></td>
</tr>
<tr>
<td>1.3 Equipment is attached and set up according to instructions as required</td>
<td></td>
</tr>
<tr>
<td>2. Operate equipment</td>
<td>2.1 Equipment is started up according to workplace procedures</td>
</tr>
<tr>
<td>2.2 Equipment is operated according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>2.3 Equipment performance is monitored to confirm performance is maintained within specification</td>
<td></td>
</tr>
<tr>
<td>2.4 Out-of-specification equipment performance is identified, rectified and/or reported</td>
<td></td>
</tr>
<tr>
<td>2.5 Problems and anomalies are recognised and/or reported</td>
<td></td>
</tr>
<tr>
<td>3. Complete operation of equipment</td>
<td>3.1 Equipment is shut down according to workplace procedures</td>
</tr>
<tr>
<td>3.2 Equipment is prepared for cleaning and storage</td>
<td></td>
</tr>
<tr>
<td>3.3 Equipment is cleaned according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>3.4 Waste generated by both the activities and cleaning procedure is collected, treated and disposed of, or recycled according to workplace procedures</td>
<td></td>
</tr>
<tr>
<td>3.5 Work is conducted in accordance with workplace environmental guidelines</td>
<td></td>
</tr>
<tr>
<td>4. Record information</td>
<td>4.1 Workplace information is recorded in the appropriate format</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and
processes that are used in the particular winery or workplace.

**Ability to:**

- access workplace information to identify requirements
- select, fit and use appropriate personal protective clothing and/or equipment
- liaise with other work areas
- select appropriate equipment for the task
- confirm equipment status and condition. This may include checking:
  - fuel
  - water
  - oil (e.g. engine, gearbox and hydraulics)
  - belts
  - air intake
  - tyre pressure
  - metal fatigue or wear and tear
- attach equipment to towing vehicle as required
- set up equipment as required to meet operating instructions
- start up equipment
- operate equipment to meet operating instructions. This should include:
  - driving forward and reversing
  - operating in confined spaces
  - operating amongst other vineyard activities and a variety of conditions as required
- monitor equipment performance. This may include monitoring:
  - status and condition
  - handling and stopping ability
  - operating depth of equipment
  - blockages
  - ground speed or power take-off speed
  - width and/or coverage
  - environmental operating conditions
- recognise equipment performance problems and amend and/or report as instructed
- shut down equipment in response to emergency situations
- shut down equipment in response to routine shutdown requirements
- prepare equipment for cleaning and storage
- clean equipment
- store equipment according to instructions
- maintain work area to meet housekeeping standards
- collect, treat, recycle or dispose of waste according to workplace procedures
- identify, rectify and/or report environmental non-compliance
- use appropriate cleaning techniques
- maintain workplace records
• carry out routine maintenance of equipment according to enterprise procedures.

**Required knowledge includes:**

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Knowledge of:**

- purpose, features and components of equipment
- equipment pre-start checks
- equipment operating procedures
- process specifications, procedures and operating parameters
- common causes of variation or malfunction and the corrective action required
- required weather conditions for equipment operation
- Occupational health and safety (OHS) hazards and controls in all operating conditions
- significance and methods of monitoring equipment performance
- lock-out and tag-out procedures
- recording requirements and procedures
- procedures and responsibility for reporting problems
- environmental issues and controls
- cleaning requirements of equipment associated with changeovers and types of shutdown
- cleaning procedures
- storage requirements
- shutdown sequence
- routine maintenance procedures for equipment where relevant.

**Evidence Guide**

<table>
<thead>
<tr>
<th>EVIDENCE GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assesse and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Evidence of ability to:  
  • use personal protective clothing and equipment  
  • select and confirm availability of equipment and |

Approved
© Commonwealth of Australia, 2019
Skills Impact
### EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>prepare according to instructions</td>
<td></td>
</tr>
<tr>
<td>attach and set up equipment to meet requirements</td>
<td></td>
</tr>
<tr>
<td>start and operate equipment in accordance with operation instructions</td>
<td></td>
</tr>
<tr>
<td>and requirements of workplace and task</td>
<td></td>
</tr>
<tr>
<td>perform emergency and routine shutdowns</td>
<td></td>
</tr>
<tr>
<td>take corrective action in response to out-of-specification results</td>
<td></td>
</tr>
<tr>
<td>or non-compliance</td>
<td></td>
</tr>
<tr>
<td>demonstrate knowledge of OHS hazards, controls and emergency procedures</td>
<td></td>
</tr>
<tr>
<td>sort, collect, treat, recycle or dispose of waste</td>
<td></td>
</tr>
<tr>
<td>record information appropriately.</td>
<td></td>
</tr>
</tbody>
</table>

**Context of and specific resources for assessment**

Assessment must occur in a real or simulated workplace where the assesse has access to:

- personal protective clothing and equipment as required
- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements
- instructions, information, specifications and schedules as required
- equipment, services and corresponding information as required
- products and materials as required
- internal and external customers and suppliers as required
- cleaning procedures, materials and equipment as required
- documentation and recording requirements and procedures.

**Method of assessment**

This unit should be assessed together with other units of competency relevant to the function or work role.

**Guidance information for assessment**

To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.
## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Policies and procedures</th>
<th>Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace information</td>
<td>Workplace information can include:</td>
</tr>
<tr>
<td></td>
<td>- Standard Operating Procedures (SOPs)</td>
</tr>
<tr>
<td></td>
<td>- specifications</td>
</tr>
<tr>
<td></td>
<td>- production schedules</td>
</tr>
<tr>
<td></td>
<td>- instructions</td>
</tr>
<tr>
<td></td>
<td>- work notes</td>
</tr>
<tr>
<td></td>
<td>- Material Safety Data Sheets (MSDS)</td>
</tr>
<tr>
<td></td>
<td>- manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>- verbal direction from manager, supervisor or senior operator</td>
</tr>
<tr>
<td>Vineyard equipment</td>
<td>Vineyard equipment may include, but is not limited to:</td>
</tr>
<tr>
<td></td>
<td>- all terrain vehicles</td>
</tr>
<tr>
<td></td>
<td>- tractor mounted forklift</td>
</tr>
<tr>
<td></td>
<td>- front-end loader</td>
</tr>
<tr>
<td></td>
<td>- towed equipment (e.g. gondola)</td>
</tr>
<tr>
<td></td>
<td>- three point linkage equipment (e.g. discs)</td>
</tr>
<tr>
<td></td>
<td>- power take-off driven equipment (e.g. slasher)</td>
</tr>
<tr>
<td></td>
<td>- equipment with hydraulics (e.g. tipping trailer)</td>
</tr>
<tr>
<td></td>
<td>- stationary equipment (e.g. pumps and generators)</td>
</tr>
<tr>
<td>Terrain</td>
<td>Terrain, where applicable, must enable safe and effective operation of the equipment. It may include:</td>
</tr>
<tr>
<td></td>
<td>- tracks</td>
</tr>
<tr>
<td></td>
<td>- access roads</td>
</tr>
<tr>
<td></td>
<td>- vineyard rows</td>
</tr>
<tr>
<td></td>
<td>- open paddocks</td>
</tr>
<tr>
<td></td>
<td>- flat, undulating, steep, hilly or terraced land</td>
</tr>
<tr>
<td></td>
<td>- on- and off road environments</td>
</tr>
<tr>
<td>Conditions</td>
<td>Conditions, where applicable, must enable safe and</td>
</tr>
</tbody>
</table>
### RANGE STATEMENT

Effective operation of the equipment. These may include:
- dry
- wet
- slippery
- boggy
- icy
- foggy
- windy
- day and night conditions

<table>
<thead>
<tr>
<th>Loads</th>
<th>Loads, where applicable, may range from:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>full to empty as required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confirming equipment status</th>
<th>Confirming equipment status will include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>checking that all safety standards and pre-start requirements are met and equipment is operational</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information systems</th>
<th>Information systems may be:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>print or screen based</td>
</tr>
</tbody>
</table>

### Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>
FDFWGG2020A Carry out hot water treatment

Modification History
This unit supersedes and is equivalent to FDFWGGHWTB Carry out hot water treatment.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for wine grape nurseries. It covers the skills and knowledge required to carry out hot water treatment of grape vine cuttings. |

Application of the Unit

| Application of the unit | Working with vine cuttings includes the ability to recognise problems and anomalies with vines. People undertaking this unit of competency in the workplace will require accreditation by the Australian Vine Improvement Association (AVIA). |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information

| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for hot water treatment</td>
<td>1.1 Work instructions on hot water treatments are confirmed and understood</td>
</tr>
<tr>
<td></td>
<td>1.2 Materials are confirmed as available and ready to meet requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Equipment is set up according to specifications</td>
</tr>
<tr>
<td></td>
<td>1.4 Water is prepared for cool down, hot water treatment and hydration according to specifications</td>
</tr>
<tr>
<td></td>
<td>1.5 Potential and existing hazards are identified, rectified and/or reported according to workplace procedures</td>
</tr>
<tr>
<td>2. Treat cuttings</td>
<td>2.1 Cuttings are dipped in the hot water according to AVIA protocols</td>
</tr>
<tr>
<td></td>
<td>2.2 The dipping process is monitored for compliance with AVIA specifications</td>
</tr>
<tr>
<td></td>
<td>2.3 Safe work procedures are followed to minimise risk of hazards</td>
</tr>
<tr>
<td>3. Carry out post-treatment procedures</td>
<td>3.1 Cuttings are cooled down according to AVIA protocols</td>
</tr>
<tr>
<td></td>
<td>3.2 Treated cuttings are stored according to AVIA and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.3 Waste is collected and disposed of according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>3.4 Work is conducted in accordance with workplace environmental guidelines</td>
</tr>
<tr>
<td>4. Record information</td>
<td>4.1 Treatment information is recorded according to AVIA requirements</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Ability to:

- access workplace information required to carry out hot water treatments
- confirm supply of necessary materials
- liaise with other work areas
- select, fit and use appropriate personal protective clothing and/or equipment
- select, operate, maintain and store required equipment according to instructions
- maintain work area and equipment to meet workplace housekeeping standards
- maintain work area and equipment to meet workplace hygiene standards
- use appropriate cleaning techniques
- recognise problems and anomalies and correct and/or report them as instructed
- identify, rectify and/or report environmental non-compliance
- maintain workplace records
- set up equipment for hot water treatment. This will include:
  - placing correct volumes of water in the tanks
  - calibrating data loggers
  - calibrating temperature sensors against a certified thermometer
  - calibrating thermometers
- prepare water for cool down, hot water treatment and hydration. This will include:
  - testing and adjusting chlorination levels
  - checking and adjusting temperature levels
- prepare cuttings for treatment. This may include re-hydration
- dip cuttings, fully submersing for the specified amount of time, at the specified temperature in prepared hot water
- monitor the dipping process to ensure compliance with required specifications. This will include:
  - monitoring critical control points for compliance with specifications
  - analysing readouts from data logging devices
  - maintaining level of agitation in the tanks
  - maintaining chlorine level
  - recalibrating thermometers
- cool down cuttings in prepared cooling water immediately following hot water treatment. This is already mentioned above
- store treated cuttings. This will include:
  - separating from untreated cuttings to prevent contamination
  - covering with clean covers
  - placing cuttings in vented plastic bags to prevent dehydration
  - placing cuttings in the cold room
• dispose of waste. This may include:
  • settling the water
  • racking off clean water
• use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
• work cooperatively within a culturally diverse workforce.

Required knowledge

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Knowledge of:
• purpose of hot water treatment
• importance of precise treatment
• consequences of mistreatment
• AVIA and workplace specifications for hot water treatments
• reasons for using different specifications for hot water treatments
• monitoring techniques to ensure temperature and water quality are within specifications
• quality assurance process for the hot water treatment process
• Occupational health and safety (OHS) hazards and controls when undertaking hot water treatments
• purpose and application of personal protective clothing and/or equipment
• correct operating procedures for equipment
• safe and effective handling of equipment
• principles of nursery hygiene
• cleaning requirements and procedures for work area and equipment
• environmental issues and controls
• waste disposal requirements and procedures
• reporting and recording requirements and procedures
• procedures and responsibilities for reporting problems and anomalies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the
**EVIDENCE GUIDE**

| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Evidence of ability to:  
- use personal protective clothing and equipment where required  
- follow hot water treatment safety procedures  
- apply AVIA standards to heat and cool cuttings  
- handle cuttings according to instructions  
- recognise vine problems  
- dispose of waste according to instructions  
- maintain required records. |

| Context of and specific resources for assessment | Assessment must occur in a real or simulated workplace where the assessee has access to:  
- personal protective clothing and equipment as required  
- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements  
- instructions, information, specifications and schedules as required  
- equipment, services and corresponding information as required  
- products and materials as required  
- internal and external customers and suppliers as required  
- cleaning procedures, materials and equipment as required  
- documentation and recording requirements and procedures. |

| Method of assessment | This unit should be assessed together with other units of competency relevant to the function or work role. |

| Guidance information for assessment | To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities. |
## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Policies and procedures</th>
<th>Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace information</td>
<td>Workplace information can include:</td>
</tr>
<tr>
<td></td>
<td>- Standard Operating Procedures (SOPs)</td>
</tr>
<tr>
<td></td>
<td>- specifications</td>
</tr>
<tr>
<td></td>
<td>- production schedules</td>
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<tr>
<td></td>
<td>- routine maintenance schedules</td>
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<tr>
<td></td>
<td>- work notes</td>
</tr>
<tr>
<td></td>
<td>- manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>- verbal directions from manager or supervisor</td>
</tr>
<tr>
<td>Equipment</td>
<td>Equipment may include:</td>
</tr>
<tr>
<td></td>
<td>- hydration tanks</td>
</tr>
<tr>
<td></td>
<td>- treatment tanks</td>
</tr>
<tr>
<td></td>
<td>- cooling-off tanks</td>
</tr>
<tr>
<td></td>
<td>- dipping apparatus</td>
</tr>
<tr>
<td></td>
<td>- electronic data logging devices</td>
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<tr>
<td></td>
<td>- monitoring apparatus</td>
</tr>
<tr>
<td></td>
<td>- certified reference thermometer</td>
</tr>
<tr>
<td></td>
<td>- dipping cages</td>
</tr>
<tr>
<td></td>
<td>- appropriate personal protective clothing and/or equipment</td>
</tr>
<tr>
<td></td>
<td>- forklift</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials may include:</td>
</tr>
<tr>
<td></td>
<td>- cuttings</td>
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<tr>
<td></td>
<td>- rootlings</td>
</tr>
<tr>
<td></td>
<td>- water</td>
</tr>
<tr>
<td></td>
<td>- chlorine</td>
</tr>
<tr>
<td>Waste</td>
<td>Waste may include:</td>
</tr>
<tr>
<td></td>
<td>- water</td>
</tr>
<tr>
<td></td>
<td>- damaged plant material</td>
</tr>
</tbody>
</table>
## RANGE STATEMENT

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>sediment</td>
</tr>
</tbody>
</table>

### Hazards

Hazards may include:
- heat sources
- hot water
- transferring vines
- moving machinery
- chlorine

### Specifications

Specifications will include:
- temperature range
- length of time in a treatment
- relative humidity
- level of chlorination
- amount of agitation required
- quality of the water

### Records

Records will include:
- data logger print out
- batch number
- date of treatment
- start and finish time of treatment
- maximum temperature for treatments and cold room
- minimum temperature for treatments and cold room
- average temperatures for treatments and cold room
- calibration information
- name of operator

## Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>

© Commonwealth of Australia, 2019
Skills Impact
FDFWGG2021A Operate nursery cold storage facilities

Modification History
This unit supersedes and is equivalent to FDFWGGOCSB Operate nursery cold storage facilities.
April 2012: Minor typographical corrections.

Unit Descriptor
| Unit descriptor | This specialist unit has been developed for wine grape nurseries. It covers the skills and knowledge required to operate and monitor nursery cold storage facilities. |

Application of the Unit
| Application of the unit | Application of this unit requires cold room operation in accordance with specifications and knowledge of occupational health and safety (OHS), environmental and hygiene requirements. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare cold room for storage</td>
<td>1.1 Work instructions are confirmed and understood 1.2 Cold room facilities are cleaned and sanitised according to workplace procedures 1.3 Cold room specifications are set according to workplace procedures 1.4 Potential and existing hazards are identified, rectified and/or reported according to workplace procedures</td>
</tr>
<tr>
<td>2. Operate cold room</td>
<td>2.1 Environmental specifications are monitored according to workplace procedures 2.2 Movement of stock is monitored according to cold room plan and workplace procedures 2.3 Problems and anomalies are identified, rectified and/or reported according to workplace procedures 2.4 Safe work practices are employed to minimise work hazards</td>
</tr>
<tr>
<td>3. Shut down cold room</td>
<td>3.1 Cold room is shut down according to workplace procedures 3.2 Cold room is cleaned and secured according to workplace procedures 3.3 Waste is collected and disposed of according to workplace procedures 3.4 Work is conducted in accordance with workplace environmental guidelines</td>
</tr>
<tr>
<td>4. Record information</td>
<td>4.1 Workplace information is recorded in the appropriate format</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Ability to:

- access workplace information required to operate cold storage facilities
- liaise with other work areas
- select, fit and use appropriate personal protective clothing and/or equipment
- select, operate, maintain and store required equipment according to instructions
- identify, rectify and/or report environmental non-compliance
- maintain work area and equipment to meet workplace housekeeping and hygiene standards
- use appropriate cleaning techniques
- recognise problems and anomalies and correct and/or report them as instructed
- follow safe work procedures to minimise hazards
- collect, treat and dispose of waste according to workplace procedures
- maintain workplace records
- interpret and apply cold room plan
- confirm equipment status and condition. This may include:
  - checking all safety standards
  - conducting pre-start checks
- move material in and out of cold room. This may include:
  - transferring stock manually
  - using a mechanical transfer device
- recognise equipment performance problems and amend and/or report as instructed
- monitor the health of cuttings during storage. This may include identifying:
  - signs of dehydration
  - signs of fungal infection
- monitor cold room facilities according to workplace procedures. This may include identifying:
  - temperature variations
  - humidity variations
  - air flow
- shut down equipment in response to emergency situations
- use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce.

Required knowledge includes:

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.
Knowledge of:
- OHS hazards and controls when working in a cold room
- Environmental issues and controls
- Principles of nursery hygiene
- Purpose and application of personal protective clothing and/or equipment
- Procedures and responsibility for reporting problems
- Lock-out and tag-out procedures
- Cleaning requirements and procedures
- Reporting and recording requirements and procedures
- Waste disposal requirements and procedures
- Principles of cold room planning
- Principles of cold room operation
- Purpose and use of components of a cold room
- Cold room equipment operating procedures
- Shutdown sequence
- Principles of maintaining cold room performance
- Methods of maintaining cold room performance
- Methods of monitoring a cold room
- Methods of packing a cold room
- Common causes of variation or malfunction and the corrective action required
- Effect of cold storage on cuttings
- Post-storage treatment of cuttings.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assessees and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of ability to:
- Use personal protective clothing and equipment where required
- Observe housekeeping standards
- Monitor cold storage and stock conditions and make
### EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>required adjustments</th>
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</thead>
<tbody>
<tr>
<td>- shut down, clean and secure cold storage facilities</td>
</tr>
<tr>
<td>- recognise and act upon out-of-specification conditions</td>
</tr>
<tr>
<td>- record information appropriately.</td>
</tr>
</tbody>
</table>

### Context of and specific resources for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- personal protective clothing and equipment as required
- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements
- instructions, information, specifications and schedules as required
- equipment, services and corresponding information as required
- products and materials as required
- internal and external customers and suppliers as required
- cleaning procedures, materials and equipment as required
- documentation and recording requirements and procedures.

### Method of assessment

This unit should be assessed together with other units of competency relevant to the function or work role.

### Guidance information for assessment

To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and wherever possible, over a number of assessment activities.

### Range Statement

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with
### RANGE STATEMENT

Training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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<tr>
<td></td>
<td>- routine maintenance schedules</td>
</tr>
<tr>
<td></td>
<td>- work notes</td>
</tr>
<tr>
<td></td>
<td>- Material Safety Data Sheets (MSDS)</td>
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<td></td>
<td>- manufacturer instructions</td>
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<td></td>
<td>- verbal directions from manager, supervisor or senior operator</td>
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<tr>
<td>Waste</td>
<td>Waste may include:</td>
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<tr>
<td></td>
<td>- cleaning agents</td>
</tr>
<tr>
<td></td>
<td>- unused stock</td>
</tr>
<tr>
<td>Potential hazards</td>
<td>Potential hazards may include:</td>
</tr>
<tr>
<td></td>
<td>- cold room door closing while working inside</td>
</tr>
<tr>
<td></td>
<td>- working in cold conditions</td>
</tr>
<tr>
<td></td>
<td>- slippery floors</td>
</tr>
<tr>
<td></td>
<td>- obstacles on the floor</td>
</tr>
<tr>
<td></td>
<td>- overhead objects</td>
</tr>
<tr>
<td></td>
<td>- operating forklifts and other moving objects</td>
</tr>
<tr>
<td>Problems and anomalies</td>
<td>Problems and anomalies may include:</td>
</tr>
<tr>
<td></td>
<td>- fluctuations in temperature</td>
</tr>
<tr>
<td></td>
<td>- breakdown of data loggers</td>
</tr>
<tr>
<td></td>
<td>- fans or temperature controls</td>
</tr>
<tr>
<td></td>
<td>- inadequate air flows due to incorrect stacking</td>
</tr>
<tr>
<td>Cold room specifications</td>
<td>Cold room specifications may include:</td>
</tr>
<tr>
<td></td>
<td>- temperature range</td>
</tr>
<tr>
<td></td>
<td>- spacing pattern for airflow</td>
</tr>
<tr>
<td></td>
<td>- humidity</td>
</tr>
<tr>
<td>Cold room plans</td>
<td>Cold room plans may include:</td>
</tr>
<tr>
<td></td>
<td>- stacking patterns</td>
</tr>
</tbody>
</table>
**RANGE STATEMENT**

<table>
<thead>
<tr>
<th>stacking heights</th>
</tr>
</thead>
<tbody>
<tr>
<td>movement of stock</td>
</tr>
</tbody>
</table>

**Records**

Records will include:

- temperature logs
- material entering or leaving cold room
- batch numbers

**Unit Sector(s)**

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>
FDFWGG2022A Take and process vine cuttings

Modification History
April 2012: Minor typographical corrections.

Unit Descriptor

<table>
<thead>
<tr>
<th>Unit descriptor</th>
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</thead>
<tbody>
<tr>
<td>This specialist unit has been developed for wine grape nurseries. It covers the skills and knowledge required to take and process vine cuttings under supervision.</td>
</tr>
</tbody>
</table>

Application of the Unit

<table>
<thead>
<tr>
<th>Application of the unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit covers the taking of vine cuttings from vines used in wine making cuttings and processing. A variety of hand operated or handheld equipment is used. Working with vine cuttings includes the ability to recognise problems and anomalies with vines and to select the best cuttings according to instructions.</td>
</tr>
</tbody>
</table>

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

<table>
<thead>
<tr>
<th>Employability skills</th>
</tr>
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<tbody>
<tr>
<td>This unit contains employability skills.</td>
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Take vine cuttings | 1.1 Cutting requirements are confirmed and understood  
1.2 Equipment is checked to confirm readiness for use  
1.3 Vine cuttings are taken according to instructions  
1.4 Vine anomalies and problems are recognised, rectified and/or reported  
1.5 Equipment is maintained in good working order |
| 2. Complete vine cutting operations | 2.1 Vine cuttings are collected according to instructions  
2.2 Equipment is cleaned and stored according to instructions  
2.3 Waste is collected and disposed of according to instructions |
| 3. Prepare to process cuttings | 3.1 Work instructions on the processing of cuttings are confirmed and understood  
3.2 Facilities are cleaned and sterilised to minimise risk of contamination  
3.3 Materials are confirmed as available and ready to meet requirements  
3.4 Equipment is collected and checked for serviceability and sterilised as required by workplace procedures  
3.5 Potential and existing hazards are identified, rectified and/or reported according to workplace procedures  
3.6 Work is conducted in accordance with workplace environmental guidelines |
| 4. Process cuttings | 4.1 Cuttings are treated and bundled according to instructions  
4.2 Bundles are labelled, packed and stored according to instructions  
4.3 Waste is collected and disposed of according to workplace procedures  
4.4 Problems and anomalies are identified, rectified and/or reported according to workplace procedures  
4.5 Safe work practices are employed to minimise work hazards |
| 5. Record information | 5.1 Workplace information is recorded in the appropriate format |
Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills include:

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Ability to:

- access workplace information to identify cutting processing requirements
- confirm supply of necessary materials
- liaise with other work areas and customers
- select, fit and use appropriate personal protective clothing and/or equipment
- select, operate, maintain and store required equipment according to instructions
- maintain work area and equipment to meet workplace housekeeping standards
- maintain work area and equipment to meet workplace hygiene standards
- use appropriate cleaning techniques
- recognise problems and anomalies and correct and/or report them as instructed
- identify, rectify and/or report environmental non-compliance
- maintain workplace records
- handle pruning secateurs safely. This includes following the correct handling and sharpening procedures
- recognise performance problems with secateurs and correct or report them as instructed. This includes oiling moving parts and sharpening blades
- identify different parts of the grapevine. This should include identifying:
  - vine trunk and permanent framework
  - canes and/or cordons
  - tendrils and buds
- select and take vine cuttings according to instructions. This may include:
  - correct length and diameter
  - correct number of buds on the cutting
  - degree of straightness
  - cuts made correctly and cleanly
  - top cut at 45° angle or bottom bud flat, 1-2 cm from nearest bud
  - number of buds left on the vine
- collect and store vine cuttings according to instructions. This may include:
  - numbers per bundle
  - all lying the same way in the bundle (basal and distal ends)
  - secure tying of bundles
- labelling
- maintaining hydration of cuttings
- prepare chemical treatments to required concentration and ensure homogenous mix
- treat cuttings as instructed. This may include:
  - completing hydration of all cuttings
  - completing chemical treatment of all cuttings
  - removing unwanted plant material
- monitor the standard of cuttings and grade them as instructed
- bundle and label cuttings as instructed. This may include:
  - including correct numbers per bundle
  - cuttings all lying the same way in the bundle
  - tying bundles securely
  - labelling legibly and accurately
- pack and store cuttings as instructed. This may include:
  - cold room layout
  - cold room temperature variations
  - customer requirements
  - storage time requirements
- use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce.

Required knowledge

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

Knowledge of:

- occupational health and safety (OHS) hazards and controls
- purpose and application of personal protective clothing and/or equipment
- correct operating procedures for equipment
- safe and effective handling of equipment
- cleaning requirements and procedures for work area and equipment
- reporting and recording requirements and procedures
- procedures and responsibilities for reporting problems and anomalies
- waste disposal requirements and procedures
- environmental issues and controls
- principles of nursery hygiene
- basic components of the vine
- basic vine problems and anomalies
- cutting requirements and procedures
- cutting collection and storage requirements, including hydration
- specifications of vine cuttings
- factors that influence how a cutting should be graded and why
- common features of healthy vine cuttings
- common features of unhealthy vine cuttings
- safe preparation and handling of chemicals.

### Evidence Guide

<table>
<thead>
<tr>
<th>EVIDENCE GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</td>
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</table>

| Overview of assessment | Assessment must be carried out in a manner that recognises the cultural and literacy requirements of the assesssee and is appropriate to the work performed. Competence in this unit must be achieved in accordance with food safety standards and regulations. |

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Evidence of ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- use personal protective clothing and equipment where required</td>
<td></td>
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<tr>
<td>- follow cutting equipment safety procedures</td>
<td></td>
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<tr>
<td>- select cuttings and cut according to instructions</td>
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<tr>
<td>- handle, bundle, and label cuttings according to instructions</td>
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</tr>
<tr>
<td>- recognise vine problems</td>
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<tr>
<td>- dispose of waste according to instructions</td>
<td></td>
</tr>
<tr>
<td>- maintain required records.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must occur in a real or simulated workplace where the assesssee has access to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- personal protective clothing and equipment as required</td>
<td></td>
</tr>
<tr>
<td>- work procedures, including advice on company practices, safe work practices, food safety, quality and environmental requirements</td>
<td></td>
</tr>
<tr>
<td>- instructions, information, specifications and schedules as required</td>
<td></td>
</tr>
<tr>
<td>- equipment, services and corresponding information as required</td>
<td></td>
</tr>
<tr>
<td>- products and materials as required</td>
<td></td>
</tr>
</tbody>
</table>
**EVIDENCE GUIDE**

- internal and external customers and suppliers as required
- cleaning procedures, materials and equipment as required
- documentation and recording requirements and procedures.

**Method of assessment**

This unit should be assessed together with other units of competency relevant to the function or work role.

**Guidance information for assessment**

To ensure consistency in one's performance, competence should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities, and where possible, over a number of assessment activities.

---

**Range Statement**

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Policies and procedures**

Work is carried out in accordance with workplace procedures, licensing requirements and legislative requirements.

**Workplace information**

Workplace information can include:

- Standard Operating Procedures (SOPs)
- specifications
- production schedules
- instructions
- routine maintenance schedules
- work notes
- Material Safety Data Sheets (MSDS)
- manufacturer instructions
- verbal direction from manager, supervisor or senior operator
## RANGE STATEMENT

### Facilities
Facilities may include:
- cold storage
- fungicide treatment areas
- storage bins or tanks
- soaking tanks

### Equipment
Equipment may include:
- secateurs
- personal protective clothing and/or equipment
- bins
- boxes
- packing machine
- counting machine
- forklift

### Materials
Materials may include:
- string
- labels
- chemicals
- sand
- water
- pallets

### Waste
Waste may include:
- off-cuts
- dropped or rejected cuttings
- packaging materials
- chinisol
- chemical containers

### Work hazards
Hazards may include:
- damaging fingers or eyes from use of tools and equipment
- manual handling
- lifting bundles
- falling over in an untidy work area
- using chemicals and disinfectants

### Problems and anomalies
Problems and anomalies may include:
- physical damage or signs of common pests and diseases, such as eutypa, phomopsis, nematodes, crown gall, diseased wood, dehydration, infection,
### RANGE STATEMENT

| Physical damage, damaged buds, immature wood | different wood characteristics indicative of a different vine variety |

### Records

<table>
<thead>
<tr>
<th>Records will include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>type of cuttings</td>
</tr>
<tr>
<td>quantity of cuttings</td>
</tr>
<tr>
<td>the count per bundle</td>
</tr>
<tr>
<td>number of bundles</td>
</tr>
<tr>
<td>treatments carried out</td>
</tr>
<tr>
<td>source identification code</td>
</tr>
</tbody>
</table>

### Treatments

<table>
<thead>
<tr>
<th>Treatments may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>hydration</td>
</tr>
<tr>
<td>chemical treatment</td>
</tr>
<tr>
<td>trimming</td>
</tr>
<tr>
<td>grading</td>
</tr>
</tbody>
</table>

### Grading

<table>
<thead>
<tr>
<th>Grading cuttings may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>sorting for length, diameter, appearance and number of viable buds</td>
</tr>
</tbody>
</table>

### Label information

<table>
<thead>
<tr>
<th>Label information may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>class of the material</td>
</tr>
<tr>
<td>variety and clone</td>
</tr>
<tr>
<td>grade of cutting</td>
</tr>
<tr>
<td>the source identification code</td>
</tr>
</tbody>
</table>

### Packing

<table>
<thead>
<tr>
<th>Packing may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>packing, venting and sealing cuttings into polythene film bags or packing bins</td>
</tr>
<tr>
<td>wrapping cuttings in wet hessian</td>
</tr>
<tr>
<td>packing in woven polypropylene wool packs</td>
</tr>
</tbody>
</table>

### Unit Sector(s)

| Unit sector | Wine operations |
FDFWGG3010A Implement a soil management program

Modification History
This unit supersedes but is not equivalent to FDFWGGSMSMPB Implement a soil management program.
April 2012: Minor typographical corrections.

Unit Descriptor

| Unit descriptor | This specialist unit has been developed for the wine grape growing stream of the wine sector. This unit covers the skills and knowledge required to monitor soil requirements and implement and evaluate a soil management program. |

Application of the Unit

| Application of the unit | The application of this unit involves consultation with the manager and may require supervision of others in the implementation process. |

Licensing/Regulatory Information
Not applicable.

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th>FDFWGG2018A Operate vineyard equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FDFWGG3001A Apply chemicals and biological agents</td>
</tr>
</tbody>
</table>
### Employability Skills Information

| Employability skills | This unit contains employability skills. |

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Monitor vineyard soil management requirements | 1.1 Vineyard soil is monitored according to workplace procedures  
1.2 Results are interpreted correctly  
1.3 Appropriate soil management activities are identified and recommended |
| 2. Implement soil management program | 2.1 Resources are coordinated and personnel briefed to deliver requirements  
2.2 Agreed soil management program is implemented |
| 3. Evaluate effectiveness of soil management activities | 3.1 Vineyard is monitored to evaluate effectiveness of activities  
3.2 Surrounding areas are monitored to evaluate environmental impact of soil management activities |
| 4. Record information | 4.1 Workplace information is recorded in the appropriate format |

### Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

**Required skills include:**

Note: The following required skills should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Ability to:**
• access workplace information to identify soil management requirements
• select, fit and use appropriate personal protective clothing and/or equipment
• liaise with other work areas
• consult with appropriate senior personnel
• apply sampling techniques
• conduct routine tests
• monitor the vineyard and interpret the results to identify vineyard soil management requirements. This may include monitoring:
  • soil moisture content
  • watertable level
  • weed population
  • signs of vine nutrient deficiencies
  • climatic conditions
  • cover crop practices
  • soil analyses (e.g. pH and salinity)
  • evidence of hard pans
  • soil texture
  • vine root distribution
  • nutrient levels in plant and soil
  • irrigation water quality
  • climatic conditions
  • erosion risk
  • soil management history
  • growth of mid-row sward
• calculate application rates for soil addition requirements (e.g. fertilisers and ameliorants)
• present and justify recommendations to senior personnel
• implement the soil management program. This will include consideration of:
  • resources, including operators with appropriate skills
  • equipment availability and capability
  • materials and chemicals
  • maintenance programs and supplies
  • specific needs of individual blocks
  • environmental conditions
  • other vineyard activities
• instruct operators as required
• monitor soil management activities. This will include monitoring:
  • operator performance
  • operating conditions
  • operating results
  • material supplies
- equipment performance
- take corrective action in response to out-of-specification results or non-compliance
- report and/or record problems and/or corrective action
- identify, rectify and/or report environmental non-compliance
- maintain workplace records
- maintain work area to meet housekeeping standards
- report and/or record problems according to instructions
- plan and organise
- supervise operators according to enterprise procedures
- apply information technology systems according to enterprise procedures
- use oral communication skills/language to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- work cooperatively within a culturally diverse workforce.

**Required knowledge includes:**

Note: The following required knowledge should be applied as appropriate to the equipment and processes that are used in the particular winery or workplace.

**Knowledge of:**

- ideal soil environment for vines plus specific requirements of grapes grown
- soil management techniques and their affect on soil, vine growth, cropping levels and wine quality
- visual signs of vine nutrient deficiencies
- sampling techniques and procedures
- routine testing techniques and procedures
- interpretation of routine tests
- Occupational health and safety (OHS) hazards and controls
- environmental issues and controls
- procedures and responsibility for reporting problems
- resource requirements and availability
- reporting and recording requirements and procedures
- consultation requirements and procedures
- supervision techniques where relevant
- information technology systems where relevant
- resources required for assessment where relevant

**Evidence Guide**

<table>
<thead>
<tr>
<th>RANGE STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The range statement relates to the unit of competency as a whole. It allows for different work...</td>
</tr>
</tbody>
</table>
### RANGE STATEMENT

Environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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<tr>
<th>Policies and procedures</th>
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</thead>
<tbody>
<tr>
<td>Workplace information</td>
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</tr>
<tr>
<td></td>
<td>- Standard Operating Procedures (SOPs)</td>
</tr>
<tr>
<td></td>
<td>- specifications</td>
</tr>
<tr>
<td></td>
<td>- soil management programs</td>
</tr>
<tr>
<td></td>
<td>- instructions</td>
</tr>
<tr>
<td></td>
<td>- routine maintenance schedules</td>
</tr>
<tr>
<td></td>
<td>- work notes</td>
</tr>
<tr>
<td></td>
<td>- Material Safety Data Sheets (MSDS)</td>
</tr>
<tr>
<td></td>
<td>- manufacturer instructions</td>
</tr>
<tr>
<td></td>
<td>- verbal directions from manager or supervisor</td>
</tr>
<tr>
<td>Monitoring activities</td>
<td>Monitoring activities may include:</td>
</tr>
<tr>
<td></td>
<td>- drainage</td>
</tr>
<tr>
<td></td>
<td>- soil moisture, pH and texture</td>
</tr>
<tr>
<td></td>
<td>- watertable levels</td>
</tr>
<tr>
<td></td>
<td>- rainfall</td>
</tr>
<tr>
<td></td>
<td>- vine and soil nutrient deficiencies</td>
</tr>
<tr>
<td></td>
<td>- weeds</td>
</tr>
<tr>
<td></td>
<td>- air temperatures</td>
</tr>
<tr>
<td>Area management</td>
<td>Area managed may not be limited to the area under vines. Adjacent or ecologically linked landscapes may require management or consideration, and may include:</td>
</tr>
<tr>
<td></td>
<td>- woodlots</td>
</tr>
<tr>
<td></td>
<td>- seepage areas</td>
</tr>
<tr>
<td></td>
<td>- waterways</td>
</tr>
<tr>
<td></td>
<td>- landcare sites</td>
</tr>
<tr>
<td></td>
<td>- revegetation sites</td>
</tr>
<tr>
<td></td>
<td>- windbreaks</td>
</tr>
<tr>
<td></td>
<td>- neighbouring vineyards and other primary production</td>
</tr>
<tr>
<td>Soil management activities</td>
<td>Soil management activities may include, but are not limited to:</td>
</tr>
<tr>
<td></td>
<td>- the addition of ameliorants and fertilisers</td>
</tr>
</tbody>
</table>
### Range Statement

**RANGE STATEMENT**

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<tr>
<td></td>
<td>• soil management programs</td>
</tr>
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<td></td>
<td>• Material Safety Data Sheets (MSDS)</td>
</tr>
<tr>
<td></td>
<td>• manufacturer instructions</td>
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</tr>
<tr>
<td>Monitoring activities</td>
<td>Monitoring activities may include:</td>
</tr>
<tr>
<td></td>
<td>• drainage</td>
</tr>
</tbody>
</table>
## RANGE STATEMENT

- soil moisture, pH and texture
- watertable levels
- rainfall
- vine and soil nutrient deficiencies
- weeds
- air temperatures

### Area management

Area managed may not be limited to the area under vines. Adjacent or ecologically linked landscapes may require management or consideration, and may include:

- woodlots
- seepage areas
- waterways
- landcare sites
- revegetation sites
- windbreaks
- neighbouring vineyards and other primary production

### Soil management activities

Soil management activities may include, but are not limited to:

- the addition of ameliorants and fertilisers
- cover cropping
- mulching
- cultivating
- slashing
- tilling
- ploughing
- weeding
- spraying
- frost management

### Information systems

Information systems may be:

- print or screen based

## Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
<th>Wine operations</th>
</tr>
</thead>
</table>

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Skills Impact
FWPCOT2236 Fall trees manually (basic)

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT2236 Fall trees manually (basic), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to assess and manually fall small trees with a low level of complexity and to complete operator maintenance.

Basic trees typical to the scope of this unit may include the following characteristics:

- lean and distribution of the crown weight does not create a complex situation to assess or fell
- small dimensions relative to local forest size distribution
- no excessive lean
- no visible damage or defect
- species that are not prone to free splitting and adverse reactions during felling
- single stem or non-complex multi-stems
- diameter of tree is less than chainsaw bar length
- grown on terrain and slope that does not add significant complexity to the operation

The unit applies to those in a forest, agricultural, local council, emergencies services and other government agency environment. With the exception of minor forest produce, it is not relevant to commercial harvesting operations.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Common Technical
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</strong></td>
</tr>
</tbody>
</table>
| 1. Prepare for felling | 1.1 Identify and adhere to work specifications and site environmental protection measures relevant to felling basic trees in line with organisational requirements and relevant regulations  
  1.2 Review and check job requirements with appropriate personnel  
  1.3 Select tools and equipment appropriate to work requirements and check for operational effectiveness according to manufacturer recommendations  
  1.4 Identify trees to be retained and felled  
  1.5 Establish and maintain communication with others according to WHS requirements |
| 2. Prepare for felling | 2.1 Review location and stability for conditions likely to affect felling activities  
  2.2 Identify and report site environmental conditions to appropriate personnel  
  2.3 Identify and control potential and existing risks and hazards  
  2.4 Monitor and exclude location and activity of other personnel on the work site |
| 3. Assess tree and plan felling | 3.1 Assess limitations of own skills in safely felling trees, identify trees considered outside own skill level and seek assistance from appropriate personnel where required  
  3.2 Confirm that tree is safe to fell  
  3.3 Visually assess tree for felling characteristics, defects and stresses  
  3.4 Assess and check required falling direction and possible deviation  
  3.5 Plan sequence of cuts to fell tree according to standard felling procedures  
  3.6 Select suitable escape route and clear of growth and other obstacles according to environmental care principles and statutory requirements |
| 4. Apply tree felling techniques | 4.1 Fell individual trees using selected cutting techniques according to WHS and job requirements  
  4.2 Adjust cutting technique in response to movement and condition of tree |
<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Use planned escape route when tree starts to fall and monitor the fall and movement of tree on ground until determined stable</td>
<td></td>
</tr>
<tr>
<td>4.4 Delay movement back into the felling area until all tree material, including from adjacent tree crowns, has fallen</td>
<td></td>
</tr>
<tr>
<td>4.5 Identify and implement procedures for removal of trees that are hung-up</td>
<td></td>
</tr>
<tr>
<td>4.6 Dispose of waste materials in line with environmental and operational requirements</td>
<td></td>
</tr>
<tr>
<td>5. Maintain equipment</td>
<td>5.1 Inspect equipment on completion of trimming and cutting activities</td>
</tr>
<tr>
<td></td>
<td>5.2 Identify damaged saws and cutting attachments for repair or replacement according to organisational requirements and manufacturer recommendations</td>
</tr>
<tr>
<td></td>
<td>5.3 Remove, clean, adjust or replace chain and other components according to manufacturer recommendations</td>
</tr>
<tr>
<td></td>
<td>5.4 Maintain tools and equipment according to WHS requirements and manufacturer recommendations</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

| Numeracy skills to: | • estimate tree dimensions, including height, length, diameter and volume |
| | • complete routine calculations and report on size, length, diameter of felled trees. |
| Oral communication skills to: | • select and use appropriate spoken communication strategies with work colleagues and other personnel on site when felling trees |
| | • interpret hand signals with other operators to ensure safe tree felling |
| Reading skills to: | • interpret: |
| | • workplace health and safety and other organisational procedures |
| | • work orders |
| | • manufacturers’ maintenance recommendations. |
| Writing skills to: | • complete accurate basic records for tree felling process, equipment faults and maintenance requirements. |
Planning and organising skills to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• identify an unsafe tree</td>
</tr>
<tr>
<td></td>
<td>• efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.</td>
</tr>
</tbody>
</table>

**Range of Conditions**

Not Applicable

**Unit Mapping Information**

FPICOT2236 Fall trees manually (basic)

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPCOT2236 Fall trees manually (basic)

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT2236 Fall trees manually (basic), which was first released with FP111 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement.</td>
</tr>
</tbody>
</table>

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- comply with applicable federal, state or territory legislative and regulatory requirements and codes of practice including WHS, environmental and organisational policies and procedures relevant to felling trees at a basic level
- comply with organisational policies and procedures relevant to felling trees manually at a basic level
- comply with applicable licensing or certification requirements relevant to felling trees manually
- effectively communicate and use safe working practices, including maintaining an awareness of activity by other personnel in the work area
- assess site conditions, by applying environmental protection measures, detecting hazards and own skill level for felling trees at a basic level
- conduct a tree assessment
- identify structural defects and stresses in trees and the impact on felling, including exclusion of trees from hand felling due to hazardous and difficult situations for assessment, monitoring and safe falling including a crown that contains dead or broken material, entanglement or malformation
- plan a felling sequence for individual trees and preparing surroundings including escape route
• fell basic trees using an appropriate cuts safely without damage to personnel, equipment and surrounding environment
• identify trees that are hung up
• select, prepare and maintain chainsaw equipment including recognising faults, problems and malfunctions
• assess, plan and safely operate chainsaw equipment to manually fell trees at a basic level in forest, rural and community environments
• use tree felling techniques including scarf cutting, back cutting to provide hinge-wood and the use of wedges to assist in controlling falling direction.

Knowledge Evidence
A person competent in this unit must be able to demonstrate knowledge of:
• Workplace health and safety (WHS) requirements including:
  • PPE and clothing
  • safety equipment
  • first aid equipment
  • firefighting equipment
  • hazard and risk control procedures
  • fatigue management procedures
  • appropriate signage
  • elimination of hazardous materials and substances procedures
  • safe forest practices, including required actions relating to fire
  • techniques for manual handling, including shifting, lifting and carrying
• types and purposes of cuts to fell trees, including scarf cutting and back cutting to provide hinge-wood and maintain control of tree
• typical tree defects and how these affect tree felling activities:
  • shakes
  • insect defects
  • knots and resin pockets
  • pipe
  • drysides
• identifying trees:
  • that contain hazards and are deemed unsafe to fell
  • considered outside own skill level
  • trees where cuts made may lead to loss of control of tree in felling
• hazards and related risks and the impact on felling trees of:
  • uneven and unstable terrain
  • unsafe trees
  • fires
  • overhead and underground services
• excavations
• traffic
• structures
• hazardous materials
• insects and animals
• other personnel and machinery
• methods used to remove trees that are hung up and procedures for removal
• methods for assessing chain condition
• environmental protection measures to follow when felling trees related to:
  • native vegetation
  • soil and water
  • heritage and archeological artefacts
  • flora and fauna
  • geomorphologic features
  • landscape
  • external site pollution
  • recreational opportunities
  • regeneration opportunities
  • cleaning plant, tools and equipment
  • disposing of, recycling and reusing timber and other waste
• key features of these varying environmental conditions and their effects on basic tree felling activities:
  • general forest lean
  • ground growth
  • ground hazards and obstacles
  • ground slope
  • gullies
  • presence and density of seed and habitat trees
  • water courses
  • wet and adverse weather conditions
  • wind speed and direction
• the use of types of tools and equipment for felling trees manually, and the procedures for their safe use, operation and maintenance including:
  • warning signs
  • chainsaw and components
  • PPE and clothing
  • first aid equipment
  • maintenance requirements
  • support tools.
Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace of a forest environment that contains small trees with a low level of falling complexity
- PPE and clothing including:
  - safety helmet
  - safety gloves
  - protective footwear
  - eye protection
  - hearing protection
  - high visibility clothing
  - leg protection (trousers or chaps)
- materials and equipment including:
  - warning signs
  - chainsaw and components
  - first aid equipment
  - maintenance tools and equipment
  - support tools
  - manufacturers’ instructions for use and maintenance of equipment
  - radio or communication device
  - fire fighting equipment (if prescribed)
- specifications and work instructions, including
  - information and instructions relevant to tree-felling operations, including processing location details and trees to be felled and retained
  - policy and procedures for work health and safety (WHS)
  - risk assessment plan
  - general and specific environmental requirements
  - relevant state or territory logging code of practice
  - emergency and evacuation procedures
  - fire protocols
- relevant personnel for the purposes of communicating information

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
FWPCOT2237 Maintain chainsaws

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT2237A Maintain chainsaws, which was first released with FP111 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to maintain engine or electrically operated hand-held chainsaws. It includes sharpening chains and completing routine and frequently required service requirements as well as periodic servicing. Work is completed in a variety of work settings including a forest environment, agricultural, workshop, arboretum and horticultural settings.

The unit applies to chainsaw operators.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Common Technical

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</td>
</tr>
<tr>
<td>1. Prepare for chainsaw maintenance</td>
<td>1.1 Select appropriate personal protective, maintenance and repair equipment and check for operational effectiveness in line with manufacturer's recommendations.</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>1.2 Plan repair and maintenance activities in line with manufacturer's instructions and recommendations and organisational requirements</td>
<td></td>
</tr>
<tr>
<td>2. Complete chainsaw maintenance</td>
<td></td>
</tr>
<tr>
<td>2.1 Follow organisational safety procedures to lock out equipment.</td>
<td></td>
</tr>
<tr>
<td>2.2 Complete routine and frequently required service requirements on chainsaws in line with manufacturer's instructions and organisational requirements</td>
<td></td>
</tr>
<tr>
<td>2.3 Complete periodic service requirements on chainsaws in line with manufacturer's recommendations and organisational requirements</td>
<td></td>
</tr>
<tr>
<td>2.4 Check chain for bluntness or damage.</td>
<td></td>
</tr>
<tr>
<td>2.5 Remove, sharpen, adjust and replace chain and other components in line with manufacturer's recommendations.</td>
<td></td>
</tr>
<tr>
<td>2.6 Identify, diagnose, tag and report chainsaw faults, malfunctions or irregular operation for repair or replacement.</td>
<td></td>
</tr>
<tr>
<td>2.7 Reassemble serviced chainsaw components, check for operational effectiveness, tag and store.</td>
<td></td>
</tr>
<tr>
<td>3. Complete maintenance records and clean up</td>
<td></td>
</tr>
<tr>
<td>3.1 Complete, process and maintain records and reports in line with organisational procedures.</td>
<td></td>
</tr>
<tr>
<td>3.2 Clear and clean work area and tools, and dispose of and recycle waste materials in line with environmental protection practices.</td>
<td></td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Numeracy skills to:</th>
<th>• calculate ratios and measure quantities of oils and fuels.</th>
</tr>
</thead>
</table>
| Reading skills to:  | • interpret:  
|                     | • workplace health and safety procedures  
|                     | • work orders  
|                     | • manufacturer’s instructions and maintenance recommendations. |
| Writing skills to:  | • complete basic accurate records of repairs, maintenance activities and equipment faults. |
| Planning and organising skills to: | • efficiently and logically sequence stages of repair and maintenance work. |
Range of Conditions
Not Applicable

Unit Mapping Information
FPICOT2237A Maintain chainsaws

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPCOT2237 Maintain chainsaws

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT2237A Maintain chainsaws, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement. This is the first release of this unit in the new standards format.</td>
</tr>
</tbody>
</table>

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete these routine and frequently required service requirements on chainsaws in line with manufacturer's instructions:
  - removing, checking and cleaning air filter for damage and penetration of foreign material
  - cleaning saw body, air intake vents and cooling fins
  - cleaning chain brake
  - inspecting chain and guide bar
  - checking screws and nuts for tightness
  - checking safety devices
  - filling fuel tanks and chain oil tanks
- complete these types of periodic service requirements on chainsaws in line with manufacturer's instructions:
  - replacing drive sprocket
  - cleaning or replacing and setting spark plug
  - checking and replacing fuel filter
  - checking chain brake, oil system, flywheel assembly, anti-vibration system, muffler and spark arrestor
  - inspecting and replacing starter cord and starter spring
• matching pitches and gauges of cutting components
• dressing and cleaning cutter bar
• cleaning fly wheel
• removing and cleaning exhaust and fire screen
• complete these activities to check and sharpen chain saw chains in line with manufacturer's instructions:
  • inspecting and adjusting chain
  • inspecting and replacing chain that is worn, damaged or incorrectly sharpened
  • sharpening chain types and setting of depth gauges.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:
• types, purpose, features and operation of chainsaws for which repairs are completed
• features and names of different parts of chainsaws
• purpose, features and operation of tools and equipment used to repair and maintain chainsaws
• specifications and types of bars, chains and sprockets
• differences between frequent and periodic chainsaw maintenance requirements
• techniques for:
  • removing chains and other chainsaw components
  • assessing chain condition
  • sharpening chains to specified requirements
  • reassembling chainsaw components
• hazards for maintaining chainsaws and methods to minimise associated risks:
  • loud noise and exhaust fumes
  • mechanical vibration
  • handling hazardous substances
  • cuts and hot surfaces
  • rotating parts
• organisational procedures specific to repairing and maintaining chainsaws:
  • workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  • communication reporting lines
  • recording and reporting repairs, maintenance activities and equipment faults
• environmental protection practices for repairing and maintaining chainsaws:
  • cleaning plant, tools and equipment
  • disposing of, recycling and reusing materials
  • disposing of hazardous substances.
Assessment Conditions

The following resources must be made available:

- engine or electrically operated hand-held chainsaws
- tools and equipment used to repair and maintain chainsaws
- consumable chainsaw parts, oil and fuel
- personal protective equipment suitable for repairing and maintaining chainsaws including:
  - Safety boots
  - Safety helmet
  - Cut resistant leg protection
  - First aid kit
  - Hearing protection
  - High visibility clothing
  - Eye protection
  - Apron
  - Chain mesh gloves
- manufacturers’ instructions and recommendations for repair and maintenance of chainsaws
- template documents for recording repairs, maintenance activities and equipment faults.
- organisational procedures for repairing and maintaining chainsaws.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
FWPCOT2239 Trim and cut felled trees

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT2239A Trim and cut felled trees, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</td>
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<tr>
<td></td>
<td>This is the first release of this unit in the new standards format.</td>
</tr>
</tbody>
</table>

Application

This unit describes the outcomes required to trim and cut felled trees with a chainsaw and to complete operator maintenance. It applies to situations where the production of timber is not the primary focus of the activity.

The unit applies to forestry worker, chainsaw operator, forest harvester, harvesting technician, arbiculture worker.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Common Technical

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</td>
</tr>
<tr>
<td>1. Prepare for trimming and cutting</td>
<td>1.1 Review work order and where required check with appropriate personnel.</td>
</tr>
<tr>
<td></td>
<td>1.2 Select appropriate personal protective and other equipment and</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>check for operational effectiveness.</td>
<td>1.3 Plan trimming and cutting activities in line with work order and environmental conditions.</td>
</tr>
<tr>
<td>2. Visually assess felled trees</td>
<td>2.1 Assess tree location and stability for conditions likely to affect safety of trimming and cutting activities.</td>
</tr>
<tr>
<td></td>
<td>2.2 Visually assess tree for defects and identify stresses within tree.</td>
</tr>
<tr>
<td></td>
<td>2.3 Mark trees too dangerous to cut safely and refer to appropriate personnel.</td>
</tr>
<tr>
<td>3. Plan cutting</td>
<td>3.1 Move or stabilise tree for safe cutting in line with site procedures.</td>
</tr>
<tr>
<td></td>
<td>3.2 Select cutting pattern to optimise time and manageable removal of sections.</td>
</tr>
<tr>
<td></td>
<td>3.3 Identify options for utilisation of product.</td>
</tr>
<tr>
<td></td>
<td>3.4 Plan cutting sequence to maintain control of cut sections and minimise cutting problems.</td>
</tr>
<tr>
<td></td>
<td>3.5 Select cutting positions considering tree stresses.</td>
</tr>
<tr>
<td></td>
<td>3.6 Clear debris from work area to allow safe access and prevent saw damage and personal injury.</td>
</tr>
<tr>
<td>4. Use chainsaw to trim and cut trees</td>
<td>4.1 Monitor location and movement of other personnel and modify work to ensure safety</td>
</tr>
<tr>
<td></td>
<td>4.2 Establish and maintain communication to ensure safety</td>
</tr>
<tr>
<td></td>
<td>4.3 Secure tree section on each side of planned cut; evaluate and control potential movement.</td>
</tr>
<tr>
<td></td>
<td>4.4 Operate chainsaw to cut tree and limbs and adjust cutting technique in response to movement and condition of tree and limbs.</td>
</tr>
<tr>
<td></td>
<td>4.5 Prepare cut sections for removal from the site.</td>
</tr>
<tr>
<td>5. Complete equipment maintenance</td>
<td>5.1 Follow organisational safety procedures to lock out equipment.</td>
</tr>
<tr>
<td></td>
<td>5.2 Check chain for bluntness or damage.</td>
</tr>
<tr>
<td></td>
<td>5.3 Remove, sharpen, adjust and replace chain and other components in line with manufacturer’s recommendations.</td>
</tr>
<tr>
<td></td>
<td>5.4 Record and report trimming and cutting records, equipment faults and maintenance requirements to appropriate personnel.</td>
</tr>
</tbody>
</table>
Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

| Numeracy skills to:                                      | • plan time efficient cutting patterns and sequences |
|                                                       | • complete routine calculations and report on size, length and diameter of cut trees. |

| Oral communication skills to:                           | • ask open and closed probe questions and actively listen to clarify contents of work plans |

| Reading skills to:                                       | • interpret: |
|                                                       | • workplace health and safety and other organisational procedures |
|                                                       | • work orders |
|                                                       | • manufacturers’ maintenance recommendations. |

| Writing skills to:                                       | • complete accurate basic records for tree trimming and cutting process, equipment faults and maintenance requirements. |

| Planning and organising skills to:                       | • efficiently and logically sequence the stages of preparation for and cutting of trees using work order to guide activities. |

Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT2239A Trim and cut felled trees

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPCOT2239 Trim and cut felled trees

Modification History

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<td>Replaces equivalent unit FPICOT2239A Trim and cut felled trees, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement.</td>
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</table>

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- safely and efficiently use a chainsaw to complete these activities:
  - trim and cut hardwood or softwood trees
  - delimb trees
  - trim branches
  - trim burls and other small growths
- use these cutting techniques:
  - bridging cuts
  - swinging cuts
  - side bind cuts
  - boring
  - wedge cut
  - ripping cuts
- trim and cut trees in these environmental conditions:
  - dry weather condition
  - wet weather condition
  - low and moderate wind speeds
- complete the following maintenance on a chainsaw:
• sharpening
• refuelling
• inspection, identification and replacement of bar, chain, drive sprockets
• bar oil checks and top up
• air filter, check, clean and replacement
• cleaning of saw body, air intake vents and cooling fans
• fitting spare chain and tension chain.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

• environmental protection measures including:
  • action to limit the impact of noise, wind speed and direction, fallen trees, ground slope, ground hazards and obstacles, general forest lean
  • action to limit the impact to ground growth, canopy, density of trees
  • action to limit the impact on flora, fauna and habitat
  • soil and water protection
  • cleaning plant, tools and equipment
  • disposing of, recycling and reusing timber and other waste

• key features of these varying environmental conditions and effects on tree cutting and trimming activities:
  • ground growth
  • ground hazards and obstacles
  • ground slope
  • wet and adverse weather conditions
  • wind speed and direction

• typical tree defects and how they affect tree cutting activities:
  • splits
  • falling damage
  • fire damage
  • insect infestation
  • pipe
  • shake
  • twist
  • knots and resin pockets

• typical tree stresses and how they affect tree cutting activities
  • tension (fibres being stretched)
  • compression (fibres being squashed)
  • neutral fibres

• range of chainsaw cutting techniques:
• bridging cuts
• swinging cuts
• side bind cuts
• delimming
• boring
• wedge cut
• ripping cuts
• cutting patterns used to optimise time and recovery of product from trees
• cutting sequences used to maintain control of cut sections and minimise cutting problems
• purpose, features, operation and basic non-specialist repair and maintenance: of chainsaws
• methods for assessing chain condition
• organisational procedures specific to tree trimming and cutting activities:
  • workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  • communication reporting lines
  • recording and reporting tree cutting outcomes, equipment faults and maintenance requirements.

Assessment Conditions

The following resources must be made available:
• chainsaws
• chainsaw fuel and oil containers
• support tools (hammer, wedges, logging tape, cant hook or breaking bar)
• maintenance tools and equipment for chainsaws
• personal protective equipment suitable for cutting trees and maintaining chainsaws
• manufacturers’ instructions for use and maintenance of equipment
• work order with specific instructions for tree cutting activities
• template reports for recording tree cutting outcomes, equipment faults and maintenance requirements
• organisational procedures for tree trimming and cutting activities.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:
• hold the appropriate assessor competency standards as outlined in regulations; and
• be able to demonstrate vocational competencies at least to the level being assessed; and
• be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
Links

Companion Volume implementation guides are found in VETNet -
FWPCOT3202 Navigate in remote or trackless areas

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent FPICOT3202B Navigate in remote or trackless areas, which was first released with FP111 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to navigate in untracked, remote areas in situations where difficult environmental conditions and poor visibility are likely to occur. The unit includes interpretation and use of maps and other navigation aids.

The unit applies to Forestry Worker, Plantation Worker, Forest Harvester, Harvesting Technical Forestry Technician, Tree Planter, Mobile Equipment Operator, Arboriculture Technician.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management
Harvesting and Haulage
Sawmilling and Processing

Elements and Performance Criteria

<table>
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</thead>
<tbody>
<tr>
<td>1. Prepare for navigation</td>
<td>1.1 Identify and gather information and relevant factors and check with appropriate personnel.</td>
</tr>
</tbody>
</table>
1.2 Select suitable maps, equipment and navigation aids and check for accuracy, currency and operational effectiveness.
1.3 Detect and correct faults or errors in maps and equipment.
1.4 Establish communication with others in line with WHS and organisational requirements

2. Plan the route
2.1 Plan route in line with work instructions and WHS requirements.
2.2 Examine maps to identify relevant symbols, information, navigation data and environmental requirements.
2.3 Calculate accurate grid and magnetic bearings using maps and equipment in line with assignment instructions.
2.4 Plan emergency exit routes and contingencies to combat other risks.

3. Conduct navigation
3.1 Undertake navigation in line with planned route and schedule.
3.2 Orientate maps are correctly to surroundings in line with planned route.
3.3 Use equipment and navigation aids in line with manufacturer recommendations.
3.4 Navigate alternative routes to bypass obstacles and improve efficiency of course.
3.5 Minimise impact on the environment as a result of navigation.
3.6 Record and report navigation activities.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

| Numeracy skills to: | • interpret scales, symbols, grid references, distance and data included on maps and navigation equipment |
| Planning and organising skills to: | • estimate resource and equipment requirements |
| Problem solving skills to: | • identify and solve problems with equipment and navigation route |
Range of Conditions
Not Applicable

Unit Mapping Information
FPICOT3202B Navigate in remote or trackless areas.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPCOT3202 Navigate in remote or trackless areas

Modification History

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<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT3202B Navigate in remote or trackless areas, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement.</td>
</tr>
</tbody>
</table>

Performance Evidence

- A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
  - follow organisational policies and procedures for navigating in a remote or trackless area
  - select, interpret, and use maps and other written and diagrammatic information for navigation
  - use maps, compass and navigation aids to plan routes and navigate in remote or trackless area which must be either:
    - standard magnetic compass using latitude/longitude and Universal Transverse Mercator (UTM) coordinate systems
    - global positioning system (GPS)
    - cadastral maps (maps that show the boundaries and ownership of land parcels)
    - topographic maps
    - general maps
  - plan and conduct an efficient navigation, effectively bypassing obstacles within designated timeframes
  - maintain navigation tools and equipment
  - establish and maintain effective communication with appropriate personnel as required
  - record navigation activities.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:
• regulations, standards, codes of practice and established safe practices for navigating in a remote or trackless area
• environmental protection requirements, including the safe disposal of waste material and returning the environment to its original or near to original condition on completion of activity
• organisational and site standards, requirements, policies and procedures for navigating in a remote or trackless areas
• factors that may affect navigation, including:
  • types of terrain and gradient
  • weather conditions
  • obstacles
  • distance
  • estimated travelling time
  • availability of resources, including water, rest stops, camp sites
  • access and exit routes
• use and features of various maps, images and charts including:
  • cadastral and topographic maps
  • charts
  • guide books
  • photographs and other digital imagery
  • sketches
  • diagrams
• representation of topographic features on maps and plans, including:
  • grid lines and numbers
  • contour lines
  • magnetic variation
  • scale
  • map legend
  • local features
  • markers and beacons
  • water depth
• common scales and reference information used on maps and plans
• features and uses of environmental navigation aids:
  • survey markers
  • track markers and beacons
  • signs
  • arrows
  • natural landmarks and reference points
purpose, features and operation of navigation equipment, and procedures for their safe use and maintenance, including
  • global positioning system (GPS) device
magnetic compass, including adjustment for local magnetic variation  
- locator beacons  
- personal protective equipment and clothing  
- techniques for estimating distance travelled within a particular activity context  
- established communication modes, methods and protocols  
- procedures for recording and reporting workplace information.

**Assessment Conditions**

The following resources must be made available:

- site to navigate  
- navigation equipment  
- work order, workplace requirements and site standards for navigating in remote or trackless areas.  
- communication devices  

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

**Assessor requirements**

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and  
- be able to demonstrate vocational competencies at least to the level being assessed; and  
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

**Links**

FWPCOT3238 Operate a pole saw

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT3238B Operate a pole saw, which was first released with FPI11 Forest and Forest Products Training Package Version 1. Change of title to more accurately reflect the intended application of unit for use of power driven pole-mounted chain saws. This is the first release in the new standards format.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to trim high branches reachable with a power driven pole saw and to promote tree growth by trimming and felling excess branches. Power driven pole saw in this unit refers to professional standard pole-mounted chain saws that are typically fuel types, but may be battery powered, and generally telescopic. It applies to those who operate a pole saw in a forest environment and includes equipment maintenance. No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management
Harvesting and Haulage

Elements and Performance Criteria

<table>
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</thead>
<tbody>
<tr>
<td>1. for trimming</td>
<td>1.1 Identify and follow WHS, environmental, legal and organisational</td>
</tr>
<tr>
<td>1. Operate a pole saw</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>1.2 Review work order and clarify with appropriate personnel.</td>
<td></td>
</tr>
<tr>
<td>1.3 Select equipment appropriate to work requirements and check for serviceable condition in line with manufacturer recommendations.</td>
<td></td>
</tr>
<tr>
<td>1.4 Carry out pre-startup checks of pole saw in line with site requirements.</td>
<td></td>
</tr>
<tr>
<td>1.5 Establish and maintain communication with others to ensure safety.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Assess trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Identify and assess tree type, location and stability for safe working conditions.</td>
</tr>
<tr>
<td>2.2 Plan the trim of a tree in line with site procedures and environmental conditions.</td>
</tr>
<tr>
<td>2.3 Identify trees unable to be trimmed safely and refer to appropriate personnel.</td>
</tr>
<tr>
<td>2.4 Determine whether the height of the branch is within safe reach when using the pole saw.</td>
</tr>
<tr>
<td>2.5 Establish general falling direction of branches and limbs to be trimmed and identify clear escape route.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Trim trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Trim accessible branches and knots to specifications in line with manufacturer recommendations and organisational safe work practices for angle and height allowances.</td>
</tr>
<tr>
<td>3.2 Monitor movement and whereabouts of other personnel to ensure work site is safe.</td>
</tr>
<tr>
<td>3.3 Undertake sequence of cuts to trim tree branches.</td>
</tr>
<tr>
<td>3.4 Operate pole saw in line with safety regulations, adjusting technique in response to condition of the tree.</td>
</tr>
<tr>
<td>3.5 Diagnose unexpected characteristics of a tree during trimming operations and review tree assessment if required.</td>
</tr>
<tr>
<td>3.6 Complete cutting once initiated, to minimise splitting.</td>
</tr>
<tr>
<td>3.7 Clear cut branches from the site in line with standard operating procedures and environmental requirements.</td>
</tr>
<tr>
<td>3.8 Record and report trimming activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Conduct operator maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Follow lock-out procedures in line with WHS legislation and site procedures.</td>
</tr>
<tr>
<td>4.2 Inspect condition of saw and other equipment on completion of trimming activities.</td>
</tr>
<tr>
<td>4.3 Remove, sharpen, adjust or replace chain and other components, in line with manufacturer recommendations.</td>
</tr>
<tr>
<td>4.4 Recycle, re-use or dispose of blunt or damaged chain and other components.</td>
</tr>
</tbody>
</table>
components in line with environmental requirements.

4.5 Clear pole saw of dust, shavings and debris and check to make sure it meets relevant operational standards.

4.6 Record and report equipment faults and maintenance activity.

## Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Numeracy skills to:</th>
<th>• sharpen chain with files set to correct angles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills to:</td>
<td>• record trimming activity and maintenance records.</td>
</tr>
</tbody>
</table>
| Problem solving skills to: | • to identify problems and equipment faults and select treatments  
|                      | • identify appropriate branches to be trimmed  
|                      | • assess the capacity and suitability of equipment to the task of trimming trees. |

## Range of Conditions

Not Applicable

## Unit Mapping Information

FPICOT3238B Operate a pole saw.

## Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPCOT3238 Operate a pole saw

Modification History

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<thead>
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<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT3238B Operate a pole saw, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement</td>
</tr>
</tbody>
</table>

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- undertake trimming with a pole saw to correctly and safely demonstrate competency in the following:
  - assess trees and site conditions to work safely
  - correct use of safety attire and protective equipment
  - conduct pre-operational checks of pole saw
  - trim trees at safe height and angle in line with manufacturer recommendations and organisational safe working practices
  - select/adjust trimming sequence and cutting techniques in response to various tree characteristics and site conditions
  - conduct operator maintenance

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- workplace requirements and site standards for carrying out pole saw operations
- environmental risks and hazards associated with trimming trees with a pole saw
- characteristics of trees and timber defects
- Branch Bark Ridge (BBR) and Bark Branch Collar (BBC)
- appropriate trimming sequence and cutting techniques
- manufacturer recommendations and organisational safe working practices for operating a pole saw at safe height and angle limits
• methods for assessing condition of pole saw chain
• established communication channels and protocols
• problem identification and resolution strategies, and common fault finding techniques
• procedures for recording and reporting workplace information.

**Assessment Conditions**

The following resources must be made available:

• a professional standard fuel or battery powered pole-mounted chain saw with telescopic extension
• work order, workplace requirements and site standards for conducting pole saw operations
• relevant personnel for the purposes of communicating information

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

**Assessor requirements**

Assessors must:

• hold the appropriate assessor competency standards as outlined in regulations; and
• be able to demonstrate vocational competencies at least to the level being assessed; and
• be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47
FWPCOT3259 Operate a four wheel drive on unsealed roads

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to safely operate a four wheel drive (4x4) vehicle on unsealed roads.

The unit applies to operating a 4x4 vehicle in a variety of work settings with different terrains.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states and territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management
Harvesting and Haulage
Sawmilling and Processing
Timber Manufactured Products

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</td>
</tr>
<tr>
<td>1. Identify four-wheel</td>
<td>1.1 Access, interpret and apply information relevant to</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| drive specific terms and terminology | operating a four-wheel drive vehicle on unsealed roads.  
1.2 Identify the structural and handling differences between a conventional two-wheel drive vehicle and a four-wheel drive vehicle.  
1.3 Identify four-wheel drive techniques. |
| 2. Conduct checks of 4x4 vehicle and equipment | 2.1 Perform pre-start checks.  
2.2 Secure loads in line with organisational, workplace safety and environmental requirements.  
2.3 Select suitable navigation aids where necessary.  
2.4 Advise passengers of any special safety precautions to be taken when traversing rough terrain.  
2.5 Check that tyre pressure is suitable for terrain and that it is changed as required in line with organisational procedures.  
2.6 Select and access maintenance equipment prior to departure after considering the contextual issues. |
| 3. Prepare for 4x4 operations | 3.1 Identify and follow work health and safety (WHS), environmental, and organisational requirements relevant to operating a 4x4 vehicle.  
3.2 Determine type of operation and ensure safe operating conditions.  
3.3 Establish communication with others and choose the required safety mechanisms in line with organisational requirements. |
| 4. Operate 4x4 vehicle on unsealed terrain types | 4.1 Continually monitor the track to identify hazards, assess risks, and select the best route in line with WHS and environmental requirements.  
4.2 Identify situations where the engagement of four-wheel drive is required and engage front hubs or centre differential lock where fitted.  
4.3 Use appropriate range, gear, speed, driving and braking technique to negotiate a range of terrain types while maintaining control of vehicle at all times.  
4.4 Check brakes and undercarriage after negotiating varying terrain.  
4.5 Park and shut down 4x4 vehicle in line with manufacturer specifications and organisational requirements. |
<p>| 5. Operate 4x4 vehicle on | 5.1 Inspect intended 4x4 vehicle path prior to negotiation of slope. |</p>
<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>a steep slope</td>
<td>5.2 Use appropriate range, gear, speed, driving and braking technique to negotiate a steep slope, while maintaining control of vehicle.</td>
</tr>
<tr>
<td></td>
<td>5.3 Use control braking to ascend and descend, and avoid skidding.</td>
</tr>
<tr>
<td></td>
<td>5.4 Maintain traction in line with requirements of 4x4 vehicle.</td>
</tr>
<tr>
<td></td>
<td>5.5 Apply appropriate automatic and manual techniques when 4x4 vehicle cannot proceed any further on a steep slope due to traction problems.</td>
</tr>
<tr>
<td>6. Perform maintenance</td>
<td>6.1 Perform operational maintenance and minor repairs as detailed in the vehicle operator manual and report vehicle defects to the appropriate person.</td>
</tr>
<tr>
<td>and minor repairs on 4x4</td>
<td>6.2 Demonstrate safe use of a jack to support a 4x4 vehicle while changing a tyre under relevant road terrains and conditions within the operating environment</td>
</tr>
<tr>
<td>vehicles</td>
<td>6.3 Clean and store 4x4 vehicle and equipment after use in line with manufacturer specifications and organisational procedures.</td>
</tr>
<tr>
<td></td>
<td>6.4 Document maintenance and minor repairs in line with organisational procedures.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

| Numeracy skills to:       | • correctly adjust tyre pressure and follow operating instructions on instruments for checking, repairing and operating a four wheel drive vehicle                                                                 |
|                          | • estimate the impact of shape of terrain on driving conditions                                                                                            |
|                          | • estimate time of a journey, water depth and fuel consumption.                                                                                         |
| Reading skills to:       | • follow instructions in safety and equipment manuals when checking and operating four wheel drive vehicle                                               |
|                          | • interpret diagrams on equipment or in operational manuals.                                                                                           |
| Problem solving skills to:| • identify problems and equipment faults in four wheel drive vehicles and demonstrate appropriate response procedures                                      |
|                          | • identify potential hazards and operational faults when driving four wheel drive vehicles and demonstrate appropriate response procedures                        |
|                          | • demonstrate appropriate response procedures to driving conditions when driving four wheel drive vehicles.                                               |
Range of Conditions

Not Applicable

Unit Mapping Information

FPICOT3259 Operate a four wheel drive on unsealed roads

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPCOT3259 Operate a four wheel drive on unsealed roads

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Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- follow applicable workplace safety, environmental and regulatory requirements and codes of practice relevant to operating a 4x4 vehicle
- follow organisational policies and procedures relevant to operating a 4x4 vehicle, including:
  - own work role and responsibilities
  - procedural manuals
  - quality and continuous improvement
  - WHS, emergency and evacuation procedures
  - recording and reporting requirements
  - equipment use, maintenance and storage requirements
  - environmental management requirements
- communicate and work safely with others in rough terrain when operating a 4x4 vehicle
- perform pre-start checks of vehicle and equipment suitable to different terrains by checking loads and tyre pressure, selecting navigation aids and advising passengers of safety precautions
- operate safely, a 4x4 vehicle, on unsealed road conditions and different terrain types, including negotiating steep slopes, by identifying hazards and assessing risks
- use appropriate range, gear, speed, driving and braking techniques safely when operating a 4x4 vehicle on a steep slope
- demonstrate safe use of a jack to support a 4x4 vehicle while changing a tyre under relevant road terrains and conditions within the operating environment
- park and shut down 4x4 vehicle in line with manufacturer specifications and organisational requirements
- perform and document operational maintenance as permitted by vehicle operator handbook.

**Knowledge Evidence**

A person competent in this unit must be able to demonstrate knowledge of:

- four wheel drive operational information
- structural differences between conventional two wheel drive and a four wheel drive including:
  - recovery hooks and mounting features
  - purpose and use of front wheel hubs
  - factors affecting tyre size, fitment, rating and pressure
- applicable regulations, standards, codes of practice and established safe practices relevant to the operating a 4x4 vehicle
- road rules, regulations, permit and licence requirements of the relevant state or territory
- environmental protection requirements including the safe disposal of waste material
- prestart checks for 4 x 4 vehicle on:
  - fuel, either diesel, gas or petrol
  - water
  - oil
  - brake and transmission fluid levels
  - battery water levels and electrolyte checks
  - tyres
  - belts
  - leads
  - hydraulic lines and connections
  - air cleaners
  - brakes
  - off-road safety equipment
  - traction devices
- Types of communication equipment including:
  - personal location beacon (PLB)
  - flares
  - markers
  - phone
  - radio
  - V-Sheet
- safe operating conditions for a 4X4 vehicle
  - interpreting weather conditions to determine suitability for driving
- determining food, water, PPE (sunglasses, high-visibility vest, etc.) and clothing requirements for journey
- selecting routes to minimise damage to the environment
- on and off-road conditions
- traffic pattern and density
- visibility
- loading of four-wheel drive, including techniques to reduce overloading
- types of environmental risks and hazards associated with operating a 4x4 vehicle on unsealed roads including:
  - rocks and other unexpected obstacles
  - damage to vehicle
  - tidal influences
  - fire in vehicle
  - faulty brakes
  - leaking fuel
  - faulty steering mechanism on vehicle
  - animals and objects in vehicle path
  - crocodiles and snakes in some areas
  - windy or foggy sections of terrain
  - steep slopes
  - side slopes
  - slippery surfaces
  - land slides
  - overhead tree limbs
  - black ice
  - towing trailers
  - other vehicles
  - fallen trees, limbs and logs
  - icy terrain
  - flooded terrain
  - oil on road
  - parked vehicles on road
  - pedestrians on or near the road
  - poor visibility
- 4x4 driving techniques in different terrains including:
  - smooth
  - rough
  - uneven
Assessment Requirements for FWPCOT3259 Operate a four wheel drive on unsealed roads

- slippery
- wet
- boggy
- sandy
- steep or hilly
- rock
- icy
- snow
- mud, including:
  - brown clay
  - black silt
  - salt pan mud
  - red
  - hard ground
  - water
- operational knowledge of a 4x4 vehicle, including controls, instruments, indicators and their use
- tyre management principles for checking, changing and maintenance
- workplace communication channels and protocols
- techniques for travelling in convoy
- problem identification and resolution strategies, and common fault-finding techniques relevant to safely operating a four wheel drive vehicle
- types of tools and equipment relating to a 4x4 vehicle, and procedures for their safe use and maintenance
- maintenance equipment including spares and fluids
- procedures for recording and reporting workplace information.

Assessment Conditions

The following resources must be made available:
- workplace location or simulated workplace offering conditions including different terrain on unsealed roads and steep slopes
- materials and equipment relevant to undertaking work applicable to this unit, including manual or automatic four-wheel drive or all-wheel drive
- specifications and work instructions relevant to workplace requirements and the safe operation of four wheel drive vehicles
- personal protective equipment required for operating a four wheel drive on unsealed roads
- relevant personnel for the purposes of communicating information.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements
Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47
FWPCOT6204 Use carbon accounting to estimate emissions

Modification History

<table>
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<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT6204A Use carbon accounting to estimate emissions in the workplace which was first released with FPI11 Forest and Forest Products Training Package Version 2.2</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the outcome required to identify and apply carbon accounting methodologies to develop and analyse a carbon inventory. It applies to senior managers and can apply to the full scope of forest and wood products industry workplaces and to operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

<table>
<thead>
<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</td>
</tr>
<tr>
<td>1. Evaluate context for carbon accounting</td>
<td>1.1 Determine organisational need to quantify stocks, sources and sinks of carbon and other greenhouse gas (GHG) emissions in line with anthropogenic impacts on global climate. 1.2 Investigate mandatory and voluntary obligations for carbon</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>accounting under international conventions and protocols within national context.</td>
</tr>
<tr>
<td></td>
<td>1.3 Examine the principles of baseline scenario, leakage and permanence.</td>
</tr>
<tr>
<td></td>
<td>1.4 Assess the role of forest and wood products industry in global balance of GHG emissions.</td>
</tr>
<tr>
<td></td>
<td>1.5 Establish organisational objective of conducting carbon emission accounting.</td>
</tr>
<tr>
<td></td>
<td>2.1 Identify and explore methodologies for carbon accounting.</td>
</tr>
<tr>
<td></td>
<td>2.2 Examine carbon accounting frameworks.</td>
</tr>
<tr>
<td></td>
<td>2.3 Identify protocols for carbon biomass pools including harvested wood products and non-CO2 emissions.</td>
</tr>
<tr>
<td></td>
<td>2.4 Establish approach for developing carbon inventory in line with nationally agreed standards.</td>
</tr>
<tr>
<td></td>
<td>3.1 Define organisational and operational boundaries for carbon inventory.</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine time period over which carbon emissions will be assessed.</td>
</tr>
<tr>
<td></td>
<td>4.1 Identify emissions and offset sources.</td>
</tr>
<tr>
<td></td>
<td>4.2 Determine collection of activity consumption and offset data, based on data availability, analytical capacity and available resources.</td>
</tr>
<tr>
<td></td>
<td>4.3 Construct carbon inventory summary table, listing and separating emission sources into correct scopes.</td>
</tr>
<tr>
<td></td>
<td>4.4 Include carbon offset sources outside scope in carbon inventory summary table.</td>
</tr>
<tr>
<td></td>
<td>4.5 Record available data in separate spreadsheet tabs.</td>
</tr>
<tr>
<td></td>
<td>4.6 Research and gather existing secondary and field data for carbon storage sources.</td>
</tr>
<tr>
<td></td>
<td>5.1 Calculate carbon dioxide equivalent emissions consistent with GHG protocol within spreadsheets for each emissions source.</td>
</tr>
<tr>
<td></td>
<td>5.2 Calculate carbon storage according to standardised methodology for each carbon offset source in the inventory.</td>
</tr>
<tr>
<td></td>
<td>5.3 Populate carbon inventory summary with calculated emissions and offsets in descending order.</td>
</tr>
</tbody>
</table>
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.4 Calculate total emissions for each scope and for removals and offsets.</td>
</tr>
<tr>
<td></td>
<td>5.5 Calculate sum total of emissions and offsets for inventory.</td>
</tr>
<tr>
<td></td>
<td>5.6 Estimate change in carbon stock if a baseline exists.</td>
</tr>
<tr>
<td></td>
<td>5.7 Display emissions by scope and source, using charts or graphs.</td>
</tr>
<tr>
<td></td>
<td>5.8 Formulate suitable ratio indicator for organisation and calculate value based on total carbon emissions in the summary.</td>
</tr>
<tr>
<td></td>
<td>5.9 Report value of ratio indicator in carbon inventory summary.</td>
</tr>
</tbody>
</table>

## Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

| Numeracy skills to: | • interpret a range of complex abstract numerical data  
|                     | • complete highly technical and complex calculations using equations  
|                     | • record abstract data with precision and prepare interpretative charts and graphs. |

| Reading skills to: | • interpret highly technical, complex and unfamiliar information within international and Australian protocol and convention documents. |

| Writing skills to: | • document clear explanatory notes for calculations. |

| Planning and organising skills to: | • source, collect and organise a range of data to inform carbon emission calculations  
|                                   | • plan and organise collection of all required information and manage own timing and productivity to complete calculations. |

| Technology skills to: | • use a computer, keyboard and spreadsheet software to prepare and maintain calculations. |

## Unit Mapping Information

FPICOT6204A Use carbon accounting to estimate emissions in the workplace.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47
Assessment Requirements for FWPCOT6204 Use carbon accounting to estimate emissions

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Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit, and must be able to provide evidence that they can:

- For a given forest and wood products industry organisation within any sector:
  - identify mandatory and voluntary obligations for carbon accounting
  - define organisational objectives for participating in carbon accounting processes
  - define boundaries for the carbon inventory
  - select a methodology for carbon accounting calculations for emissions and offsets
- Complete two different carbon accounting calculations for two different time periods in line with the selected methodology and include the following factors:
  - direct greenhouse gas (GHG) emissions
  - indirect GHG emissions
  - on-site and off-site emissions (geographical)
  - upstream emissions
  - downstream emissions
  - full cycle accounting
  - non-CO2 emissions; soil disturbance, fertilisation, biomass combustion

In forest applications also consider the following:

- above ground biomass
- below ground biomass
- dead organic matter - wood, litter
- soil organic matter
Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- Methods to access, locate and select applicable objectives and key content in relevant international and national conventions, protocols, standards and guidance frameworks, including the following key references:
  - Kyoto Protocol
  - ISO 14000 essentials:
    - ISO 14064-1 2006 Greenhouse gases -- Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals
  - Greenhouse Gas Protocol Corporate Standard
  - Copenhagen Agreement
  - National Greenhouse Accounts (NGA) Factors Workbook
  - Key drivers for carbon accounting
  - Basic theory of the greenhouse effect and its impacts
  - Basic principles of the carbon cycle and influences
  - Carbon accounting terminology, frameworks and methods used to calculate carbon emissions and offsets
- Types of emissions and offset sources included in common calculations:
  - Direct GHG emissions
  - Indirect GHG emissions
  - On-site and off-site emissions (geographical)
  - Upstream emissions
  - Downstream emissions
  - Full cycle accounting
  - Non-CO2 emissions; soil disturbance, fertilisation, biomass combustion
- Sources of secondary data for carbon accounting
  - national statistical agencies
  - research institutes
  - information from sectoral experts
- Organisational and operational boundaries for the carbon inventory
- The full range of organisational emission sources and methods used to select key emission factors for calculations.

Assessment Conditions

The following resources must be made available:

- Computer, keyboard and spreadsheet software to prepare and maintain calculations
- Documents, spreadsheets and commonly used proformas for calculating carbon emissions
• Access to international and national conventions, protocols, standards and guidance frameworks including the following key references:
  • Kyoto Protocol
  • ISO 14000 essentials:
    • ISO 14064-1 2006 Greenhouse gases -- Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals
  • Greenhouse Gas Protocol Corporate Standard
  • Copenhagen Agreement
  • National Greenhouse Accounts (NGA) Factors Workbook

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:
• Hold the appropriate assessor competency standards as outlined in regulations; and
• be able to demonstrate vocational competencies at least to the level being assessed; and
• be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
FWPCOT6205 Prepare an enterprise carbon management report

Modification History

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</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to write a carbon management report for an organisation for dissemination to internal personnel and or external authorities.

It applies to job roles, including senior managers and can apply to the full scope of forest and wood products industry workplaces and to operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</td>
</tr>
</tbody>
</table>

1. Prepare to write report

1.1 Establish and maintain information management system to manage data over the reporting period.

1.2 Review carbon reporting procedures outlined in regulatory or


<table>
<thead>
<tr>
<th>ELEMENTS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>voluntary standards for carbon management.</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine scope of carbon reporting and relevant audience.</td>
</tr>
<tr>
<td></td>
<td>1.4 Establish structure and specific objectives for each report heading in line with carbon reporting procedures content mandated by standards or regulatory bodies.</td>
</tr>
<tr>
<td></td>
<td>1.5 Develop report format and style in line with organisational formats and style guides.</td>
</tr>
<tr>
<td></td>
<td>1.6 Assess carbon inventory data for completeness, relevance and accuracy.</td>
</tr>
<tr>
<td>2. Compile draft report</td>
<td>2.1 Develop report content in line with report format and objectives.</td>
</tr>
<tr>
<td></td>
<td>2.2 Gather evidence to generate specific findings and recommendations relevant to carbon management principles.</td>
</tr>
<tr>
<td></td>
<td>2.3 Use appropriate language and ensure content covers the full scope of reporting requirements.</td>
</tr>
<tr>
<td>3. Complete final report</td>
<td>3.1 Present draft report to appropriate personnel, seek feedback and amend as required.</td>
</tr>
<tr>
<td></td>
<td>3.2 Prepare final draft for executive sign-off and distribute to stakeholders.</td>
</tr>
<tr>
<td></td>
<td>3.3 Name and store documents in line with organisational information management system requirements.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.*

| Numeracy skills to:       | • Interpret a range of complex abstract numerical carbon inventory data  
                        | • Accurately transcribe carbon accounting data into reports.                                                                                                  |
| Reading skills to:        | • Interpret highly technical, complex and unfamiliar information within carbon accounting records and international and Australian protocol and convention documents. |
| Writing skills to:        | • Develop and document reports requiring the presentation of precise complex information, using simple language structures for use by wide audiences.           |
| Planning and organising skills to: | • Source, collect and organise a range of data to inform reporting requirements and report contents.                                                               |
Plan and organise collection of all required information and manage own timing and productivity to complete reports.

Use a computer, keyboard and spreadsheet software to prepare and maintain reports.

Unit Mapping Information

FPICOT6205A Prepare an enterprise carbon management report

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4e01-9d6f-3509f8d3d47
Assessment Requirements for FWPCOT6205 Prepare an enterprise carbon management report

Modification History

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| 1       | Replaces equivalent unit FPICOT6205A Prepare an enterprise carbon management report which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including ‘Required Skills and Knowledge, Evidence Guide and Range Statement’.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit, and must be able to provide evidence that they can:

- For a given forest and wood products industry organisation within any sector:
  - identify mandatory and voluntary obligations for reporting on carbon management
  - identify content mandated by standards or regulatory bodies
  - develop one report for one specified reporting time period using organisational styles and formats
  - include the following information in the report:
    - content mandated by standards or regulatory bodies
    - organisational drivers for carbon accounting and reporting
    - diagram of organisational and operational boundaries for the carbon inventory
    - organisational emissions sources, offsets and their scope
    - summary carbon inventory table
    - whether or not the organisation’s total carbon emissions breach any reporting thresholds
    - financial implications and risks for the organisation of various carbon price signals
    - setting of carbon reduction targets and objectives for the organisation
    - options for the introduction of new carbon management principles
    - recommended actions for reducing organisational greenhouse gas emissions
    - recommended actions for improving carbon accounting and reporting
    - barriers experienced when developing the inventory and report.
Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- Methods to access, locate and select applicable objectives and key content in relevant international and national conventions, protocols, standards and guidance frameworks, including the following key references:
  - Kyoto Protocol
  - ISO 14000 essentials:
    - ISO 14064-1 2006 Greenhouse gases -- Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals
  - Greenhouse Gas Protocol Corporate Standard
  - Copenhagen Agreement
- Voluntary and mandatory requirements for reporting on carbon management to meet requirements of standards and regulation and required content.
- Key drivers for carbon accounting and reporting.
- Basic theory of the greenhouse effect and its impacts
- Basic principles of the carbon cycle and influences.
- Carbon accounting terminology, frameworks and methods used to report calculations for carbon emissions and offsets.
- Types of emissions and offset sources included in common calculations and reports, including:
  - direct GHG emissions
  - indirect GHG emissions
  - on-site and off-site emissions (geographical)
  - upstream emissions
  - downstream emissions
  - full cycle accounting
  - non-CO2 emissions; soil disturbance, fertilisation, biomass combustion
- Organisational and operational boundaries for the carbon inventory.
- The full range of organisational emission sources and methods used to select key emission factors for calculations and reports.

In forest applications a person must also be able to demonstrate knowledge of the following as they apply to preparing an enterprise carbon management report:

- above ground biomass
- below ground biomass
- dead organic matter - wood, litter
- soil organic matter
Assessment Conditions

The following resources must be made available:

- Computer, keyboard and software to prepare and maintain reports.
- Access to International and national conventions, protocols and standards:
  - Kyoto Protocol
  - ISO 14000 essentials:
    - ISO 14064-1 2006 Greenhouse gases -- Part 1: Specification with guidance at the organization level for quantification and reporting of greenhouse gas emissions and removals
  - Copenhagen Agreement
  - Carbon inventory data for the organisation.
  - Organisational formats and style guides for the presentation of reports.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- Hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4e01-9d6f-3509f8d3d47
FWPCOT6207 Develop forest management systems and processes

Modification History

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<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPICOT6207A Develop forest management systems and processes which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.</td>
</tr>
</tbody>
</table>

Application

This unit describes the outcomes required to develop and implement systems for forestry management that meet the requirements for international treaties, conventions and initiatives; and commonwealth, state or territory law.

It applies to senior managers and can apply to a variety of work settings, such as native forests, plantations, agroforestry, farm forestry and operations of all sizes.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Common Technical

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</td>
</tr>
<tr>
<td>1. Determine factors for inclusion in forest</td>
<td>1.1 Identify key requirements of relevant laws, international treaties, conventions and initiatives to confirm organisational</td>
</tr>
<tr>
<td>ELEMENTS</td>
<td>PERFORMANCE CRITERIA</td>
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<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>management system</td>
<td>compliance requirements. &lt;br&gt; 1.2 Quantify range and scope of organisational activities requiring compliance with laws, international treaties, conventions and initiatives. &lt;br&gt; 1.3 Monitor relevant information sources to identify and maintain knowledge of forest management issues. &lt;br&gt; 1.4 Measure and qualify strategic and operational factors impacting on organisational forest management processes. &lt;br&gt; 1.5 Identify strategic priorities and plan implementation to ensure compliance with laws, international treaties, conventions and initiatives.</td>
</tr>
<tr>
<td>2. Establish forest management plans and system</td>
<td>2.1 Direct and manage design of organisational forest management system. &lt;br&gt; 2.2 Develop criteria for implementing and maintaining systems for forest management. &lt;br&gt; 2.3 Develop methods for gathering and monitoring forest management information. &lt;br&gt; 2.4 Develop, circulate and maintain feedback systems supporting forest management processes. &lt;br&gt; 2.5 Develop processes for forest management; circulate and obtain sign-off from appropriate personnel.</td>
</tr>
<tr>
<td>3. Implement forest management system</td>
<td>3.1 Allocate material and equipment resources to implement systems in line with timelines and budget. &lt;br&gt; 3.2 Assign roles and responsibilities to appropriate personnel and provide information on expected outcomes. &lt;br&gt; 3.3 Coordinate training of personnel to ensure system and quality practices are incorporated into day-to-day work activities. &lt;br&gt; 3.4 Implement feedback methods for determining effectiveness of major elements of forest management system. &lt;br&gt; 3.5 Monitor system compliance of staff and contractors.</td>
</tr>
</tbody>
</table>
| 4. Monitor and evaluate forest management system | 4.1 Monitor forest management systems regularly for compliance with laws, international treaties, conventions and initiatives. <br> 4.2 Evaluate information on forest condition and consider system improvements. <br> 4.3 Review reports to ensure compliance requirements are
<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
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<td>consistently implemented and take corrective action as required.</td>
</tr>
<tr>
<td></td>
<td>4.4 Discuss and analyse feedback for operational effectiveness of system.</td>
</tr>
<tr>
<td></td>
<td>4.5 Make required changes to system based on consultation and analysis.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Numeracy skills to:</th>
<th>• Manage complex budgets for all system aspects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication skills to:</td>
<td>• Hold high-level consultative discussions to generate feedback on systems and ideas for changes.</td>
</tr>
<tr>
<td>Reading skills to:</td>
<td>• Interpret highly complex and unfamiliar information within laws (or plain English equivalent documents), international treaties, conventions and initiatives.</td>
</tr>
<tr>
<td>Writing skills to:</td>
<td>• Develop system documents requiring the presentation of precise complex information, using simple language structures for use by wide audiences.</td>
</tr>
<tr>
<td>Planning and organising skills to:</td>
<td>• Source, collect and organise a range of data to inform system requirements.</td>
</tr>
<tr>
<td></td>
<td>• Manage own timing and productivity to plan for and implement forest management systems.</td>
</tr>
<tr>
<td>Technology skills to:</td>
<td>• Use a computer, keyboard and software to create system documents.</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

FPICOT6207A Develop forest management systems and processes

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47
Assessment Requirements for FWPCOT6207 Develop forest management systems and processes

Modification History

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<td>1</td>
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</tr>
</tbody>
</table>

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit, and must be able to provide evidence that they can:

- Complete a research project to determine and report on compliance requirements for a given organisation operating in a given forest location covering requirements for:
  - commonwealth, state or territory law
  - local government regulations
  - international treaties, conventions and initiatives.
- Develop a suite of systems and processes to maintain compliance with the identified requirements.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- Objectives and key content of commonwealth, state or territory and local government laws and regulation relevant to forest management, including key areas of:
  - land ownership
  - boundary management
  - environmental management
  - access
  - silviculture
  - harvesting
  - forest protection
Assessment Requirements for FWPCO T6207 Develop forest management systems and processes

Methods to access, locate and select applicable objectives and key content of international and national treaties, conventions and initiatives relevant to forest management, the following key references:
- Australian Standard for Sustainable Forest Management AS4708 endorsed by PEFC
- Forest Stewardship Council (FSC) Certification
- Factors to be considered in assessing forest management issues inherent to different types of forests.
- Forest management issues that impact on the organisation and its practices.
- Scope of forest operations and activities of the organisation, including:
  - operations in national parks
  - other operations on public land
  - operations on private land
  - timber growing and harvesting
  - fire management
- Strategic and operational factors impacting on organisational forest management processes and decision making, including:
  - fire management planning
  - flora and fauna planning
  - planning for environmental protection and monitoring
  - regulatory compliance issues
  - compliance with international treaties, conventions and initiatives
  - location and nature of sites
  - organisational policy and operational guidelines
  - public liabilities and exposure to risk
  - risk-management strategies and policies
- Financial and business administration principles relevant to organisational needs.

Assessment Conditions

The following resources must be made available:
- Computers, keyboards and software used to create system documents.
- Commonwealth, state or territory laws and local government regulations (or plain English documents issued by regulators) relevant to forest management.
- International treaties, conventions and initiatives relevant to forest management.
- Publications and journals relevant to forest management.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements
Assessors must:

- Hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
FWPFGM2207 Undertake brushcutting operations

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comment</th>
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</thead>
</table>
| 1       | Replaces equivalent unit FPIFGM2207B Undertake brushcutting operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2.  
This is the first release of this unit in the new standards format. |

Application

This unit of competency describes the outcomes required to plan for and safely cut vegetation using a professional standard blade type brushcutter. Work is completed in a variety of work settings including forest environments, farms, nurseries and local council environments.

The unit applies to forestry worker, plantation forest officer, arboriculture worker.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</td>
</tr>
</tbody>
</table>
| 1. Prepare for brushcutting | 1.1 Review work order and where required check with appropriate personnel.  
1.2 Select personal protective and other equipment and check for operational effectiveness. |
<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Identify and assess environmental conditions and site hazards in line with organisational procedures.</td>
<td><strong>1.3</strong> Identify and assess environmental conditions and site hazards in line with organisational procedures.</td>
</tr>
<tr>
<td></td>
<td><strong>1.4</strong> Select appropriate cutting methods for identified types of vegetation and to optimise time and safety.</td>
</tr>
<tr>
<td><strong>2.</strong> Operate brushcutter</td>
<td><strong>2.1</strong> Use equipment in line with organisational safety procedures, manufacturer’s instructions and environmental protection practices.</td>
</tr>
<tr>
<td></td>
<td><strong>2.2</strong> Use hand signals with other operators to maintain effective and safe operations.</td>
</tr>
<tr>
<td></td>
<td><strong>2.3</strong> Adjust brushcutter safety harness and handles to correct ergonomic position.</td>
</tr>
<tr>
<td></td>
<td><strong>2.4</strong> Monitor brushcutter for operational effectiveness and refuel as required.</td>
</tr>
<tr>
<td></td>
<td><strong>2.5</strong> Operate brushcutter appropriate to site conditions and at a safe distance from other people present.</td>
</tr>
<tr>
<td></td>
<td><strong>2.6</strong> Dispose of cut vegetation in line with environmental protection practices.</td>
</tr>
<tr>
<td><strong>3.</strong> Complete operator maintenance</td>
<td><strong>3.1</strong> Follow organisational safety procedures to lock out equipment.</td>
</tr>
<tr>
<td></td>
<td><strong>3.2</strong> Check brushcutter blades for bluntness or damage.</td>
</tr>
<tr>
<td></td>
<td><strong>3.3</strong> Remove and replace brushcutter blades and other operator-replaceable components in line with manufacturer’s recommendations.</td>
</tr>
<tr>
<td></td>
<td><strong>3.4</strong> Dispose of used blades in line with environmental protection practices.</td>
</tr>
<tr>
<td></td>
<td><strong>3.5</strong> Record and report equipment faults and maintenance requirements to appropriate personnel.</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

| Numeracy skills to: | • complete routine measurements of fuel volume. |
| Oral communication skills to: | • ask open and closed probe questions and actively listen to clarify contents of work orders. |
| Reading skills to: | • interpret: |
| | • workplace health and safety and other organisational |
writing skills to:

- complete accurate basic records for equipment faults and maintenance requirements.

planning and organising skills to:

- efficiently and logically sequence the stages of preparation and brushcutting activities using work order to guide activities.

range of conditions

not applicable

unit mapping information

fpi fg m2207b undertake brushcutting operations

links

companion volume implementation guides are found in vetnet - https://vetnet.education.gov.au/pages/trainingdocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPFGM2207 Undertake brushcutting operations

Modification History

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<td>Release 1</td>
<td>Replaces equivalent unit FPIFGM2207B Undertake brushcutting operations, which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement</td>
</tr>
</tbody>
</table>

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- assess, plan and safely complete brushcutting jobs in line with work order prescribing areas and types of vegetation to be cut
- on completion of each of the above jobs:
  - dispose of cut vegetation in line with environmental protection practices
  - complete operator maintenance operator maintenance tasks including oil, fuel, safety checks, cleaning, lubricating, adjustments
  - compete basic records for equipment faults and maintenance requirements.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- typical workplace hazards associated with operating brushcutters and methods of minimising risks:
  - ground growth
  - ground slope
  - ground hazards
  - noise
  - weather
  - kickback
- flying objects
- safe working distances from other people present
- purpose, features and safe operation of brushcutters
- the correct ergonomic position in which to conduct brushcutter operations, including using a safety harness and handle adjustments
- methods for assessing blade condition, removing and replacing
- operator maintenance tasks including oil, fuel, safety checks, cleaning, lubricating, adjustments
- different types of vegetation and the appropriate brushcutting methods
- environmental protection practices for disposing of cut vegetation:
  - recycling vegetation where appropriate
  - sending vegetation to landfill only where it cannot be recycled
  - redirecting vegetation for energy recovery.
- organisational procedures specific to brushcutting operations:
- workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
- communication reporting lines
  - recording and reporting equipment faults and maintenance requirements.

**Assessment Conditions**

The following resources must be made available:
- brushcutters
- maintenance tools and equipment for removing and replacing blades
- consumable fuel, brushcutter blades and other components
- personal protective equipment suitable for operating brushcutters
- manufacturers’ instructions for use and maintenance of equipment
- work order with specific instructions for brushcutting operations
- template documents for recording equipment faults and maintenance requirements
- relevant personnel for the purposes of communicating information
- organisational procedures for operating brushcutters.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

**Assessor requirements**

Assessors must:
- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
FWPFGM3201 Manage seed collection

Modification History

<table>
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<td>1</td>
<td>Replaces equivalent unit FPIFGM3201B Manage seed collection, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to plan and monitor the implementation of seed collection or sowing programs. The unit includes collection of native and non-native species.

The unit applies to those who manage seed collection in settings such as: forest environments, farms, agriculture, nurseries and local councils.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Plan seed collection</td>
<td>1.1 Analyse seeding and/or planting program and identify seed characteristic requirements.</td>
</tr>
</tbody>
</table>
1.2 Identify seed collection opportunities and determine a suitable area for seed collection.

1.3 Select seed collection methods and determine the quantity, cost and impacts on provenances and species.

1.4 Identify the required approvals and seek and obtain from relevant authorities.

1.5 Determine measurable performance indicators, specifications and targets.

1.6 Seed collection plan, costs and performance indicators are clearly documented and communicated to appropriate personnel.

2. Implement and monitor seed collection

2.1 Coordinate and schedule resources required for seed collection.

2.2 Establish and maintain communication with others to ensure safety.

2.3 Implement the seed collection plan.

2.4 Monitor seed collection activities to ensure compliance requirements are adhered to.

2.5 Adjust seed collection activities to meet site conditions and communicate to appropriate personnel.

3. Review seed collection

3.1 Assess and evaluate data from seed collection activity to confirm techniques, methodologies and costs are in line with plan.

3.2 Identify issues and impediments to seed collection activities and program costs.

3.3 Prepare a cost benefit analysis and make recommendations to improve future seed collecting activity.

3.4 Record and report seed collection activity to appropriate personnel.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

<table>
<thead>
<tr>
<th>Numeracy skills to:</th>
<th>• calculate costs of seed collecting activity and simple cost benefit analysis</th>
</tr>
</thead>
</table>
| Oral communication skills to: | • interact with land owners, and internal and external bodies and groups to gain approvals  
• disseminate information about seed collecting activity to appropriate personnel. |
| Writing skills to: | • prepare a seed collecting plan and report on seed collection |
Range of Conditions
Not Applicable

Unit Mapping Information
FPIFGM3201B Manage seed collection.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4e01-9d6f-3509f8d3d47
Assessment Requirements for FWPFGM3201 Manage seed collection

Modification History

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<td>1</td>
<td>Replaces equivalent unit FPIFGM3201B Manage seed collection, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement</td>
</tr>
</tbody>
</table>

Performance Evidence

- A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:
  - follow legal and regulatory requirements, and codes of practice for managing seed collection
  - follow organisational policies and procedures for managing seed collection
  - develop a plan for seed collection which includes measurable performance indicators, specifications and targets
  - coordinate and schedule resources, and manage the work of others to achieve specific outcomes
  - monitor seed collection operations, ensuring that activity follows quality standards
  - document results from seed collection activities and prepare a report for relevant personnel.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- applicable regulations, standards, codes of practice and established safe practices for managing seed collection
- organisational and site standards, policies and procedures for managing seed collection
- environmental risks and hazards of seed collection
- seed collection methods including:
  - climbing
• removal of branches with rifle
• elevated platform vehicles
• collecting after falling or felling
• ladders
• shaking
• biological signs that indicate that the seed crop is ready to be collected
• procedures to extract and handle seed from collected material, including handling procedures of the seed crop after picking
• treatment and documentation requirements of extracted seed
• characteristics of seed including:
  • provenance
  • potential growth characteristics
  • forest types
  • optimum time to collect
  • physiology and biology
  • dormancy
  • species
• process for approvals to undertake seed collection
• established communication channels and protocols
• procedures for recording and reporting workplace information.

**Assessment Conditions**

The following resources must be made available:
• seed collection site
• tools and equipment required to collect seed
• relevant personnel for the purposes of communicating information
• organisational requirements and standards for managing seed collection.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

**Assessor requirements**

Assessors must:
• hold the appropriate assessor competency standards as outlined in regulations; and
• be able to demonstrate vocational competencies at least to the level being assessed; and
• be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Modification History

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<thead>
<tr>
<th>Release</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPIFGM3202B Extract seed, which was first released with FPI11 Forest and Forest Products Training Package Version 1. This is the first release of this unit in the new standards format.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to extract and process native or non-native seed using an extraction unit. It includes seed storage requirements and extraction unit maintenance.

The unit applies to those who extract seed in a variety or work settings, including forest environment settings such as farms, agriculture, workshops, domestic, nurseries and local councils.

The unit applies to Forestry technician, Nursery technician, Supervisor (Forestry operations), Tree planter, Silviculturist, Arboriculture technician

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes.</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for seed extraction</td>
<td>1.1 Review and clarify work order with appropriate personnel.</td>
</tr>
<tr>
<td></td>
<td>1.2 Receive and visually assess seed bearing material and ensure species is identified on container label.</td>
</tr>
</tbody>
</table>
1.3 Weigh and label containers with identifiers in line with site procedures.
1.4 Store material in dry and well-ventilated conditions.

2. Extract seed
2.1 Plan and check seed extraction processes for safe working conditions
2.2 Select appropriate extraction units and equipment and check for operational effectiveness.
2.3 Operate and monitor seed extraction systems to extract maximum seed yield.
2.4 Inspect seed capsules and reprocess as required to ensure maximum yield.

3. Clean and store seed
3.1 Weigh and store separated seed in line with species requirements and site procedures.
3.2 Accurately record seed information.
3.3 Package seed for storage with label to maintain traceability to collection source.

4. Clean and maintain extraction unit
4.1 Clean, maintain and calibrate extraction units and equipment.
4.2 Dispose of residue and other waste material in line with site environmental management guidelines.
4.3 Report abnormal operation or faults in equipment for corrective action.
4.4 Clean and maintain work areas in line with site procedures, and organisational and environmental requirements.
4.5 Record and report results of seed extraction process.

**Foundation Skills**

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

- calibrate scales, ensuring compliance with weights and measure authority.
- correctly label seeds
- complete records, reports and maintenance logs.
Range of Conditions
Not Applicable

Unit Mapping Information
FPIFGM3202B Extract seed.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPFGM3202 Extract seed

Modification History

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</tr>
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Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- apply safe and efficient techniques to identify, extract, clean and store seed in line with species requirements, work order and organisational guidelines
- operate seed extraction units and equipment including
  - kilns operated by gas, solar energy, oil or electricity
  - sieves of various sizes
  - air-drying racks and trays
  - conveyor belt
- clean, maintain and calibrate seed extraction units and equipment
- record seed species information and extraction results including
  - species name
  - weight
  - place or origin
  - container identifier.

Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:
• regulations, standards, codes of practice and established safe practices for extracting seed
• organisational and site standards, policies and procedures for extracting seed
• environmental protection requirements for extracting seed
• the cleaning maintenance and calibration of plant, tools and equipment
• hazards associated with seed extraction, processing and storage
• seed species, including native and non-native
• seed extraction processes
• identification of seed species from capsules
• storage procedures and requirements for different seed species
• procedures for recording and reporting workplace information.

Assessment Conditions
The following resources must be made available:
• manual or automated seed extraction equipment
• material with seed to be extracted
• relevant personnel for the purposes of communicating information
• documents, spreadsheets and commonly used proforma documents
• work order, workplace requirements and site standards for extracting seed.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements
Assessors must:
• hold the appropriate assessor competency standards as outlined in regulations; and
• be able to demonstrate vocational competencies at least to the level being assessed; and
• be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
FWPFGM3212 Fall trees manually (intermediate)

Modification History

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<tr>
<td>1</td>
<td>Replaces equivalent unit FPIFGM3212 Fall trees manually (intermediate), which was first released with FP111 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format.</td>
</tr>
</tbody>
</table>

Application

This unit of competency describes the outcomes required to assess, plan and safely carry out manual tree-felling operations using a chainsaw.

This unit covers the felling procedures for trees with a level of complexity that requires significant tree assessment and practical felling skills.

Persons competent in this unit should be able to effectively fell most trees except very large trees, and/or those with significant defects and/or characteristics that cause excessive complexity.

It applies to trees that have a diameter greater than the bar length of the chainsaw.

Trees typical to the scope of this unit may include the following characteristics:

- lean and weight distribution, which can be assessed and readily adapted to falling direction with the use of wedges and/or control with hinge-wood
- various dimensions relative to local forest size distribution
- limited visible damage or defect
- species prone to free splitting and adverse reactions during felling
- single or multi-stems
- diameter of tree greater than chainsaw bar length
- grown on terrain and slope that can add complexity to the operation

The unit applies to a non-production environment, including forest, rural and community environments.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction

Pre-requisite Unit

Nil
## Unit Sector
Forest Growing and Management

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes.</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</th>
</tr>
</thead>
</table>
| 1. Prepare for felling                    | 1.1 Identify and comply with applicable work health and safety (WHS), environmental, legislative and organisational requirements relevant to felling trees  
1.2 Identify and adhere to site environmental protection measures according to relevant legislation and regulations  
1.3 Review and check job requirements with appropriate personnel  
1.4 Sharpen and adjust chainsaw or change components according to manufacturer recommendations  
1.5 Assess tree and determine felling requirements  
1.6 Identify and control potential and existing risks and hazards in the work area  
1.7 Identify trees to be retained and felled  
1.8 Establish and maintain communication with others according to WHS requirements |
| 2. Visually assess site conditions and surroundings | 2.1 Review terrain and slope to determine if they add complexity to the operation  
2.2 Assess general factors affecting felling requirements and detect and control specific forest or site risks and hazards |
| 3. Assess tree and plan felling           | 3.1 Visually assess tree for felling characteristics  
3.2 Confirm tree is safe to fell  
3.3 Select tools and equipment appropriate to work requirements and check for operational effectiveness according to manufacturer recommendations  
3.4 Identify trees to be felled for size, significant defects and any characteristics causing excessive complexity  
3.5 Assess and progressively plan tree-felling sequence for individual trees  
3.6 Assess and check required falling direction and possible deviation  
3.7 Plan sequence of cuts to fell tree according to standard felling |
3.8 Assess limitations of own skills in safely felling trees, identify trees considered outside own skill level and seek assistance from appropriate personnel where required

3.9 Monitor and exclude location and activity of other personnel on the work site

<table>
<thead>
<tr>
<th>4. Apply tree-felling techniques</th>
<th>4.1 Select suitable escape route and clear of growth and other obstacles according to environmental care principles and statutory requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2 Fell individual trees using planned techniques according to site requirements, at a safe distance from other personnel in the work area</td>
</tr>
<tr>
<td></td>
<td>4.3 Adjust cutting technique in response to movement and condition of tree</td>
</tr>
<tr>
<td></td>
<td>4.4 Use planned escape route when tree starts to fall and monitor the fall and movement of tree on ground until determined stable</td>
</tr>
<tr>
<td></td>
<td>4.5 Delay movement back into the felling area until all tree material, including from adjacent tree crowns, has fallen</td>
</tr>
<tr>
<td></td>
<td>4.6 Identify and implement procedures for removal of trees that are hung-up</td>
</tr>
<tr>
<td></td>
<td>4.7 Dispose of waste materials in line with environmental and operational requirements</td>
</tr>
<tr>
<td></td>
<td>4.8 Detect, rectify and report blunt or damaged saw chain according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>4.9 Monitor chainsaw for operational effectiveness and record and report faults, malfunctions and problems according to workplace procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.*

<table>
<thead>
<tr>
<th>Numeracy skills to:</th>
<th>• measure and record tree height, length and diameter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• estimate, measure and compare height, size and distance relevant to tree felling</td>
</tr>
<tr>
<td></td>
<td>• calculate product mass of individual trees and determine fall zone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral communication skills to:</th>
<th>• select and use appropriate spoken communication strategies with work colleagues and other personnel on site when felling trees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• interpret hand signals with other operators to ensure safe tree</td>
</tr>
<tr>
<td>Reading skills to:</td>
<td><strong>felling</strong></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• interpret:</td>
</tr>
<tr>
<td></td>
<td>• workplace health and safety, industry standards and regulations for felling trees and other relevant tree felling procedures</td>
</tr>
<tr>
<td></td>
<td>• work orders</td>
</tr>
<tr>
<td></td>
<td>• manufacturers’ maintenance recommendations.</td>
</tr>
<tr>
<td>Writing skills to:</td>
<td>• complete forms to record WHS considerations for felling trees</td>
</tr>
<tr>
<td></td>
<td>• report equipment faults and request maintenance of equipment.</td>
</tr>
<tr>
<td></td>
<td>• complete log book requirements</td>
</tr>
<tr>
<td>Planning and organising skills to:</td>
<td>• identify an unsafe tree.</td>
</tr>
<tr>
<td></td>
<td>• efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.</td>
</tr>
<tr>
<td>Problem solving skills to:</td>
<td>• plan and apply the hierarchy of risk control</td>
</tr>
<tr>
<td></td>
<td>• review and identify work requirements</td>
</tr>
<tr>
<td></td>
<td>• recognise own limitations in conditions and trees for felling</td>
</tr>
<tr>
<td></td>
<td>• identify problems and equipment faults and demonstrate appropriate response procedures</td>
</tr>
</tbody>
</table>

**Range of Conditions**
Not Applicable

**Unit Mapping Information**
FPIFGM3212 Fall trees manually (intermediate)

**Links**
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for FWPFGM3212 Fall trees manually (intermediate)

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- comply with applicable federal, state or territory legislative and regulatory requirements and codes of practice including WHS, environmental and organisational policies and procedures relevant to felling trees at an intermediate level
- comply with organisational policies and procedures relevant to felling trees manually at an intermediate level
- comply with applicable licensing and certification requirements relevant to felling trees at an intermediate level
- effectively communicate and use safe working practices, including maintaining an awareness of other personnel activity in the work area
- assess site conditions, by applying environmental protection measures, detecting hazards and own skill level for felling trees at an intermediate level
- conduct a tree assessment
- identify structural defects and stresses in trees and the impact on felling, including exclusion of trees from hand felling due to hazardous and difficult situations for assessment, monitoring and safe falling including a crown that contains dead or broken material, entanglement or malformation
- plan a felling sequence for individual trees and preparing surroundings including escape route
- fell intermediate trees using appropriate cuts safely without damage to personnel, equipment and surrounding environment
- identify trees that are hung up
- select, prepare and maintain chainsaw equipment including recognising faults, problems and malfunctions
- assess, plan and safely operate chainsaw equipment to manually fell trees at an intermediate level in forest, rural and community environments
- use tree felling techniques including scarf cutting, back cutting to provide hinge-wood and the use of wedges to assist in controlling falling direction

**Knowledge Evidence**

A person competent in this unit must be able to demonstrate knowledge of:

- Workplace health and safety (WHS) requirements including:
  - PPE and clothing
  - safety equipment
  - first aid equipment
  - firefighting equipment
  - hazard and risk control procedures
  - fatigue management procedures
  - appropriate signage
  - elimination of hazardous materials and substances procedures
  - safe forest practices, including required actions relating to fire
  - techniques for manual handling, including shifting, lifting and carrying
  - types and purposes of cuts to fell trees, including scarf cutting and back cutting to provide hinge-wood and maintain control of tree

- typical tree defects and how these affect tree felling activities:
  - shakes
  - insect defects
  - knots and resin pockets
  - pipe
  - drysides

- Identifying trees:
  - that contain hazards and are deemed unsafe to fell
  - considered outside own skill level
  - trees where cuts made may lead to loss of control of tree in felling

- hazards and related risks and the impact on felling trees of:
  - uneven and unstable terrain
  - unsafe trees
  - fires
  - overhead and underground services
  - excavations
- traffic
- structures
- hazardous materials
- insects and animals
- other personnel and machinery
- methods used to remove trees that are hung up and procedures for removal
- methods for assessing chain condition
- environmental protection measures to follow when felling trees related to:
  - native vegetation
  - soil and water
  - heritage and archeological artefacts
  - flora and fauna
  - geomorphologic features
  - landscape
  - external site pollution
  - recreational opportunities
  - regeneration opportunities
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber and other waste
- key features of these varying environmental conditions and their effects on intermediate tree felling activities:
  - general forest lean
  - ground growth
  - ground hazards and obstacles
  - ground slope
  - gullies
  - presence and density of seed and habitat trees
  - water courses
  - wet and adverse weather conditions
  - wind speed and direction
- the use of types of tools and equipment for felling trees manually, and the procedures for their safe use, operation and maintenance including:
  - warning signs
  - chainsaw and components
  - PPE and clothing
  - first aid equipment
  - maintenance requirements
  - support tools
Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace of a forest environment with trees typical to the scope of this unit
- relevant personnel for the purposes of communicating information
- PPE and clothing including:
  - Safety helmet
  - Safety gloves
  - Protective footwear
  - Eye protection
  - Hearing protection
  - High visibility clothing
  - Leg protection (trousers or chaps)
- materials and equipment including:
  - warning signs
  - chainsaw and components
  - first aid equipment
  - maintenance tools and equipment
  - support tools
  - manufacturers’ instructions for use and maintenance of equipment
  - radio or communication device
  - fire fighting equipment (if prescribed)
- specifications and work instructions, including
  - information and instructions relevant to tree-felling operations, including processing location details and trees to be felled and retained
  - policy and procedures for work health and safety (WHS)
  - risk assessment plan
  - general and specific environmental requirements
  - applicable state or territory logging code of practice
  - emergency and evacuation procedures
  - fire protocols

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
Links

Companion Volume implementation guides are found in VETNet -
FWPFGM3213 Fall trees manually (advanced)

Modification History

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</table>

Application

This unit of competency describes the outcomes required to assess, plan and safely carry out manual tree-felling operations using a chainsaw.

This unit covers the felling procedures for trees with a level of complexity that requires significant tree assessment and advanced practical felling skills.

Persons competent in this unit should be able to effectively fell trees of any size, species and condition, including those with significant defects and characteristics that cause excessive felling complexity, that are deemed safe to fell.

Trees typical to the scope of this unit may include the following characteristics:

- lean and weight distribution that adds significant complexity yet can be assessed and adapted to site requirements
- larger dimensions relative to local forest size distribution
- substantial lean
- damage or defect that requires complex felling techniques
- multi-legged, hollow butts, culls and stags
- species prone to free splitting and adverse reactions during felling
- single or complex multi-stems
- diameter of tree greater than chainsaw bar length
- grown on terrain and slope that can add significant complexity to the operation

The unit applies to a non-production environment, including forest, rural and community environments.

Licensing, legislative, regulatory, or certification requirements apply to this unit in some states & territories at the time of publication, and may differ according to jurisdiction.

Pre-requisite Unit

Nil
Unit Sector
Forest Growing and Management

Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.

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<td>1.1 Identify and comply with applicable work health and safety (WHS), environmental, legislative and organisational requirements relevant to felling trees</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and adhere to site environmental protection measures according to relevant legislation and regulations</td>
</tr>
<tr>
<td></td>
<td>1.3 Review job requirements and check with appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>1.4 Select tools and equipment appropriate to work requirements and check for operational effectiveness according to manufacturer recommendations</td>
</tr>
<tr>
<td></td>
<td>1.5 Sharpen and adjust chainsaw or change components according to manufacturer recommendations</td>
</tr>
<tr>
<td></td>
<td>1.6 Identify and control potential and existing risks and hazards in the work area</td>
</tr>
<tr>
<td></td>
<td>1.7 Identify trees to be felled as being safe to fell</td>
</tr>
<tr>
<td></td>
<td>1.8 Establish and maintain communication with others according to OHS requirements</td>
</tr>
<tr>
<td>2. Visually assess site conditions and surroundings</td>
<td>2.1 Review terrain and slope to determine if they add significant complexity to the operation</td>
</tr>
<tr>
<td></td>
<td>2.2 Assess general factors affecting felling requirements and detect and control specific forest or site risks and hazards</td>
</tr>
<tr>
<td></td>
<td>2.3 Assess and progressively plan tree-felling sequence for individual trees</td>
</tr>
<tr>
<td>3. Assess tree and plan felling</td>
<td>3.1 Locate and visually assess tree for felling characteristics</td>
</tr>
<tr>
<td></td>
<td>3.2 Confirm tree is safe to fell</td>
</tr>
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<td>3.4 Plan sequence of cuts to fell tree according to standard felling procedures</td>
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<td>3.5 Assess limitations of own skills in safely felling trees, identify trees considered outside own skill level and seek assistance from</td>
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Skills Impact
appropriaive personnel where required

3.6 Monitor and exclude location and activity of other personnel on the work site

4. Apply tree-felling techniques

4.1 Select suitable escape route and clear of growth and other obstacles according to environmental care principles and statutory requirements

4.2 Fell individual trees using planned techniques according to site requirements, at a safe distance from other personnel in the work area

4.3 Adjust cutting technique in response to movement and condition of tree

4.4 Use planned escape route when tree starts to fall and monitor the fall and movement of tree on ground until determined stable

4.5 Delay movement back into the felling area until all tree material, including from adjacent tree crowns, has fallen

4.6 Identify and implement procedures for removal of trees that are hung-up

4.7 Dispose of waste materials in line with environmental and operational requirements

4.8 Detect, rectify and report blunt or damaged saw chain according to workplace procedures

4.9 Monitor chainsaw for operational effectiveness and record and report faults, malfunctions and problems according to workplace procedures

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**Foundation Skills**

*This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.*

| Numeracy skills to: | • measure and record tree height, length and diameter
| | • estimate, measure and compare height, size and distance relevant to tree felling
| | • calculate product mass of individual trees and determine fall zone

| Oral communication skills to: | • select and use appropriate spoken communication strategies with work colleagues and other personnel on site when felling trees
| | • interpret hand signals with other operators to ensure safe tree felling

| Reading skills to: | • interpret:
| | • workplace health and safety, industry standards and
regulations for felling trees and other relevant tree felling procedures
  • work orders
  • manufacturers maintenance recommendations

Writing skills to:
  • complete forms to record WHS considerations for felling trees
  • report equipment faults and request maintenance of equipment.
  • complete log book requirements

Planning and organising skills to:
  • identify an unsafe tree.
  • efficiently and logically sequence the stages of preparation for and felling of trees using work order to guide activities.

Problem solving skills to:
  • plan and apply the hierarchy of risk control
  • review and identify work requirements
  • recognise own limitations in conditions and trees for felling
  • identify problems and equipment faults and demonstrate appropriate response procedures

Range of Conditions
Not Applicable

Unit Mapping Information
FPIFGM3213 Fall trees manually (advanced)

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
Assessment Requirements for FWPFGM3213 Fall trees manually (advanced)

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Replaces equivalent unit FPIFGM3213 Fall trees manually (advanced), which was first released with FPI11 Forest and Forest Products Training Package Version 2.2. This is the first release of this unit in the new standards format. Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including Required Skills and Knowledge, Evidence Guide and Range Statement.</td>
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Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- comply with applicable federal, state or territory legislative and regulatory requirements and codes of practice including OHS, environmental and organisational policies and procedures relevant to felling trees at an advanced level
- comply with applicable licensing or certification requirements relevant to felling trees manually at an advanced level
- effectively communicate and use safe working practices, including maintaining an awareness of other personnel activity in the work area
- assess site conditions, by applying environmental protection measures, detecting hazards and own skill level for felling trees at an advanced level
- conduct a tree assessment
- identify structural defects and stresses in trees and the impact on felling, including exclusion of trees from hand felling due to hazardous and difficult situations for assessment, monitoring and safe falling including a crown that contains dead or broken material, entanglement or malformation
- plan a felling sequence for individual trees and preparing surroundings including escape route
- fell advanced trees using appropriate cuts safely without damage to personnel, equipment and surrounding environment
• identify trees that are hung up
• select, prepare and maintain chainsaw equipment including recognising faults, problems and malfunctions
• assess, plan and safely operate chainsaw equipment to manually fell trees at an advanced level in forest, rural and community environments
• use tree felling techniques including scarf cutting, back cutting to provide hinge-wood and the use of wedges to assist in controlling falling direction

**Knowledge Evidence**

A person competent in this unit must be able to demonstrate knowledge of:

• workplace health and safety (WHS) requirements including:
  • PPE and clothing
  • safety equipment
  • first aid equipment
  • firefighting equipment
  • hazard and risk control procedures
  • fatigue management procedures
  • appropriate signage
  • elimination of hazardous materials and substances procedures
  • safe forest practices, including required actions relating to fire
  • techniques for manual handling, including shifting, lifting and carrying
• types and purposes of cuts to fell trees, including scarf cutting and back cutting to provide hinge-wood and maintain control of tree
• typical tree defects and how these affect tree felling activities:
  • shakes
  • insect defects
  • knots and resin pockets
  • pipe
  • drysides
• Identifying trees:
  • that contain hazards and are deemed unsafe to fell
  • considered outside own skill level
  • trees where cuts made may lead to loss of control of tree in felling
• hazards and related risks and the impact on felling trees of:
  • uneven and unstable terrain
  • unsafe trees
  • fires
  • overhead and underground services
  • excavations
  • traffic
• structures
• hazardous materials
• insects and animals
• other personnel and machinery
• methods used to remove trees that are hung up and procedures for removal
• methods for assessing chain condition
• environmental protection measures to follow when felling trees related to:
  • native vegetation
  • soil and water
  • heritage and archeological artefacts
  • flora and fauna
  • geomorphologic features
  • landscape
  • external site pollution
  • recreational opportunities
  • regeneration opportunities
  • cleaning plant, tools and equipment
  • disposing of, recycling and reusing timber and other waste
• key features of these varying environmental conditions and their effects on advanced tree felling activities:
  • general forest lean
  • ground growth
  • ground hazards and obstacles
  • ground slope
  • gullies
  • presence and density of seed and habitat trees
  • water courses
  • wet and adverse weather conditions
  • wind speed and direction
• the use of types of tools and equipment for felling trees manually, and the procedures for their safe use, operation and maintenance including:
  • warning signs
  • chainsaw and components
  • PPE and clothing
  • first aid equipment
  • maintenance requirements
  • support tools
Assessment Conditions

The following resources must be made available:

- workplace location or simulated workplace of a forest environment with trees typical to the scope of this unit
- relevant personnel for the purposes of communicating information
- PPE and clothing including:
  - safety helmet
  - safety gloves
  - protective footwear
  - eye protection
  - hearing protection
  - high visibility clothing
  - leg protection (trousers or chaps)
- materials and equipment including:
  - warning signs
  - chainsaw and components
  - first aid equipment
  - maintenance tools and equipment
  - support tools
  - manufacturers’ instructions for use and maintenance of equipment
  - radio or communication device
  - fire fighting equipment (if prescribed)
- specifications and work instructions, including
  - information and instructions relevant to tree-felling operations, including processing location details and trees to be felled and retained
  - policy and procedures for work health and safety (WHS)
  - risk assessment plan
  - general and specific environmental requirements
  - applicable state or territory logging code of practice
  - emergency and evacuation procedures
  - fire protocols

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements

Assessors must:

- hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509f8d3d47
FWPFGM6203 Manage sustainable tree inventory

Modification History

<table>
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Application

This unit of competency describes the outcomes required to develop a tree inventory plan to manage an inventory of forestry timber assets. The unit applies to those people who manage forests for enterprises but may also apply to people who have responsibility for sustainable tree management in urban or rural enterprises.

The unit applies to job roles including Forest Auditor, Forest Planner, Environmental Manager, Environmental Planner Forest Sustainability Manager And Sustainability Manager.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Unit Sector

Forest Growing and Management

Elements and Performance Criteria

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<tr>
<td>1. Conduct risk assessment</td>
<td>1.1 Research and analyse sustainable tree management</td>
</tr>
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<tr>
<td>for managing tree inventory requirements.</td>
<td>1.2 Identify resources and site characteristics. 1.3 Research and assess external influences on tree inventory. 1.4 Identify risks and potential outcomes related to identified resources and site characteristics and document risk management strategy.</td>
</tr>
<tr>
<td>2. Obtain approvals for development of tree inventory plan</td>
<td>2.1 Consult stakeholders and obtain support for development of tree inventory plan and management approach. 2.2 Obtain approval for identified inventory plan and management approach.</td>
</tr>
<tr>
<td>3. Prepare tree inventory plan for sustainable forest management</td>
<td>3.1 Identify administrative tools, physical resources and recording methodology. 3.2 Identify forest estate and associated management requirements. 3.3 Forecast required human and financial resources to manage inventory. 3.4 Establish quality assurance practices for collecting, documenting and verifying data. 3.5 Clearly document plan and communicate to appropriate personnel.</td>
</tr>
<tr>
<td>4. Manage the implementation of tree inventory plan</td>
<td>4.1 Explain inventory plan requirements and responsibilities to participating stakeholders. 4.2 Provide stakeholder support to ensure quality outcomes and objectives are met. 4.3 Monitor finances and resources and maintain record keeping systems. 4.4 Monitor risks and implement contingency management processes.</td>
</tr>
<tr>
<td>5. Evaluate tree inventory plan</td>
<td>5.1 Collect, analyse and store data about tree inventory in line with organisational procedures. 5.2 Identify and investigate variations in tree inventory outcomes and objectives. 5.3 Consult appropriate stakeholders on variation between desired results and actual outcomes. 5.4 Evaluate outcomes and processes against tree inventory plan.</td>
</tr>
</tbody>
</table>
ELEMENTS | PERFORMANCE CRITERIA
---|---
| 5.5 Prepare recommendations for future plans based on consultation and analysis.

**Foundation Skills**

*This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.*

| Numeracy skills to: | • Analyse complex numerical data involving areas, ratios, percentages, volumes, lengths and diameters. |
| Oral communication skills to: | • Hold high-level consultative discussions to generate ideas for and negotiate content of tree inventory plans. |
| Reading skills to: | • Interpret complex information in a range of source documents to research and develop tree inventory plans. |
| Writing skills to: | • Develop and document comprehensive tree inventory plans.  
| | • Report on effectiveness of inventory management approach and potential improvements including rationale for recommendations. |
| Planning and organising skills to: | • Source, collect and organise a range of data to inform plan content.  
| | • Plan and manage own timing and productivity to plan, implement and evaluate management of tree inventory. |
| Technology skills to: | • Use a computer, keyboard and software to prepare plans and reports. |

**Unit Mapping Information**

FPIFGM6203 Manage sustainable tree inventory

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47
Assessment Requirements for FWPFGM6203 Manage sustainable tree inventory

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Assessment requirements now specify the performance and knowledge evidence, as well as assessment conditions for this unit of competency. These sections simplify and replace components used in the previous unit format, including ‘Required Skills and Knowledge, Evidence Guide and Range Statement’.

Performance Evidence

A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit, and must be able to provide evidence that they can:

- Develop a comprehensive written plan to manage sustainability tree inventory for a given site.
- Incorporate these inclusions in the plan:
  - risk management strategy to manage and minimise risks
  - quality assurance practices for collecting, documenting and verifying data
  - required data collection and administrative tools
  - required human resources and responsibilities
  - data recording methodology
  - recording and reporting procedures.
- For a specified period, analyse data and record and report on the following types of outcomes:
  - established growth rates
  - established volumes
  - forecasted outputs
  - forecasted sustainability
  - monitored sustainability
  - preserved forest sustainability.
- Evaluate the effectiveness of the tree inventory plan and complete a report including recommendations for improving future plans and tree management approach.
Knowledge Evidence

A person competent in this unit must be able to demonstrate knowledge of:

- Role of wood or waste products in generating renewable energy through biomass.
- Behavioural characteristics of a range of tree species.
- Silvicultural practices associated with management objectives.
- Key sustainability indicators for tree management.
- Key content and application of mensuration theory.
- Risks involved managing a sustainable tree inventory and methods used to minimise impacts, including:
  - biological
  - pests and diseases
  - weather and climate change
  - economic risk
  - erosion
  - fire
  - market failure
  - natural disaster
  - sabotage
  - water
  - structural failure.
- External influences and how they impact on managing a sustainable tree inventory, including:
  - international and Australian forestry and environmental standards
  - state, territory and local laws
  - advisory standards and codes of practice
  - land tenure and access
  - neighbouring tenure and access
  - habitat
  - cultural and heritage sites
  - agriforestry arrangements
  - fire management
  - data availability
  - human resource skills and availability.
- Purpose, features and application of inventory management tools, including:
  - measuring or diameter tapes
  - dataloggers and laptops
  - log sheets
  - compass
  - clinometer
  - height sticks
- prisms
- mobile GPS
- maps
- survey and title data
- survey equipment
- gantt charts
- flow charts.

- Key features and benefits of different recording methodologies, including:
  - dataloggers
  - log sheets
  - manual or electronic data transfer
  - analytical techniques and formulae
  - radio, UV, laser advanced technology
  - digital dataloggers and laptop computers
  - desk or field surveys
  - testing and calibration records.

- Organisational procedures specific to managing sustainable tree inventory:
  - communication reporting lines
  - database management and document control.

**Assessment Conditions**

The following resources must be made available:

- Computers, keyboards, printers and software used to document plans and reports.
- Administrative tools and equipment for managing sustainable tree inventory:
  - filing systems
  - field templates
  - operational manual
  - land access information
  - gantt charts
  - flow charts.
- Documents and commonly used proformas used to document risk management strategies and tree inventory plans.
- Organisational procedures for managing sustainable tree inventory.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

**Assessor requirements**
Assessors must:

- Hold the appropriate assessor competency standards as outlined in regulations; and
- be able to demonstrate vocational competencies at least to the level being assessed; and
- be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4c01-9d6f-3509ff8d3d47
FWPHAR2206 Operate a mobile chipper/mulcher

Modification History

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</table>

Application

This unit of competency describes the outcomes required to operate a mobile chipping or mulching unit to chip or mulch timber refuse such as branches and other timber waste left after felling operations. Work is completed in a forest or forest farm setting. The unit applies to those who operate a mobile chipping or mulching unit in a forest environment.

No licensing, legislative, regulatory, or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Unit Sector

Harvesting and Haulage

Elements and Performance Criteria

<table>
<thead>
<tr>
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<th>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions.</th>
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</table>
| 1. Prepare for mobile chipping or mulching. | 1.1 Review work order and where required check with appropriate personnel.  
1.2 Select appropriate personal protective and other equipment and check for operational effectiveness.  
1.3 Identify type and quantity of timber refuse to be chipped or mulched. |
FWPHAR2206 Operate a mobile chipper/mulcher

1. Plan chipping or mulching activities in line with work order.

2. Chip or mulch timber refuse

   2.1 Reject timber refuse assessed as unsuitable for chipping or mulching and dispose of or recycle in line with environmental protection practices.

   2.2 Use equipment in line with organisational safety procedures, manufacturer’s instructions and environmental protection requirements.

   2.3 Position, secure and set up chipping and mulching unit in line with manufacturer’s specifications and required size.

   2.4 Direct timber refuse into chipper or mulcher at rate applicable to machine capacity.

   2.5 Chip timber refuse to chip sizes specified in work order.

   2.6 Respond to critical situations requiring emergency shutdown to prevent personal injury or damage to machine or product.

3. Complete operator maintenance.

   3.1 Follow organisational safety procedures to lock out equipment.

   3.2 Check cutters for wear and damage at appropriate or recommended intervals.

   3.3 Remove, replace and dispose of cutters in line with manufacturer’s recommendations, site procedures and environmental protection practices.

   3.4 Complete operator maintenance tasks in line with manufacturer’s recommendations and site procedures.

   3.5 Record and report production outcomes and equipment faults to appropriate personnel.

Foundation Skills

This section describes those core and employment skills that are essential to performance and are not explicit in the performance criteria.

Numeracy skills to:

- identify quantities of required material within work orders
- read basic numerical machine settings and choose according to chip size
- complete routine production records involving quantities tallied against orders.

Oral communication skills to:

- ask questions and actively listen to clarify contents of work orders.
Reading skills to:
- interpret workplace health and safety and other organisational procedures
- work orders
- manufacturers’ instructions and maintenance recommendations.

Writing skills to:
- complete accurate basic records for production outcomes and equipment faults.

Planning and organising skills to:
- efficiently and logically sequence the stages of preparation and processing activities using work order to guide activities.

Range of Conditions
Not Applicable

Unit Mapping Information
FPIHAR2206B Operate a mobile chipper/mulcher

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0d96fe23-5747-4e01-9d6f-3509f8d3d47
Assessment Requirements for FWPHAR2206 Operate a mobile chipper/mulcher

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Performance Evidence
A person demonstrating competency in this unit must satisfy all of the elements, performance criteria and foundation skills of this unit. If a specific volume or frequency is not stated below, then evidence must be provided that the following requirements have been performed on at least one occasion:

- complete chipping and mulching jobs in line with individual work orders which prescribe different quantities of timber refuse and different chip sizes
- complete operator maintenance, including fuelling, safety checks, cleaning, lubricating, operational adjustments, cutter inspection, removal, disposal and replacement to manufacturer recommendations and site procedures.

Knowledge Evidence
A person competent in this unit must be able to demonstrate knowledge of:

- environmental protection practices for forest and forest farm settings:
  - reducing water and energy use
  - cleaning plant, tools and equipment
  - disposing of, recycling and reusing timber
- types of timber refuse suitable and unsuitable for chipping and mulching
- purpose, features and operation of mobile chipping and mulching units
- capacity of chippers and mulchers to cope with differing sizes and diameters of branch
- feed rates at which waste is fed into chippers and mulchers to optimise output without damaging or blocking machinery
- methods for checking cutting blade condition
• operator maintenance procedures including for fuelling, safety checks, cleaning, lubricating, operational adjustments, cutter inspection, removal, disposal and replacement
• common hazards associated with chipping and mulching operations and methods to minimise associated risks
• organisational procedures specific to chipping and mulching timber refuse:
  • workplace health and safety with particular emphasis on equipment lock out and use of personal protective equipment
  • communication reporting lines
  • recording and reporting production outcomes and equipment faults.

Assessment Conditions
The following resources must be made available:
• mobile chipping and mulching units feeding into a truck or other form of transportation:
  • truck mounted
  • trailer mounted
• tools and consumables for operator maintenance
• tools and equipment for removing and replacing cutters
• consumable cutters
• personal protective equipment suitable for chipping and mulching timber refuse
• timber refuse for processing
• manufacturers’:
  • instructions for equipment use
  • recommendations for operator maintenance
• work order with specific instructions for chipping or mulching timber refuse
• template documents for recording production outcomes and equipment faults
• relevant personnel for the purposes of communicating information
• organisational procedures for chipping and mulching timber refuse.

Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.

Assessor requirements
Assessors must:
• hold the appropriate assessor competency standards as outlined in regulations; and
• be able to demonstrate vocational competencies at least to the level being assessed; and
• be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and assessor competence
Links

Companion Volume implementation guides are found in VETNet -
HLTAID001 Provide cardiopulmonary resuscitation

Modification History

<table>
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| Release 5 | Updated:  
- assessor requirements statement  
- foundation skills lead in statement  
- licensing statement  
- modification history to reflect 2012 standards  
Equivalent outcome. |
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome. |
| Release 3 | Updated mapping information. Equivalent outcome. |
| Release 2 | Updated mapping information. Equivalent outcome. |
| Release 1 | This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.  
Significant changes to elements and performance criteria.  
Revised evidence requirements, including volume and frequency of assessment. |

Application

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide CPR, in a range of situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*
# Elements and Performance Criteria

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## 1. Respond to an emergency situation

1.1 Recognise an emergency situation
1.2 Identify, assess and minimise immediate hazards to health and safety of self and others
1.3 Assess the casualty and recognise the need for CPR
1.4 Seek assistance from emergency response services

## 2. Perform CPR procedures

2.1 Perform cardiopulmonary resuscitation in accordance with ARC guidelines
2.2 Display respectful behaviour towards casualty
2.3 Operate automated external defibrillator (AED) according to manufacturer’s instructions

## 3. Communicate details of the incident

3.1 Accurately convey incident details to emergency response services
3.2 Report details of incident to workplace supervisor as appropriate
3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

# Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.
Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
Assessment Requirements for HLTAID001 Provide cardiopulmonary resuscitation

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
• performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
• responded appropriately in the event of regurgitation or vomiting
• managed the unconscious breathing casualty
• followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
• followed the prompts of an automated external defibrillator (AED)
• Responded to at least one simulated first aid scenario contextualised to the candidate’s workplace/community setting, including:
  • demonstrated safe manual handling techniques
  • provided an accurate verbal or written report of the incident

Knowledge Evidence
The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

• State/Territory regulations, first aid codes of practice and workplace procedures including:
  • ARC Guidelines relevant to the provision of CPR
  • safe work practices to minimise risks and potential hazards
  • infection control principles and procedures, including use of standard precautions
  • requirements for currency of skill and knowledge
• Legal, workplace and community considerations, including:
  • awareness of potential need for stress-management techniques and available support following an emergency situation
  • duty of care requirements
  • respectful behaviour towards a casualty
  • own skills and limitations
  • consent
  • privacy and confidentiality requirements
  • importance of debriefing
• Considerations when providing CPR, including:
  • airway obstruction due to body position
  • appropriate duration and cessation of CPR
  • appropriate use of an AED
  • chain of survival
  • standard precautions
• Basic anatomy and physiology relating to:
  • how to recognise a person is not breathing normally
  • chest
• response/consciousness
• upper airway and effect of positional change

Assessment Conditions
Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates’ skills and knowledge.

Assessment resources must include:
• adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
• AED training device
• workplace injury, trauma and/or illness record, or other appropriate workplace incident report form

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor Requirements
Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
HLTAID002 Provide basic emergency life support

Modification History

<table>
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| Release 4 | Updated:  
- assessor requirements statement  
- foundation skills lead in statement  
- licensing statement  
- modification history to reflect 2012 standards  
Equivalent outcome. |
| Release 3 | Updated mapping information. Changes to assessment requirements.  
Equivalent outcome. |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome. |
| Release 1 | This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.  
Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit. |

Application

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide an emergency response in a range of situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*
**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>Elements define the essential outcomes.</td>
<td>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</td>
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</table>

1. Respond to an emergency situation

1.1 Recognise an emergency situation

1.2 Identify, assess and minimise immediate hazards to health and safety of self and others

1.3 Assess the casualty and recognise the need for first aid response

1.4 Assess the situation and seek assistance from emergency response services

2. Apply appropriate first aid procedures

2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with ARC guidelines

2.2 Provide first aid in accordance with established first aid principles

2.3 Display respectful behaviour towards casualty

2.4 Obtain consent from casualty where possible

2.5 Use available resources and equipment to make the casualty as comfortable as possible

2.6 Operate first aid equipment according to manufacturer’s instructions

2.7 Monitor the casualty’s condition and respond in accordance with first aid principles

3. Communicate details of the incident

3.1 Accurately convey incident details to emergency response services

3.2 Report details of incident to workplace supervisor as appropriate

3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
Assessment Requirements for HLTAID002 Provide basic emergency life support

Modification History

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- licensing statement  
- modification history to reflect 2012 standards  
Equivalent outcome. |
| Release 3 | Updated mapping information. Changes to assessment requirements. Equivalent outcome. |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome. |
| Release 1 | This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.  
Significant changes to elements and performance criteria, changes to scope of unit. Changes to evidence requirements relative to revised scope of unit. |

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:  
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
- performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- responded appropriately in the event of regurgitation or vomiting
- managed the unconscious breathing casualty
- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate’s workplace/community setting, including:
  - demonstrated safe manual handling techniques
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - respiratory distress, including asthma
  - shock

**Knowledge Evidence**

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - Infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
  - respectful behaviour towards a casualty
  - own skills and limitations
  - consent
  - privacy and confidentiality requirements
  - importance of debriefing
- considerations when providing basic emergency life support, including:
  - airway obstruction due to body position
• appropriate duration and cessation of CPR
• appropriate use of an AED
• chain of survival
• standard precautions

• principles and procedures for first aid management of the following scenarios:
  • allergic reaction
  • anaphylaxis
  • bleeding control
  • cardiac conditions, including chest pain
  • choking and airway obstruction
  • respiratory distress, including asthma
  • shock
  • stroke

• basic anatomy and physiology relating to:
  • considerations in provision of first aid for specified conditions
  • chest
  • how to recognise a person is not breathing normally
  • response/consciousness
  • upper airway and effect of positional change

**Assessment Conditions**

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates’ skills and knowledge.

Assessment resources must include:

• adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
• adrenaline auto-injector training device
• AED training device
• placebo bronchodilator and spacer device
• roller bandages
• triangular bandage
• workplace First Aid kit
• workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
• wound dressing
Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements
Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

In addition hold current first aid certificate HLTAID003 or higher.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
HLTAID003 Provide first aid

Modification History

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| Release 6 | Updated:  
  • assessor requirements statement  
  • foundation skills lead in statement  
  • licensing statement  
  • modification history to reflect 2012 standards  
  Equivalent outcome. |
| Release 5 | Updated mapping information. Changes to assessment requirements. Equivalent outcome. |
| Release 4 | Updated mapping information. Equivalent outcome. |
| Release 3 | Updated mapping information. |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome. |
| Release 1 | This version was released in HLT Health Training Package release 1.0 and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment. Removal of prerequisite unit. |

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.
Elements and Performance Criteria

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. **Respond to an emergency situation**

   1.1 Recognise an emergency situation
   1.2 Identify, assess and manage immediate hazards to health and safety of self and others
   1.3 Assess the casualty and recognise the need for first aid response
   1.4 Assess the situation and seek assistance from emergency response services

2. **Apply appropriate first aid procedures**

   2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
   2.2 Provide first aid in accordance with established first aid principles
   2.3 Display respectful behaviour towards casualty
   2.4 Obtain consent from casualty where possible
   2.5 Use available resources and equipment to make the casualty as comfortable as possible
   2.6 Operate first aid equipment according to manufacturer’s instructions
   2.7 Monitor the casualty’s condition and respond in accordance with first aid principles

3. **Communicate details of the incident**

   3.1 Accurately convey incident details to emergency response services
   3.2 Report details of incident to workplace supervisor as appropriate
   3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

4. Evaluate the incident and own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015eb015e5485705
Assessment Requirements for HLTAID003 Provide first aid

Modification History

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| Release 6 | Updated:  
- assessor requirements statement  
- foundation skills lead in statement  
- licensing statement  
- modification history to reflect 2012 standards  
Equivalent outcome. |
| Release 5 | Updated mapping information. Changes to assessment requirements. Equivalent outcome. |
| Release 4 | Updated mapping information. Equivalent outcome. |
| Release 3 | Updated mapping information. |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome. |
| Release 1 | This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages.  
Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment.  
Removal of prerequisite unit. |

Performance Evidence

e candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor

performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface

responded appropriately in the event of regurgitation or vomiting

managed the unconscious breathing casualty

followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions

followed the prompts of an Automated External Defibrillator (AED)

Responded to at least two simulated first aid scenarios contextualised to the candidate’s workplace/community setting, including:

- conducted a visual and verbal assessment of the casualty
- demonstrated safe manual handling techniques
- post-incident debrief and evaluation
- provided an accurate verbal or written report of the incident

Applied first aid procedures for the following:

- allergic reaction
- anaphylaxis
- bleeding control
- choking and airway obstruction
- envenomation, using pressure immobilisation
- fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
- respiratory distress, including asthma
- shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements
• respectful behaviour towards a casualty
• own skills and limitations
• consent
• privacy and confidentiality requirements
• importance of debriefing
• considerations when providing first aid including:
  • airway obstruction due to body position
  • appropriate duration and cessation of CPR
  • appropriate use of an AED
  • chain of survival
  • standard precautions
  • how to conduct a visual and verbal assessment of the casualty
• principles and procedures for first aid management of the following scenarios:
  • abdominal injuries
  • allergic reaction
  • anaphylaxis
  • basic care of a wound
  • bleeding control
  • burns
  • cardiac conditions, including chest pain
  • choking and airway obstruction
  • crush injuries
  • diabetes
  • dislocations
  • drowning
  • envenomation
  • environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  • eye and ear injuries
  • fractures
  • febrile convulsions
  • head, neck and spinal injuries
  • minor skin injuries
  • needle stick injuries
  • poisoning and toxic substances
  • respiratory distress, including asthma
  • seizures, including epilepsy
  • shock
  • soft tissue injuries, including strains and sprains
  • stroke
Assessment Requirements for HLT AID003

Provide first aid

Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates’ skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
Assessment Requirements for HLTAID003 Provide first aid

Date this document was generated: 18 March 2019

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Skills Impact
HLTAID005 Provide first aid in remote situations

Modification History

<table>
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| Release 5 | Updated:  
  • assessor requirements statement  
  • foundation skills lead in statement  
  • licensing statement  
  • modification history to reflect 2012 standards  
  Equivalent outcome. |
| Release 4 | Updated mapping information. Changes to assessment requirements.  
 Equivalent outcome. |
| Release 3 | Updated mapping information. Equivalent outcome. |
| Release 2 | Minor changes to formatting to improve readability. |
| Release 1 | This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages.  
 Significant changes to elements and performance criteria, changes to scope of unit.  
 New evidence requirements for assessment, including use of contextualised remote scenarios. |

Application

This unit describes the skills and knowledge required to provide first aid response and emergency life support to a casualty in a remote and/or isolated situation.

The unit applies to workers who may be required to prepare for and provide a first aid response in locations beyond the reach of timely medical assistance.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*
## Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
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<td><strong>Performance criteria specify the level of performance needed to demonstrate achievement of the element.</strong></td>
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</table>

### 1. Respond to a remote emergency situation

1.1 Plan for isolated travel or work if required, accounting for expected contingencies

1.2 Recognise an emergency situation

1.3 Identify, assess and manage immediate hazards to health and safety of self and others

1.4 Assess the casualty and recognise the need for first aid response

1.5 Assess the situation and evaluate options for medical assistance

1.6 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, risks, transport availability and casualty condition

### 2. Apply appropriate first aid procedures

2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines

2.2 Provide first aid in accordance with established first aid principles

2.3 Display respectful behaviour towards casualty

2.4 Obtain consent from casualty where possible

2.5 Use available resources and equipment to make the casualty as comfortable as possible

2.6 Operate first aid equipment according to manufacturer’s instructions

2.7 Monitor the casualty’s condition and respond in accordance with first aid principles

### 3. Manage the incident

3.1 Seek assistance from others present to manage incident circumstances

3.2 Establish communication links with emergency response services and convey incident details

3.3 Report details of casualty condition, changes in
**ELEMENT**

Elements define the essential outcomes.

**PERFORMANCE CRITERIA**

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

3.4 Assist in the evacuation of the casualty by following directions given by emergency response services as required

3.5 Maintain confidentiality of records and information in line with statutory and/or organisational policies

4. Evaluate the incident and own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

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**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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**Unit Mapping Information**

No equivalent unit

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**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
Assessment Requirements for HLTAID005 Provide first aid in remote situations

Modification History

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  - licensing statement  
  - modification history to reflect 2012 standards  
  Equivalent outcome. |
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome. |
| Release 3 | Updated mapping information. Equivalent outcome. |
| Release 2 | Minor changes to formatting to improve readability. |
| Release 1 | This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages.  
  Significant changes to elements and performance criteria, changes to scope of unit.  
  New evidence requirements for assessment, including use of contextualised remote scenarios. |

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
• performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
• responded appropriately in the event of regurgitation or vomiting
• managed the unconscious breathing casualty
• followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
• followed the prompts of an Automated External Defibrillator (AED)
• Responded to at least three simulated first aid scenarios contextualised to the candidate’s remote and/or isolated situation:
  • demonstrated safe manual handling techniques
  • conducted a visual and verbal secondary survey assessment of the casualty
  • assessed vital signs, including respirations, pulse and temperature
  • post-incident debrief and evaluation
  • provided an accurate verbal and written report of the incident
• Applied first aid response in a remote situation for the following:
  • allergic reaction
  • anaphylaxis
  • basic care of a wound
  • bleeding control
  • choking and airway obstruction
  • envenomation, using pressure immobilisation
  • environmental impacts, including hypothermia, hyperthermia, dehydration and heat stroke
  • fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  • head, neck and spinal injuries, using immobilisation principles
  • respiratory distress, including asthma
  • shock

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

• State/Territory regulations, first aid codes of practice and workplace procedures including:
  • ARC guidelines relevant to provision of CPR and first aid
  • safe work practices to minimise risks and potential hazards
  • infection control principles and procedures, including use of standard precautions
  • requirements for currency of skill and knowledge
• legal, workplace and community considerations including:
• awareness of potential need for stress-management techniques and available support following an emergency situation
• duty of care requirements
• respectful behaviour towards a casualty
• own skills and limitations
• consent
• privacy and confidentiality requirements
• importance of debriefing
• considerations when providing first aid, including:
  • airway obstruction due to body position
  • appropriate duration and cessation of CPR
  • appropriate use of an AED
  • chain of survival
  • standard precautions
  • how to conduct a visual and verbal secondary survey assessment
  • assessment and interpretation of vital signs, including respirations, temperature and pulse
• principles and procedures for first aid management of the following scenarios, contextualised to the candidate’s remote and/or isolated situation:
  • abdominal injuries
  • allergic reaction
  • anaphylaxis
  • basic care of a wound
  • bleeding control
  • burns
  • cardiac conditions, including chest pain
  • choking and airway obstruction
  • crush injuries
  • diabetes
  • dislocations
  • drowning
  • envenomation
  • environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  • eye and ear injuries
  • febrile convulsions
  • fractures
  • head, neck and spinal injuries
  • minor skin injuries
  • needle stick injuries
- poisoning and toxic substances
- respiratory distress, including asthma
- seizures, including epilepsy
- shock
- soft tissue injuries, including sprains and strains
- stroke
- unconsciousness
- remote considerations in the provision of first aid, including:
  - typical hazards and strategies for preparing supplies to address contingencies
  - management options relating to transporting casualty, including aero-medical evacuation
  - how to identify and prepare areas for safe evacuation, including aero-medical evacuation
  - how and when to access emergency response services
  - communication systems, equipment and methods available in remote situations
  - priorities of management in first aid when dealing with life-threatening conditions
  - specific considerations contextualised to alpine, desert, marine, rural/remote settings and tropical environments
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions, including specific considerations for remote settings

**Assessment Conditions**

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates’ skills and knowledge.

- Assessment resources must include:
  - adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
  - adrenaline auto-injector training device
  - AED training device
  - placebo bronchodilator and spacer device
  - roller bandages
  - thermometer
  - triangular bandages
  - workplace First Aid kit suitable for remote locations
• workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
• wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessor requirements
Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
HLTWHS001 Participate in workplace health and safety

Modification History

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| Release 3 | Updated:  
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  - licensing statement  
  - modification history to reflect 2012 standards  
  Equivalent outcome. |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome. |
| Release 1 | This version was released in HLT Health Training Package release 1.0 and meets the requirements of the 2012 Standards for Training Packages.  
  Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment. |

Application

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
Elements define the essential outcomes. Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Follow safe work practices
   1.1 Follow workplace policies and procedures for safe work practices
   1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures
   1.3 Follow workplace emergency procedures

2. Implement safe work practices
   2.1 Identify and implement WHS procedures and work instructions
   2.2 Identify and report incidents and injuries to designated persons according to workplace procedures
   2.3 Take actions to maintain safe housekeeping practices in own work area

3. Contribute to safe work practices in the workplace
   3.1 Raise WHS issues with designated persons according to organisational procedures
   3.2 Participate in workplace safety meetings, inspections and consultative activities
   3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area

4. Reflect on own safe work practices
   4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area
   4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Reading – in order to accurately read and interpret workplace safety policies and
procedures including safety signs, dangerous goods classifications and safety instructions.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
Assessment Requirements for HLTWHS001 Participate in workplace health and safety

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 3</td>
<td>Updated:</td>
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<td></td>
<td>• assessor requirements statement</td>
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<td>• foundation skills lead in statement</td>
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<td>• licensing statement</td>
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<td>• modification history to reflect 2012 standards</td>
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<td>Equivalent outcome.</td>
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<tr>
<td>Release 2</td>
<td>Minor corrections to formatting to improve readability. Equivalent competency outcome.</td>
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<tr>
<td>Release 1</td>
<td>This version was released in <em>HLT Health Training Package release 1.0</em> and meets the requirements of the 2012 Standards for Training Packages.</td>
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<tr>
<td></td>
<td>Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a WHS meeting or inspection in workplace
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role
- followed workplace procedures for reporting hazards
- followed workplace procedures for a simulated emergency situation.
Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of employers and workers, including duty of care
  - hazardous manual tasks
  - infection control
- safety signs and their meanings, including signs for:
  - dangerous goods classifications
  - emergency equipment
  - personal protective equipment (PPE)
  - specific hazards such as sharps, radiation
- hazard identification, including:
  - definition of a hazard
  - common workplace hazards relevant to the industry setting
  - workplace procedures for hazard identification
- workplace emergency procedures
- workplace policies and procedures for WHS

Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates’ skills and knowledge.

Assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

In addition, assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705
LGACOM404B Establish cooperative arrangements with other organisations

Modification History
LGACOM404B Release 1: Primary release.

Unit Descriptor
The unit covers identifying, developing, implementing and monitoring cooperative arrangements with other organisations in an effort to improve services provided to the community. The unit is appropriate for staff working in areas of council where community and business development are a major focus.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be
consistent with the Evidence Guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify opportunities for cooperative arrangements | 1.1. Opportunities for cooperative arrangements are identified through consultation with other organisations.  
1.2. Opportunities identified are analysed to ensure they will provide an increased level, or at least an equivalent level, of service to the community. |
| 2. Develop and implement cooperative policies and projects with other organisations | 2.1. Cooperative policies are agreed upon by all participating organisations and disseminated to all involved staff.  
2.2. Project objectives and performance indicators are determined and plans are drawn up to facilitate the smooth implementation and conduct of collaborative projects.  
2.3. Implementation methods are organised and agreed actions and work programs are allocated to relevant staff.  
2.4. Communications strategies are put in place to enable efficient and coherent implementation and conduct.  
2.5. Resources are identified and accessed in the most cost-effective manner.  
2.6. Communities are informed of the changes and benefits in service delivery due to the new collaborative arrangements. |
| 3. Monitor and evaluate the effectiveness of the collaborative venture | 3.1. Project progress is evaluated with reference to planned time lines and performance criteria at predetermined intervals to assess effectiveness for council and community.  
3.2. Project is reviewed and project plan and resource allocations are revised when necessary.  
3.3. Information gathered from project evaluation is used to provide input to continuous improvement and planning processes.  
3.4. Problems or contingencies that arise are managed and resolved professionally and promptly in conjunction with relevant personnel. |
Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- negotiation with a range of personnel and other agencies
- research and evaluation, including cost-benefit analysis
- written and verbal communication with public and council personnel affected by implementation
- strategic and business planning
- planning and organisational
- time management
- ability to work as part of a team particularly with people from diverse backgrounds
- problem solving
- using appropriate software and technology

Required Knowledge

- relevant council policies and procedures
- sustainable practices
- council operations
- council goals, objectives and strategies
- other organisations potentially interested in cooperative arrangements

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- establish cooperative arrangements with other organisations on behalf of council that create measurable benefits to the organisation, incorporate effective evaluation mechanisms and support corporate direction and strategies
- communicate cooperative arrangements and their benefit effectively throughout the organisation.
Context of assessment

Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

Evidence will need to be gathered over time across a range of variables depending on council workflow and planning cycle as long as the critical aspects of evidence can be demonstrated.

Resource implications

Access to organisations with whom cooperative arrangements are to be developed or to simulated case studies.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below.

**Cooperative arrangements** may include:

- joint funding for projects
- shared promotional resources
- joint ventures to build or construct community facilities
- sponsorship arrangements

**Other organisations** may include:

- other councils within the region, state or nation
- regional organisations of councils
- state or commonwealth agencies
- private or business enterprises
- community groups

**Performance indicators** may include:

- increases in revenue
- customer satisfaction reports
- increases in service usage
- increased tourism to the region or municipality

Unit Sector(s)
Common.

Competency field
Not applicable.
LGACOM502B Devise and conduct community consultations

Modification History
LGACOM502B Release 1: Primary release.

Unit Descriptor
This unit covers devising and conducting community consultations and reporting on results. The vital and unique responsibility councils have to engage and consult with communities in order to respond to the needs of the community in a timely and effective manner is recognised.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency
Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be
consistent with the Evidence Guide.

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Devise consultation strategies</strong></td>
<td>1.1. A range of consultation strategies is identified and assessed for suitability.</td>
</tr>
<tr>
<td></td>
<td>1.2. <em>Interested and affected parties</em> are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3. <em>Resources</em> required to conduct consultation are assessed.</td>
</tr>
<tr>
<td></td>
<td>1.4. <em>Consultation strategies</em> are chosen that <em>enable and encourage relevant groups</em> or individuals to be involved.</td>
</tr>
<tr>
<td></td>
<td>1.5. <em>Legislative</em> and council requirements are reviewed to ensure strategies meet all criteria.</td>
</tr>
<tr>
<td><strong>2. Conduct consultations</strong></td>
<td>2.1. <em>Information</em> is prepared that is clear, accurate and appropriate to the needs of all parties.</td>
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<tr>
<td></td>
<td>2.2. All people involved in conducting the consultations are briefed on the process of consultation and the parties involved.</td>
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<td></td>
<td>2.3. <em>Information is presented</em> to affected parties at an appropriate time and place.</td>
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<td></td>
<td>2.4. <em>Access and equity</em> requirements are implemented in the consultations.</td>
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<td></td>
<td>2.5. Measures to expedite community consultation are taken to ensure consultation occurs within an identified time frame.</td>
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<td></td>
<td>2.6. Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed.</td>
</tr>
<tr>
<td><strong>3. Record, analyse and report on results</strong></td>
<td>3.1. Public consultation responses and processes are formatted to enable informed decision making to proceed.</td>
</tr>
<tr>
<td></td>
<td>3.2. Appropriate suggestions for improvement are incorporated into design parameters.</td>
</tr>
<tr>
<td></td>
<td>3.3. Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised.</td>
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<tr>
<td></td>
<td>3.4. Other issues raised during consultation are directed to relevant department or person to respond to community concern.</td>
</tr>
<tr>
<td></td>
<td>3.5. An accurate report on community consultation that includes recommendations is prepared to enable informed decision making to occur.</td>
</tr>
</tbody>
</table>
ELEMENT  PERFORMANCE CRITERIA

3.6. The overall effectiveness of the consultation process is reviewed and evaluated and action is taken where necessary.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills
- consultation, presentation, negotiation and report writing
- research
- planning and organising
- information gathering and analysis

Required Knowledge
- relevant council policies and procedures
- relevant legislation, including planning and anti-discrimination
- relevant sections of local government act
- access and equity issues
- strategies for consultation
- codes of conduct and ethics

Evidence Guide

Overview of assessment requirements
A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered
The demonstrated ability to devise and conduct community consultations where:
- consultation ensures council’s image or reputation is maintained or enhanced
- community consultation produces valid and useful information
**Context of assessment**  
Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.

**Method of assessment**  
The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

**Evidence required for demonstration of consistent performance**  
Evidence should be gathered over a period of time in a range of actual or simulated management environments.

**Resource implications**  
Access to a range of real or simulated consultation processes including:

- public and community meetings and forums
- surveys and door knocks
- appropriate communications equipment and aids such as overhead projectors and computer-based presentations

**Range Statement**

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below.

*Interested and affected parties may include:*

- community groups
- other authorities
- individuals
- emergency authorities (police, fire and ambulance)
- private sector business interests
- special interest groups
- experts

*Resources may include:*

- human
Consultation strategies may include:
- financial
- locations
- public meetings
- phone-ins
- questionnaires
- informal gatherings
- door knocks
- council meetings

Enabling and encouraging relevant groups to be involved may include:
- physical accessibility
- diverse language needs
- culture, including Indigenous, youth and non-English speaking background
- physical environment
- number of people

Legislation may include:
- local government
- anti-discrimination
- planning

Information may include:
- written and oral records
- anecdotes
- reports
- instructions
- directions from supervisor or management
- interviews
- formal and informal team meetings

Access and equity may include:
- subject matter
- manner in which consultations are conducted
- physical accessibility
- community profile

Presentation of information may include:
- graphics
- models
- computer animations
- video displays
- overhead transparencies
- handouts
- display plans
- interpreter service
Unit Sector(s)
Common

Competency field
Competency Field

co-requisite unit/s
Co-requisite Unit/s
LGACOMP008A Apply conflict resolution strategies

Modification History
LGACOMP008A Release 2: Layout adjusted.
LGACOMP008A Release 1: Primary release.

Unit Descriptor
This unit covers dealing effectively with conflict, both in the workplace and outside the organisation. The unit outlines the knowledge and skills required to assess potential conflict situations and deal appropriately with the situation to achieve a resolution. The unit is suitable for all people working within the organisation.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency | Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be
consistent with the Evidence Guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. **Assess potential conflict situations** | 1.1 Signs, stages and possible *causes of conflict* are identified and anticipated.  
1.2 Appropriate responses are evaluated against organisational procedures and *legal requirements*.  
1.3 Additional information is identified and sought as required to assist in the assessment of the conflict situation. |
| 2. **Implement conflict resolution strategies** | 2.1 Factors and issues relevant to the conflict are clarified.  
2.2 Strategies for dealing with conflict situations are developed in accordance with organisational procedures.  
2.3 Assistance is sought as required and is appropriate to the person’s skill and responsibility.  
2.4 Options for resolution of the conflict are identified which allow for constructive responses to be negotiated.  
2.5 *Negotiation techniques* are used to maintain positive interaction and to divert and minimise aggressive behaviour.  
2.6 Effective *communication techniques* are used to ensure understanding of information received or relayed.  
2.7 *Social and cultural differences* are taken into account in the negotiation style and approach taken.  
2.8 Mutual agreement to the situation and its resolution is confirmed and follow up action is agreed upon by all parties.  
2.9 Systems, records and reporting procedures are maintained according to organisational procedures. |
| 3. **Evaluate response and outcome** | 3.1 Effectiveness of response is evaluated and reviewed according to information available and organisational practices.  
3.2 Accurate and constructive observations of incidents are provided in reviewing and debriefing the situation.  
3.3 Records and reports are provided and maintained according to organisational requirements.  
3.4 Effects of stress are recognised and addressed through stress management techniques and debriefing. |
Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills

- problem-solving strategies to know how to deal with unexpected questions or attitudes
- interpersonal skills to develop rapport with other parties in the conflict
- capacity to evaluate own response to situations of conflict and manage own emotions
- communication skills to effectively come to an agreed outcome
- negotiation skills to negotiate difficult situations and resolve problems as they arise
- flexibility to adjust quickly to differing situations
- empathy to develop rapport and understanding with and for the other party
- dealing with difficult people and situations

Required Knowledge

- legislative and/or other legal provisions
- conflict resolution strategies
- organisational policies and procedures relating to managing conflict through negotiation
- recording and reporting procedures
- principles of cooperative team work
- different social and cultural practices

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- interpret accurately and comply with legal and procedural requirements
- identify typical symptoms and causes of conflict in the workplace and ways of resolving conflict situations
- select conflict resolution strategies that are most effective for the objective
- use negotiation techniques to defuse and resolve conflict
- use communication techniques to give clear and accurate
information in a form that is preferred and understood by the receiver

Context of assessment
Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects of evidence and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement.

Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.

Relationship to other units (prerequisite or co-requisite units)
To enable holistic assessment this unit may be assessed with other units that form part of the job role.

Method of assessment
The following assessment methods are suggested:
- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

Evidence required for demonstration of consistent performance
Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of formal and informal situations, involving different types of problems and clients.

Resource implications
The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Range Statement
The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.
**Causes of conflict** may include:
- refusal to follow directions and guidance
- dissatisfaction of client with council service or information
- disagreement between members of the public
- disagreement between members of the organisation
- ejection of persons
- persons suffering from emotional distress
- bystander behaviour

**Legal requirements** may include:
- relevant state and commonwealth legislation
- decisions of relevant tribunals
- roles and responsibilities
- terms and conditions of employment

**Negotiation techniques** may include:
- strategic questioning and listening to gather information and direct the focus of the people involved
- positive, confident and cooperative language
- control of tone of voice and body language
- using language and concepts appropriate to the people involved
- using clear presentations of options and consequences
- demonstrating flexibility and willingness to compromise
- summarising positions and agreements made to confirm understanding between the negotiating parties

**Communication techniques** may include:
- verbal and non-verbal language
- two-way interaction
- constructive feedback
- active listening
- reflection and summarising

**Social and cultural differences** may include:
- verbal and non-verbal language
- beliefs and values
- religious or spiritual observances
- relationships and family structures
- social conventions
- codes of conduct

**Unit Sector(s)**

Common
LGAGCM710A Manage contracts and contractors

Modification History
LGAGCM710A Release 2: Layout adjusted.
LGAGCM710A Release 1: Primary release.

Unit Descriptor
This unit covers the skills and knowledge required of senior managers responsible for overseeing the development of tenders and the subsequent management of contracts and contractors.

Effective and efficient management of external contracts is now a major component of many managers' roles. The need for high levels of accountability and transparency while managing commercial relationships is addressed in this unit.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations that provide the boundaries for the operation of councils is essential. The unique nature of councils, as a tier of government, directed by elected members and reflecting the needs of local communities must be appropriately reflected.

This unit may also be contextualised to other public or private sectors as long as the essential outcomes of the unit are not changed.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency  Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Scope council process and service requirements | 1.1 **Council procedures and protocols for management of tenders and contracts** are identified, considered and used.  
1.2 Council's strategic and operational plans are reviewed and considered to determine scope and nature of project or service to be contracted.  
1.3 Size and scope of **project or service to be contracted** are determined and documented.  
1.4 Process to manage tender and contract is documented and appropriate sign-off is secured in line with standard operating procedures. |
| 2. Ensure tender process is planned and managed effectively | 2.1 Anticipated expense levels of tender are identified and justified.  
2.2 Tender objectives, including quality, quantity, location, time frame requirements and price limits are clearly defined and documented.  
2.3 Processes for letting of tender are put in place in line with standard operating procedures.  
2.4 **Selection processes** are developed that comply with legislative requirements, council policies and procedures.  
2.5 Choice of contractor is justifiable, agreed upon and recorded according to council policies.  
2.6 Contract is negotiated and agreement reached to maximise benefits for council and following appropriate legal scrutiny and advice.  
2.7 Contract is drafted and signed according to legislative and organisational requirements and project objectives, reflecting agreement outcomes. |
| 3. Manage contract to achieve desired outcomes | 3.1 Management plan is developed to ensure effective management of contract.  
3.2 Performance of contractual obligations is managed in accordance with agreed contract and management plan. |
### ELEMENT

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>3.3 Performance by contractor is reviewed using agreed processes, with any variances analysed and agreed changes implemented to ensure project objectives are met within legal framework of contract.</td>
</tr>
<tr>
<td>3.4 Reports of project progress and outcomes are prepared and presented in accordance with management plan and standard organisational procedures.</td>
</tr>
<tr>
<td>3.5 Contracts are concluded in line with management plan and contractual requirements.</td>
</tr>
</tbody>
</table>

#### 4. Manage relationships with contractors

4.1 Code of conduct is used and communicated to contractors to ensure relationship between parties is managed ethically, transparently and in accordance with legal requirements and council policies and procedures.

4.2 Regular and formalised communication processes with contractors are established and rigorously applied.

4.3 Sound business relationships with contractors are established and maintained to ensure effective communication and the early identification of potential service delivery problems.

4.4 Contractual disputes that arise are managed in accordance with contractual requirements and using established mediation mechanisms.

#### 5. Plan for improved contract management and service delivery processes

5.1 Effectiveness and benefits of contracting process and related service delivery are analysed.

5.2 Opportunities for process and service delivery improvements are identified and communicated to appropriate senior personnel within council.

---

**Required Skills and Knowledge**

This describes the essential skills and knowledge and their level, required for this unit

**Required Skills**

- tender management
- high-level negotiation
- literacy and numeracy skills to manage contracts
- project management
- high-level written and oral communication
- analysis of organisational systems, processes and activities
- developing a range of possible options in solving problems
• time management

**Required Knowledge**

• legal and council requirements for letting and managing tenders
• council code of conduct for the management of relationships with contractors

**Evidence Guide**

**Overview of assessment requirements**

A person who demonstrates competency in this unit will be able to perform the outcomes described in the elements to the required performance level detailed in the performance criteria. The unit's skill and knowledge requirements must also be demonstrated. The candidate will demonstrate the capacity to manage contracts and contractors effectively, ethically and leading to the attainment of stated council objectives.

**Critical aspects of evidence to be considered**

The demonstrated ability to:

• manage contracts and contractors within council

**Context of assessment**

Assessment of performance requirements in this unit should be undertaken with the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the range of variables applicable to the workplace environment.

**Method of assessment**

The following assessment methods are suggested:

• preparation of a major workplace project report/portfolio (that may incorporate assessment of related units) as a key form of assessment that enables candidates to integrate the learning and assessment project into their regular work responsibilities, which enables integrated and holistic assessment of the complex skills and knowledge addressed in this unit
• observation of the learner performing a range of workplace tasks over sufficient time to demonstrate his/her handling of a range of contingencies
• written and oral questioning to assess knowledge and understanding
• completion of workplace documentation
• third-party reports from experienced practitioner
• completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor
Evidence required for demonstration of consistent performance

Evidence should be gathered over a period of time in a range of actual or simulated management environments.

Resource implications

Access to a workplace or simulated case study that provides the following resources:
- relevant council documents, such as strategic and operational plans
- relevant local government legislation and regulations

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

<table>
<thead>
<tr>
<th>Council procedures and protocols for the management of tenders and contracts may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- codes of conduct for transparent and accountable management of contracts and contractors</td>
</tr>
<tr>
<td>- tendering procedures</td>
</tr>
<tr>
<td>- reporting requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contracts may cover provision of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- short-term, one-off services</td>
</tr>
<tr>
<td>- lengthy and complex relationships with external service providers offering services to the community</td>
</tr>
</tbody>
</table>

**Project or service to be contracted** may relate to any sphere of council operation but typically may include:

<table>
<thead>
<tr>
<th>Tender selection processes may include:</th>
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<tbody>
<tr>
<td>- capital works</td>
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<td>- parks and gardens maintenance</td>
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<td>- provision of community care services, such as family care, disability services or child care</td>
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<tr>
<td>- provision of waste and recycling service</td>
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<td>- advertising period</td>
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<tr>
<td>- use of selective tenders, tender panels and 'open' tenders for contracts of differing values</td>
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<td>- establishment of weighted selection criteria</td>
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<td>- establishment of a selection panel with complementary expertise</td>
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<thead>
<tr>
<th>Reports of project progress may include:</th>
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<tbody>
<tr>
<td>- compliance with required timelines</td>
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<tr>
<td>- indicators of service levels and quality</td>
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<tr>
<td>- actual cost against budgeted cost</td>
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<tr>
<td>- customer satisfaction</td>
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</table>
Unit Sector(s)

Common
LGALAND504A Undertake effective consultation with Indigenous people on matters of cultural heritage

Modification History
LGALAND504A Release 2: Layout adjusted.
LGAGLAND504A Release 1: Primary release.

Unit Descriptor
This unit covers undertaking effective consultation with Aboriginal or Torres Strait Islander people on matters relating to their cultural heritage.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency
Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
# Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 1 Conduct background research | 1.1 Previous Indigenous cultural heritage and resource surveys are identified and reviewed.  
1.2 Relevant commonwealth and state or territory legislation and peak local government associations and council policies are researched and documented.  
1.3 Extent to which cultural heritage of other non-Indigenous cultures should be acknowledged is identified and taken into consideration. |
| 2 Identify the correct Indigenous people that are authorised to speak for a place | 2.1 *Indigenous people with rights and interests in a place* are identified through the traditional owners, especially those authorised to speak for a place.  
2.2 Both men and women with rights and interests in an area or place are identified because men and women may be responsible for different heritage places and values and may need to be consulted separately.  
2.3 Other Indigenous people are identified who may not necessarily be traditional owners but who have interests in a place.  
2.4 Indigenous people from surrounding areas who may be affected by a project or activity are identified and consulted.  
2.5 *Protocols* that Indigenous people have established for consultation are identified and adhered to throughout the process.  
2.6 Consultation on each new project is undertaken, unless traditional owners and other Indigenous people agree that this is not necessary.  
2.7 Non-Indigenous people with rights or interests in the place are identified and consulted. |
| 3 Consult with relevant Indigenous people to discuss the project or activity | 3.1 *Potential implications of the project or activity* are outlined factually and clearly.  
3.2 All *relevant documentation and information* are provided to the traditional owners and all other Indigenous people with rights and interests in a place.  
3.3 Sufficient time is allowed for all Indigenous people to decide whether they wish to become involved in the activity or project and to provide informed consent.  
3.4 All Indigenous groups with an interest in a place are provided with the same information and given sufficient time to provide informed consent.  
3.5 Where groups are in dispute, a process for developing
ELEMENT | PERFORMANCE CRITERIA
--- | ---
4 Establish a process for addressing Indigenous cultural heritage matters | separate but consistent and similar agreements is established.
4.1 Manner, timing and level of consultation and involvement with the project or activity are agreed.
4.2 The copyright holders of any work undertaken with Indigenous people and the management regime for Indigenous heritage places are identified.
4.3 Need for separate reports for male and female traditional owners and a further report that is publicly available is established.
4.4 Dissemination of reports is carried out effectively.
4.5 The process for obtaining informed consent for displaying any gathered information is identified and agreed.
4.6 Protocols and agreements are formalised and documented.
4.7 Indigenous people are involved in the development of any terms of reference for, and selection of, consultants.
4.8 Resources required to maintain community involvement are identified and secured.
4.9 Relevant documentation for council is prepared, including presentation of alternative options.

5 Consult with relevant Indigenous people in identifying their cultural heritage places and values | 5.1 Commonwealth and state or territory laws relating to Aboriginal and Torres Strait heritage are complied with by obtaining necessary permits for surveys and other activities required to identify Indigenous heritage values.
5.2 Sensitive information collected in the course of identifying Indigenous heritage places and values is protected from further unnecessary disclosure.
5.3 Details relating to custodians of information are recorded and protected from further unnecessary disclosure.

6 Implement project or activity | 6.1 Meetings are held with identified stakeholders that enable Indigenous people to explain issues relating to Indigenous heritage to non-Indigenous stakeholders.
6.2 Processes for mediation and dispute resolution are identified and established.
6.3 A precautionary approach is identified in cases where Indigenous people refuse to be involved in a project.
6.4 A process to prevent damage or desecration to any Indigenous heritage place is identified and established.
6.5 Proposal or activity is revised or rejected in light of Indigenous people not agreeing because of unacceptable impact on their cultural heritage.
Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- oral and written communication
- cross-cultural competence
- gender and disability
- evaluation
- decision making
- research
- networking
- negotiation and dispute resolution

Required Knowledge

- cultural context
- community controls
- location and resources
- organisational processes
- equity and diversity principles
- legal requirements

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:

- conduct research into cultural heritage and protect any sensitive information collected in the course of the research process
- identify Indigenous people with rights and interests in a place
- meet with Indigenous people to discuss a project or activity
LGALAND504A Undertake effective consultation with Indigenous people on matters of cultural heritage

Date this document was generated: 18 March 2019

and reach agreement about involvement and consent to their involvement in the project or activity

- establish a process for addressing Indigenous cultural heritage matters in relation to a project or activity.

Context of assessment

Competency is demonstrated by performance of all stated criteria, with particular attention to the critical aspects of evidence and the knowledge and skills elaborated in the Evidence Guide, and within the scope of the Range Statement.

Assessment must take account of the endorsed Assessment Guidelines in the Local Government Training Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies for the particular AQF level. Refer to the key competency levels at the end of this unit.

Relationship to other units (prerequisite or co-requisite units)

To enable holistic assessment this unit may be assessed with other units that form part of the job role.

Method of assessment

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

Evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations.

Resource implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in
the Performance Criteria is detailed below.

**Indigenous people with rights and interests in a place** may include:

- traditional owners
- men
- women
- Indigenous people authorised to speak for a place

**Protocols** may include:

- use of interpreters
- talking to the appropriate people
- laws and customs relating to places
- respecting family, kinship and clan relationships

**Non-Indigenous people with rights or interests in a place** may include:

- landholders
- lessees
- tourists and recreational users
- state or territory government agencies
- commonwealth departments and agencies

**Potential implications of the project or activity** may include:

- economic or financial
- cultural
- social
- environmental
- educational
- others

**Relevant documentation and information** may include:

- maps
- reports

**Unit Sector(s)**

Land Management
LGAPLEM508A Manipulate and analyse data within geographic information systems

Modification History
LGAPLEM508A Release 2: Layout adjusted.
LGAPLEM508A Release 1: Primary release.

Unit Descriptor
This unit relates to extracting, comparing and manipulating data in response to customer requests.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency
Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements and Performance Criteria

ELEMENT | PERFORMANCE CRITERIA
--- | ---
1 Develop procedures for manipulation and analysis of data | 1.1 Desired data format is specified and based on job requirements.
 | 1.2 Parameters are specified for manipulation of the data sets.
 | 1.3 New procedures are documented clearly explaining the procedure and rationale for development.
2 Establish models required to provide outcome | 2.1 Applicability of existing tools, models, theories, applications and solutions is evaluated.
 | 2.2 Feasible parameters, equations and assumptions are specified.
 | 2.3 Models required to provide specified outcome are established.
3 Analyse data | 3.1 Steps to be undertaken to analyse and manipulate data are specified.
 | 3.2 Source data limitations and other restricting factors are taken into account when selecting techniques for analysis.
 | 3.3 Data is isolated and retrieved from its source.
 | 3.4 Data is interrogated to ensure reliability.
 | 3.5 Data is prepared for presentation media.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills
- analysing options
- using tools within software to manipulate data
- reading external data sets into data model

Required Knowledge
- database structures
- scripting and commands
- line instructions and programming
- operating systems:
- range of tools, models, theories, applications and solutions
- data analysis and manipulation techniques.
Evidence Guide

Overview of assessment requirements
A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered
Suitable procedures are developed.
New procedures are documented.
Appropriate models are used and/or created.

Context of assessment
On the job or in a simulated work environment.

Method of assessment
The following assessment methods are suggested:
- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

Evidence required for demonstration of consistent performance
Evidence will need to be gathered over time across a range of variables.

Resource implications
Access to geographic information systems databases and operating systems.
Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

*Source data limitations* may include:
- currency
- structure
- accuracy
- source of data

*Factors* may include:
- time
- command line operation
- menu drivers options

Unit Sector(s)

Planning
LGAPLEM512A Provide geographic information systems data

Modification History
LGAPLEM512A Release 2: Layout adjusted.
LGAPLEM512A Release 1: Primary release.

Unit Descriptor
This unit covers developing and applying data management and analytical tools to produce specified outcomes.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements and Performance Criteria

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1 Analyse request to develop solution | 1.1 Specific problem or question is clarified in consultation with *end user* to establish *end result specifications*.  
1.2 Information required to achieve result is defined and required *data* sets are correctly determined.
2 Assess data availability | 2.1 Availability of required data sets is ascertained through research of *internal* and *external sources*.  
2.2 Custodianship of data is confirmed and access and pricing are determined.  
2.3 Data is obtained in line with *industry standards*, statutory requirements and council policy.  
2.4 Where appropriate, *procedures* are developed to capture data.
3 Assess data quality | 3.1 Data is assessed for *integrity* to determine suitability for task.  
3.2 Disparities between data sets are investigated and resolved to ensure integrity of data used.
4 Run standard query | 4.1 Appropriate standard query is selected.  
4.2 Selected query is run to achieve required outcome.
5 Validate outcome | 5.1 Appropriate data validation procedures are determined.  
5.2 *Outcome* is validated in line with predetermined procedures.  
5.3 Procedures to refine model or analytical procedures are developed.  
5.4 End user is consulted regarding suitability of outcome and amendments are negotiated as necessary.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

**Required Skills**

- analysing options
- researching and accessing information
- attention to detail
- negotiating with customers
Required Knowledge

- database structures
- scripting and commands
- line instructions and programming
- operating systems
- SQL or other generic query language
- relationship of spatial features of database
- specific geographic information systems software, such as Genamap, MapInfo or ArcInfo
- potential inaccuracies and problems
- internal and external policies and practices relating to custodianship of data, pricing and access including industry standards, statutory requirements and council policies
- legislation relating to trade practices, copyright, intellectual property, local government acts, roads act and freedom of information legislation.
- UNIX
- DOS
- Windows
- NT

Evidence Guide

Overview of assessment requirements

A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered

The demonstrated ability to:
- consider integrity of data
- ensure end result meets customer needs, including time frames.

Context of assessment

Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria applicable to the workplace environment, within the scope of the Range Statement.

Method of assessment

The following assessment methods are suggested:
- observation of the learner performing a range of workplace
tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

**Evidence required for demonstration of consistent performance**
Evidence should be gathered over a period of time in a range of actual or simulated management environments.

**Resource implications**
Access to a workplace or simulated case study that provides the following resources:
- relevant hardware and software such as geographic information systems, CAD, desktop publishing, desktop mapping, spreadsheets, word processing, multimedia, graphic animation, plotters, printers and terminals

**Range Statement**
The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below.

**End users** may be:
- council departments
- residents and rate payers
- real estate agents
- general public
- council management
- elected members
- state and federal departments
- neighbouring councils
- bus companies
- statutory bodies including land titles office
- land information council
- utilities

**End result specification** may include:
- graph
- map
- table
- equations
Data may include:

- parameters
- graphical
- spatial
- textual
- hard copy and paper documents, including work registers, rate books, plans and maps
- computer records using applications programs (databases, spreadsheets and accounting packages) relating to physical or virtual features, including council assets, community facilities, demographic data, census data, property ownership, property boundaries, zonings, organisations, rateable land, dog ownership, bus routes, property classifications, utilities and services and council facilities

External sources of data sets may include:

- other councils
- water authority
- telecommunications industry
- gas authority
- electricity authority
- land titles office
- valuer general
- private industry
- land information council
- street directory companies
- surveys
- orthophotography

Internal sources of data sets may include:

- old plans
- rates books
- deeds books
- transaction books
- surveys
- aerial photographs

Industry standards may include:

- protocols
- de facto standards
- confidentiality
- privacy

Procedures for manipulation of data sets may include:

- SQL or other generic query language
- scripts
- programming language

Integrity of data may include:

- accuracy
- quality, which may be affected by age or condition of hard copy documents
- currency
- completeness
- resolution
- confidence limits
- scale

**Outcome** may include:
- information for external or internal client
- creation of map layer
- building up elements of database

**Unit Sector(s)**
Planning
LGAPLEM612B Protect heritage and cultural assets

Modification History
LGAPLEM612B Release 2: Layout adjusted.
LGAPLEM612B Release 1: Primary release.

Unit Descriptor
This unit covers establishing an inventory, assessing opportunities and threats and developing strategies for heritage and cultural assets.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of all sizes. Knowledge of the legislation and regulations within which councils must operate is essential. The unique nature of councils, as a tier of government directed by elected members and reflecting the needs of local communities, must be appropriately reflected.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
Elements and Performance Criteria

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<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
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<tbody>
<tr>
<td><strong>1</strong> Prepare inventory of heritage and cultural assets</td>
<td>1.1 <em>Heritage</em> and cultural assets within the community, and council expectations and requirements relating to them, are identified.</td>
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<td></td>
<td>1.2 The <em>significance</em> of each heritage and cultural asset is assessed according to established criteria and community expectations.</td>
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<td></td>
<td>1.3 An adequate <em>information</em> base of significant places is obtained through comprehensive field investigation and research.</td>
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<td>1.4 <em>Data</em> is collected accurately and objectively on heritage and cultural assets.</td>
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<td></td>
<td>1.5 A comprehensive inventory of heritage and cultural assets is prepared with full and detailed descriptions of history and significance.</td>
</tr>
<tr>
<td><strong>2</strong> Assess threats and opportunities for the protection of heritage and cultural assets</td>
<td>2.1 <em>Threats</em> and opportunities are identified to ensure all factors are fully assessed.</td>
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<tr>
<td></td>
<td>2.2 Based on input from council and the community, criteria are established to enable threats and opportunities to be prioritised.</td>
</tr>
<tr>
<td><strong>3</strong> Identify and develop strategies for the protection of heritage and cultural assets</td>
<td>3.1 <em>Criteria</em> are established to identify priorities.</td>
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<tr>
<td></td>
<td>3.2 Consultation with the community and property owners is undertaken to seek views on the conservation action required to protect the significant attributes of the area.</td>
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<td></td>
<td>3.3 A framework for the legal protection of heritage and cultural assets is established through existing legislation.</td>
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<td></td>
<td>3.4 Practical and appropriate strategies to conserve heritage and cultural assets are determined.</td>
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<td></td>
<td>3.5 The effectiveness of strategies is assessed through a comparison with methods used elsewhere.</td>
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<td></td>
<td>3.6 The policy elements of the proposed heritage program are determined.</td>
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<td></td>
<td>3.7 Innovative approaches are developed to protect heritage and cultural assets in response to the local community need.</td>
</tr>
<tr>
<td><strong>4</strong> Implement strategies for the protection of heritage and cultural assets</td>
<td>4.1 The study and program are adopted by the local authority.</td>
</tr>
<tr>
<td></td>
<td>4.2 Consultation is undertaken with the community and property owners about the study and proposed heritage program.</td>
</tr>
</tbody>
</table>
| | 4.3 Financial resources are identified and procured within budget cycles to support the achievement of required...
ELEMENT PERFORMANCE CRITERIA

4.4 Personnel are identified, trained and assigned to tasks so that requirements for skills and knowledge are met.

4.5 Physical facilities and equipment are identified and procured within budget cycles to support the achievement of required outcomes.

4.6 Community education and information materials are prepared and distributed to ensure ongoing support for the strategy.

4.7 The strategy is incorporated into council policies and procedures and relevant legislation.

4.8 A timetable for implementation is established and priorities are set.

5 Monitor and review the effectiveness of strategies to protect heritage and cultural assets

5.1 Further research is undertaken on places listed as being of local significance in the study.

5.2 Additional plans of significance are identified and reviewed.

5.3 An annual heritage report is prepared if required.

5.4 Information received from monitoring and review is used to develop new strategies that are based on accumulated knowledge and experience.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- research
- collation of information from local, national and international sources
- evaluation methodologies
- consultation with a range of community and government agencies
- strategic planning
- budgeting and lifecycle costings
- community education strategies
- project management

Required Knowledge

- heritage assets
- cultural assets
- asset classification
- council structures and services
- town planning
- community needs and expectations
- regulations, standards and policies
- community information

Evidence Guide

Overview of assessment requirements
A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work practices that underpin the performance of the unit are also required to be demonstrated.

Critical aspects of evidence to be considered
The demonstrated ability to:

- identify and protect heritage and cultural assets
- identify and implement strategies to protect heritage and cultural assets
- put in place monitoring processes

Context of assessment
Assessment of performance requirements in this unit should be undertaken within the context of the local government framework. Competency is demonstrated by performance of all stated criteria, including the Range of Variables applicable to the workplace environment.

Method of assessment
The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

Evidence required for demonstration of consistent performance
Evidence should be gathered over a period of time in a range of actual or simulated management environments.
**Resource implications**  Access to a workplace or simulated case study that provides the following resources:

- relevant data such as survey information
- historical research
- existing reports
- studies and texts
- financial and budget information
- real or simulated consultation process
- copies of relevant regulations, standards and policies

**Range Statement**

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

**Heritage** may include:

- cultural and environmental issues
- national and local area significance
- danger component of heritage element or structure

**Significance** may be:

- aesthetic, historical, scientific and social aspects
- community expectations.
- national
- state
- regional
- local
- contributory

**Data** includes:

- survey information
- historical research
- existing reports
- studies and texts

**Information** may include:

- written and oral records
- reports
- instructions
- directions from supervisor and management
- formal and informal interviews
- team meetings
- reports from other services, agencies, specialists and experts
- media

**Threats** may include:

- political emphasis
• reductions in maintenance
• lack of planning
• other authorities' planning
• competing interests
• community attitudes

Criteria may include:
• community preferences
• budget constraints
• legislative provisions
• resources
• time frames
• age
• outstanding craftsmanship
• architectural style
• construction technology
• an association with important events or figures
• building type
• rarity
• technical or creative achievement
• representing a way of life
• artistic
• religious or cultural associations

Places of significance may include:
• buildings
• structures
• plantings
• subsurface remains

Unit Sector(s)
Land Management
LGAREGS305A Undertake animal or reptile control duties

Modification History
LGAREGS305A Release 2: Layout adjusted.
LGAREGS305A Release 1: Primary release.

Unit Descriptor
This unit covers the capture, assessment of transport and care needs, impounding, monitoring, release and reporting of animals and/or reptiles.

Application of the Unit
This unit supports the attainment of skills and knowledge required for competent workplace performance in councils of varying size and locations. Knowledge of the legislation and regulations within which councils must operate is essential. The role of councils, as the third tier of government, in managing the application of a broad range of by-laws and regulations must be appropriately reflected.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
## Elements and Performance Criteria

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<th>ELEMENT</th>
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</tr>
</thead>
</table>
| 1 Capture animals or reptiles | 1.1 Response to request for assistance is timely and efficient use of resources is observed.  
1.2 Traffic control precautions are used and access to incident site is controlled to ensure safety of public.  
1.3 Safe and humane methods of handling *animals or reptiles* are observed.  
1.4 Where appropriate, animals or reptiles are disposed of in accordance with legislative and council requirements and relevant statutes. |
| 2 Assess transport or care needs | 2.1 *Transport* or intermediate care is provided according to protocols or legislation.  
2.2 Containment and loading are secure and safe.  
2.3 Temporary holding facilities are arranged or negotiated with landowners where necessary. |
| 3 Impound animals or reptiles | 3.1 Impounding decision is consistent with legislative and council requirements.  
3.2 *Ownership* of animals is determined using council records or stock brands.  
3.3 Advisory/penalty notices are issued according to council regulations. |
| 4 Monitor or care for animals or reptiles | 4.1 Feeding and handling of animals during care is undertaken in accordance with pound procedures and legislative and council requirements.  
4.2 Safe work practices, procedures and environmental conditions are observed during handling, monitoring and care duties. |
| 5 Release animals or reptiles to owners/carers or return to environment | 5.1 Decision to release or restore animal to environment is in accordance with relevant legislation and procedures.  
5.2 Auction of unclaimed stock is performed according to council procedures.  
5.3 Recovery of costs and revenue is assessed and enforced according to relevant legislation and procedures. |
| 6 Report on animals or reptiles that are captured, impounded or disposed of | 6.1 Reports containing accurate information drawn from council registers are forwarded to relevant officers or authorities. |
Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit

Required Skills
- computers
- video, voice recorders and radio communication
- preparing and issuing instructions and/or explanations to the public
- reporting to council

Required Knowledge
- animal and reptile behaviour
- predators
- dominance
- fear
- aggression
- applicable impounding techniques
- animal and reptile handling and disabling techniques
- animal and reptile dietary and impounding needs
- routine medicinal, chemical and dipping application
- animal health treatment
- humane disposal techniques
- safe and effective use of firearms
- stock brands
- identification tags
- microchip reading
- local area geography
- terrain
- urban and rural navigation
- relevant statutes
- notice-serving process
- court evidence
- traffic control licensing requirements and direction

Evidence Guide

Overview of assessment requirements
A person who demonstrates competency in this unit will be able to perform the outcomes described in the Elements to the required performance level detailed in the Performance Criteria. The knowledge and skill requirements described in the Range Statement must also be demonstrated. For example, knowledge of the legislative framework and safe work
practices that underpin the performance of the unit are also required to be demonstrated.

**Critical aspects of evidence to be considered**

- Impounding techniques used are appropriate to animal or reptile species and the condition of the animal or reptile.
- Assessments of animal or reptile health and condition, and the appropriate disposal of animals or reptiles, are in accordance with council policies and procedures.
- Traffic control is in accordance with relevant licensing requirements.
- Use of firearms is in accordance with relevant licensing requirements.
- Notices are served in accordance with council regulations.
- Safe work practices and concern for public safety are displayed by care and control staff.

**Context of assessment**

On the job or in a simulated work environment.

Written or oral testing.

**Method of assessment**

The following assessment methods are suggested:

- observation of the learner performing a range of workplace tasks over sufficient time to demonstrate handling of a range of contingencies
- written and/or oral questioning to assess knowledge and understanding
- completion of workplace documentation
- third-party reports from experienced practitioners
- completion of self-paced learning materials including personal reflection and feedback from trainer, coach or supervisor

**Evidence required for demonstration of consistent performance**

Competency in duties may be displayed with domestic animals, livestock, wildlife or reptiles.

**Resource implications**

Access to a workplace or simulated environment that encompasses impounding processes, techniques and equipment.

**Range Statement**

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in
the Performance Criteria is detailed below.

**Animals or reptiles** may include:
- domestic pets
- livestock
- feral animals
- native animals
- reptiles

**Capture or control** may include:
- traps
- poles and ropes
- tongs
- tranquiliser guns
- firearms
- vehicles
- loading and yarding
- health, condition and behaviour of animal or reptile from observation or reports
- supervision of, or communication to, other staff or agency personnel
- disposal of deceased animals or reptiles

**Transport** may include:
- dedicated or contracted transport
- appropriate for care and human safety.

**Ownership issues** may include:
- verification of claims to ownership by such things as tags or microchips
- recovery of costs relating to transport, sustenance and penalties

**Unit Sector(s)**

Regulatory Services
LMFGG2002B Apply First Aid

Modification History
Not applicable.

Unit Descriptor
<table>
<thead>
<tr>
<th>Unit descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit covers the competency to identify the need for and the application of First Aid until the arrival of medically qualified personnel or the evacuation of the patient.</td>
</tr>
</tbody>
</table>

Application of the Unit
Application of the unit

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th>Nil</th>
</tr>
</thead>
</table>

Employability Skills Information
| Employability skills | This unit contains employability skills. |
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the need for First Aid</td>
<td>1.1. Initial assessment is made of extent and nature of First Aid required from personal observation and/or witness reports 1.2. Initial assessment is reported to personnel/emergency services in accordance with workplace procedures</td>
</tr>
<tr>
<td>2. Ensure the safety of patient and carer</td>
<td>2.1. Hygiene is maintained for protection of patient and carer 2.2. Hazards to the patient and carer are identified and appropriate action is taken to prevent further injury to either party 2.3. Patient is made as comfortable as possible and reassured by word, manner and actions</td>
</tr>
<tr>
<td>3. Assess patient and apply First Aid</td>
<td>3.1. Patient is assessed against the DRABC (danger, response, airway, breathing, ventilation and circulation) model 3.2. Vital signs are measured, recorded and any changes noted and reported as appropriate 3.3. Treatment appropriate to the patient's injuries is provided in accordance with recognised First Aid techniques 3.4. First Aid equipment is operated/applied in accordance with recognised procedures and standards 3.5. Patient's condition is monitored and reported as required by workplace procedures, with treatment being modified as appropriate 3.6. Treatment is maintained until qualified medical assistants assume responsibility or until the patient is evacuated 3.7. Provide additional assistance as requested by</td>
</tr>
</tbody>
</table>
### ELEMENT | PERFORMANCE CRITERIA
--- | ---
 | medical/emergency services personnel
3.8. Details of First Aid administered are reported in accordance with workplace procedures

### 4. Complete work
4.1. First Aid equipment is recovered (if practical), cleaned, inspected/tested, refurbished, replaced and stored as appropriate
4.2. Medical waste is disposed of in accordance with workplace requirements
4.3. Equipment faults are rectified and reported in accordance with workplace procedures
4.4. Documentation is completed as required by legislative, regulatory and workplace requirements

---

### Required Skills and Knowledge

#### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

**Required skills**

- collect, organise and analyse information related to workplace health and safety systems and procedures and the application of these to work situations
- communicate ideas and information on workplace safety issues, including the treating and recording/reporting of workplace incidents/accidents/illnesses and interpersonal communication with casualties
- plan and organise activities, including the inspection of first aid support facilities and treatment areas to ensure their completeness, adequacy, equipment and serviceability
- work with others and in a team to promote an awareness of first aid within the workplace and its provision when required
- use mathematical ideas and techniques to correctly complete measurements and calculations associated with assessment, treatment and monitoring of patient’s condition
- use problem solving skills to assess and determine treatments and priorities in providing first aid to a patient
- use the workplace technology related to the reporting, recording and responding to workplace injuries and illnesses

**Required knowledge**

- workplace procedures and requirements for the treatment of workplace injuries/illnesses
REQUIRED SKILLS AND KNOWLEDGE

- reporting responsibilities and requirements
- the provision of first aid including:
  - systems of the body (respiratory, skeletal, digestive, circulatory, nervous, urinary, skin)
  - causes and management of unconsciousness
  - priorities for life support (DRABC model)
  - resuscitation techniques
  - bleeding control and laceration treatment
  - patient assessment
  - principles of initial patient management
  - management and treatment of fractures and soft tissue injuries
  - management and treatment of burns

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects of evidence

- Accurately follow workplace procedures for reporting injuries/illnesses and providing First Aid in the workplace
- Identify and respond to injuries/illnesses occurring in the workplace
- Apply emergency response First Aid
- Provide appropriate treatment to and monitor patient's condition
- Accurately report and document injuries and illnesses and treatment provided

Resource implications

First Aid kit, stretchers and medical/First Aid facility
Enterprise health and safety policies and procedures
Personal protective equipment
Patients

Method of assessment

Assessment should be by direct observation of tasks and questioning on underpinning knowledge.
Assessment may be conducted in conjunction with
EVIDENCE GUIDE

| Context of assessment       | Assessment may occur on the job or in a workplace simulated facility with relevant equipment, work instructions, casualties and urgency. |

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Unit context

- The provision of First Aid and workplace responsibilities is to conform to OHS legislation, material safety management systems, hazardous substances and dangerous goods code and local safe operating procedures
- Work is carried out in accordance with legislative obligations, relevant health regulations and organisation insurance requirements
- Work involves assessing situations, identifying appropriate control measures, awareness of emergency services responsibilities and responsiveness, treating injuries and maintaining equipment
- Work may be conducted without supervision and guidance

First Aid

- First Aid is that assistance given to a patient who has suffered an injury or illness in the workplace. It is that assistance which is deemed necessary to attempt to resuscitate, stabilise and/or treat the patient until qualified medical personnel assume responsibility or until the patient is evacuated for appropriate medical treatment.
- First Aid may include:
  - cardio-pulmonary resuscitation (CPR)
<table>
<thead>
<tr>
<th>RANGE STATEMENT</th>
<th>Resources implications may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• bleeding control</td>
<td></td>
</tr>
<tr>
<td>• spinal injury care</td>
<td></td>
</tr>
<tr>
<td>• basic patient management</td>
<td></td>
</tr>
<tr>
<td>• First Aid kit</td>
<td></td>
</tr>
<tr>
<td>• personal protective equipment</td>
<td></td>
</tr>
<tr>
<td>• stretcher (may be improvised)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal protective equipment</th>
<th>Personal protective equipment is to include that prescribed under legislation, regulations and enterprise policies and practices.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Information and procedures may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• OHS legislation, regulations, codes of practice, environmental legislation, Australian Standards and codes of practice relating to hazards in the workplace, including:</td>
</tr>
<tr>
<td>• obligations under relevant safety and health legislation and common law</td>
</tr>
<tr>
<td>• local medical and emergency services</td>
</tr>
<tr>
<td>• provisions relating to roles and responsibilities of health and safety representatives and/or OHS committees</td>
</tr>
<tr>
<td>• risk management policies and procedures</td>
</tr>
<tr>
<td>• First Aid procedures</td>
</tr>
<tr>
<td>• safe manual handling and lifting procedures</td>
</tr>
<tr>
<td>• emergency, fire and accident procedures</td>
</tr>
<tr>
<td>• materials safety procedures</td>
</tr>
<tr>
<td>• personal safety procedures</td>
</tr>
<tr>
<td>• procedures for the use of personal protective equipment</td>
</tr>
<tr>
<td>• job procedures and work instructions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency services may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• support provided by ambulance, police, fire or SES personnel and equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• supervisors</td>
</tr>
<tr>
<td>• managers</td>
</tr>
<tr>
<td>• team leaders</td>
</tr>
<tr>
<td>• First Aid attendants/other medically trained staff</td>
</tr>
<tr>
<td>• specified OHS personnel</td>
</tr>
<tr>
<td>• other persons authorised or nominated by the enterprise or industry to perform, approve, inspect and direct specified work</td>
</tr>
</tbody>
</table>
### Unit Sector(s)

| Unit sector | Glass and Glazing |

### Competency field

| Competency field |

### Co-requisite units

<table>
<thead>
<tr>
<th>Co-requisite units</th>
</tr>
</thead>
</table>
MEM05004C Perform routine oxy acetylene welding

Modification History
Not Applicable

Unit Descriptor

<table>
<thead>
<tr>
<th>Unit descriptor</th>
<th>This unit covers preparing materials and performing routine oxy acetylene welding.</th>
</tr>
</thead>
</table>

Application of the Unit

<table>
<thead>
<tr>
<th>Application of the unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit applies in a maintenance or manufacturing environment where the welding is not required to meet an Australian standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels.</td>
</tr>
<tr>
<td>Where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, OHS regulations and/or licensing requirements, Unit MEM05022C (Perform advanced welding using oxy acetylene process) should be selected.</td>
</tr>
<tr>
<td>Band: A</td>
</tr>
<tr>
<td>Unit Weight: 2</td>
</tr>
</tbody>
</table>

Licensing/Regulatory Information
Refer to Application of the Unit

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
</tr>
</thead>
</table>
Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify weld requirements | 1.1. Weld requirements are identified from job instructions.  
1.2. Location of welds is identified in accordance with standard operating procedures and job specifications. |
| 2. Prepare materials for welding | 2.1. Materials are cleaned and prepared ready for welding. |
| 3. Prepare equipment for welding | 3.1. Welding equipment is set up correctly.  
3.2. Settings and consumables are selected. |
| 4. Perform routine welding using oxy acetylene | 4.1. Safe welding practices are applied.  
4.2. Materials are welded to job requirements.  
4.3. Welds are cleaned in accordance with standard operating procedures. |
## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

### Required skills

Look for evidence that confirms skills in:

- preparing materials
- setting up welding equipment
- welding with oxy acetylene fuel gas
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- following oral instructions
- using measurement skills for joint preparation and routine oxy acetylene welding

### Required knowledge

Look for evidence that confirms knowledge of:

- preparatory requirements
- materials and consumables properties and characteristics
- equipment and equipment settings
- fuel gas properties and applications
- post welding treatments
- weld characteristics
- any applicable industry standards, NOHSC guides, State/Territory regulatory codes of practice/standards
- safe work practices and procedures
- safe welding practices
- use and application of personal protective equipment for routine oxy acetylene welding

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment
**EVIDENCE GUIDE**

**Overview of assessment**

A person who demonstrates competency in this unit must be able to prepare materials and carry out routine oxy acetylene welding.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

**Context of and specific resources for assessment**

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing routine oxy acetylene welding or other units requiring the exercise of the skills and knowledge covered by this unit.

**Method of assessment**

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

**Guidance information for assessment**


Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Mild and low carbon steel and cast iron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared</td>
<td>Preheating, setting up jigs, fixtures, clamps, joint preparation</td>
</tr>
<tr>
<td>Equipment</td>
<td>Hoses, blowpipes, regulators</td>
</tr>
<tr>
<td>Consumables</td>
<td>Filler rods, fluxes</td>
</tr>
<tr>
<td>Oxy acetylene</td>
<td>The term 'oxy-acetylene' is used here to describe a range of fuel gases, including acetylene, LPG, hydrogen etc.</td>
</tr>
<tr>
<td>Cleaned</td>
<td>Fluxes</td>
</tr>
</tbody>
</table>

Unit Sector(s)

Unit sector

Co-requisite units

Co-requisite units


### Competency field

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Fabrication</th>
</tr>
</thead>
</table>

© Commonwealth of Australia, 2019
MEM05007C Perform manual heating and thermal cutting

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit covers performing manual heating, thermal cutting and gouging including the assembly and disassembly and operation of the equipment on a range of materials (ferrous, non-ferrous and non-metallic) using a variety of methods. |

Application of the Unit

<table>
<thead>
<tr>
<th>Application of the unit</th>
<th>This unit applies to manual, straight line cutting standards. Manual or automatic processes are used to cut and heat to specifications. Cutting may include flame gouging by hand. All work is carried out to legislative and regulatory requirements. Predetermined standards of quality and safety are observed and work is carried out following standard operating procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band:</td>
<td>A</td>
</tr>
<tr>
<td>Unit Weight:</td>
<td>2</td>
</tr>
</tbody>
</table>

Licensing/Regulatory Information
Not Applicable

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th></th>
</tr>
</thead>
</table>
MEM05007C Perform manual heating and thermal cutting

Date this document was generated: 18 March 2019

Prerequisite units

Employability Skills Information

<table>
<thead>
<tr>
<th>Employability skills</th>
<th>This unit contains employability skills.</th>
</tr>
</thead>
</table>

Elements and Performance Criteria Pre-Content

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</th>
</tr>
</thead>
</table>

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assemble/disassemble plant</td>
<td>1.1. Accessories and equipment are correctly selected and assembled for manual heating and thermal cutting.</td>
</tr>
<tr>
<td>and equipment</td>
<td></td>
</tr>
<tr>
<td>2. Operate heating and thermal</td>
<td>2.1. Cutting process and/or procedure appropriate for material is selected.</td>
</tr>
<tr>
<td>cutting equipment</td>
<td>2.2. All safety procedures are observed.</td>
</tr>
<tr>
<td></td>
<td>2.3. Equipment start-up procedures are followed correctly to standard operating procedures.</td>
</tr>
<tr>
<td></td>
<td>2.4. Equipment adjustments are made correctly using standard operating procedures.</td>
</tr>
<tr>
<td></td>
<td>2.5. Appropriate cutting allowances are made.</td>
</tr>
<tr>
<td></td>
<td>2.6. Material is used in the most economical way.</td>
</tr>
<tr>
<td></td>
<td>2.7. Defects are identified and corrective action is taken to standard operating procedures.</td>
</tr>
<tr>
<td></td>
<td>2.8. Material is heated and cut to specification.</td>
</tr>
</tbody>
</table>
ELEMENT | PERFORMANCE CRITERIA
---|---
2.9. Shape/size/length is to accepted workplace standards.

**Required Skills and Knowledge**

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit.

**Required skills**

Look for evidence that confirms skills in:

- performing pre-start checks
- safely starting equipment
- following standard operating procedures
- adjusting equipment to operating specifications
- making cutting allowances
- economising material and minimising wastage
- identifying cutting defects and taking corrective action
- heating and cutting materials to specifications
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures. May include drawings
- following oral instructions
- performing measurements needed to meet the requirements of this unit
- entering routine and familiar information onto proformas and standard workplace forms

**Required knowledge**

Look for evidence that confirms knowledge of:

- cutting processes appropriate to various materials
- heating and cutting specifications
- procedures for heating and cutting
- the tools, equipment and techniques for heating and cutting
- assembling procedures for equipment and accessories
- hazards and control measures associated with manual heating and thermal cutting
- use and application of personal protective clothing and equipment
- equipment pre-checks and operation
- procedures for adjusting heating and cutting equipment
REQUIRED SKILLS AND KNOWLEDGE

- cutting allowances and reasons for applying them
- procedures for minimising waste material
- reasons for minimising waste material
- cutting defects and their causes
- procedures for correcting cutting defects
- tools, equipment and techniques required to correct cutting defects
- use and application of personal protective equipment
- safe work practices and procedures

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

A person who demonstrates competency in this unit must be able to perform manual heating and thermal cutting.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with manual heating/thermal cutting or other units requiring the exercise of the skills and knowledge covered by this unit.
EVIDENCE GUIDE

Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questions should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Guidance information for assessment

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Cutting</th>
<th>Use of hand held and self-propelled straight line cutters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Fuel gas, oxy fuel gas and air fuel gas</td>
</tr>
<tr>
<td>Material</td>
<td>Various thicknesses and types including ferrous, non-ferrous and non-metallic materials</td>
</tr>
</tbody>
</table>
Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
</tr>
</thead>
</table>

Co-requisite units

<table>
<thead>
<tr>
<th>Co-requisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Competency field

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Fabrication</th>
</tr>
</thead>
</table>
MEM05012C Perform routine manual metal arc welding

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit covers preparing the materials and carrying out routine manual metal arc welding (MMAW). |

Application of the Unit

<table>
<thead>
<tr>
<th>Application of the unit</th>
<th>This unit applies in a maintenance or manufacturing environment where the welding is not required to meet an Australian standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels. Where welding is required to AS 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05015D (Welding manual metal arc welding process) should be selected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band: A</td>
<td>Unit Weight: 2</td>
</tr>
</tbody>
</table>

Licensing/Regulatory Information

Refer to Application of the Unit

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th></th>
</tr>
</thead>
</table>
Prerequisite units


Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify weld requirements | 1.1. Weld requirements are identified from job instructions.  
1.2. Location of welds is identified in accordance with standard operating procedures and job specifications. |
| 2. Prepare materials for welding | 2.1. Materials are cleaned and prepared ready for welding. |
| 3. Prepare equipment for welding | 3.1. Welding equipment is set up correctly.  
3.2. Correct electrodes are selected to suit application and settings. |
| 4. Perform routine welding using MMAW | 4.1. Safe welding practices are applied.  
4.2. Materials are welded to job requirements.  
4.3. Welds are cleaned in accordance with standard operating procedures. |
Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:
- preparing materials and electrodes
- setting up welding equipment
- welding with MMAW
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- performing measurements for joint preparation and routine MMAW

Required knowledge

Look for evidence that confirms knowledge of:
- material and equipment preparation
- properties and characteristics of materials and consumables
- weld characteristics
- equipment set-up and settings
- MMAW processes and properties
- post-welding treatments
- safe welding practices
- use and application of personal protective equipment

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

A person who demonstrates competency in this unit must be able to prepare materials and carry out routine manual metal arc welding (MMAW).
### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

### Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, i.e. the candidate is not in productive work, then appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing routine manual metal arc welding or other units requiring the exercise of the skills and knowledge covered by this unit.

### Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

### Guidance information for assessment

[Table content]

### Range Statement

**RANGE STATEMENT**
RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Low and mild carbon steel or similar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared</td>
<td>Cleaning, setting up jigs, fixtures, clamps, joint preparation</td>
</tr>
<tr>
<td>Welding equipment</td>
<td>Welding leads, welding machines, electrode holder etc.</td>
</tr>
<tr>
<td>Cleaned</td>
<td>Slag and spatter, cleaning, using files and grinders</td>
</tr>
</tbody>
</table>

Unit Sector(s)

Unit sector

Co-requisite units

Co-requisite units

Competency field

Competency field Fabrication
MEM05015D Weld using manual metal arc welding process

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit of competency covers the preparation, positioning, fixing, and manual welding techniques associated with general trade level welding using manual metal arc welding (MMAW) equipment including the selection and set up of the equipment appropriate to both the material and the weld to be performed, carrying out the MMAW to prescribed standards, and examining for and correcting defects, in a range of welded fabrications. |

Application of the Unit

| Application of the unit | This unit of competency applies to welds associated with heavy or light metal fabrications. Welds are fillet and butt welds in all positions on a range of ferrous and non-ferrous materials that may include carbon steel or stainless steel. Weld quality would conform to Australian Standard 1554 General Purpose, American Bureau of Shipping (ABS) or equivalent.  
This unit has been primarily developed for Engineering Tradesperson - Fabrication apprenticeship training and the recognition of trade level skills in MMAW. It may also apply to other trade occupations requiring higher level MMAW welding skills.  
Where manual thermal processes associated with preparation, pre-heat and/or post-heat are required, MEM05007C Perform manual heating and thermal cutting and/or MEM05008C Perform advanced manual thermal cutting, gouging and shaping should be considered for selection. |

| Band | A |
| Unit Weight | 4 |
Licensing/Regulatory Information
Not Applicable

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th>Path 1</th>
<th>MEM05012C</th>
<th>Perform routine manual metal arc welding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MEM05051A</td>
<td>Select welding processes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEM05052A</td>
<td>Apply safe welding practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEM18001C</td>
<td>Use hand tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
<td></td>
</tr>
</tbody>
</table>

Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare materials for manual metal arc welding (MMAW) | 1.1. Weld requirements are identified from specifications and/or drawings  
1.2. Materials are correctly prepared  
1.3. Materials are assembled/aligned to specification, where required |
| 2. Select welding equipment and consumables | 2.1. Welding equipment and electrodes appropriate to the material and the weld are identified and selected |
| 3. Assemble and set up welding equipment | 3.1. Welding equipment is assembled and set up |
| 4. Minimise and rectify distortion | 4.1. Appropriate distortion prevention measures are selected and applied  
4.2. Distortion is rectified |
| 5. Weld to job specification using MMAW | 5.1. Weld deposit is to specification  
5.2. Joints are cleaned to specifications |
| 6. Ensure weld conformance | 6.1. Defects are rectified with minimum loss of sound metal using correct techniques and tools  
6.2. Weld joints are visually inspected for conformance to specifications |
| 7. Where required, maintain weld records | 7.1. Where required, weld records are completed correctly |

Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit.

**Required skills**

Required skills include:
- identifying and interpreting welding specifications including appropriate standards e.g. Australian Standard 1554 General Purpose, American Bureau of Shipping (ABS) or equivalent  
- selecting and using appropriate tools and equipment
REQUIRED SKILLS AND KNOWLEDGE

- using a variety of welding machines and electrodes
- identifying and rectifying weld defects
- applying techniques for distortion prevention and rectification
- cleaning welds
- reading and interpreting information on sketches, written job instructions, specifications, standard operating procedures and engineering drawings
- recording routine information including routine weld records related to MMAW onto proformas and standard workplace forms
- following oral instructions
- measurement skills relating to joint preparation and MMAW

Required knowledge

Required knowledge includes:

- material preparation
- joint preparations
- electrode classification
- causes of distortion for materials within the scope of this unit
- causes of defects and methods of rectification
- the relationships between amperage, electrode and material
- safe welding practices
- use and application of personal protective equipment for MMAW

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

A person who demonstrates competency in this unit must be able to prepare materials, select and set up the welding equipment, carry out MMAW and examine for and correct defects, in a range of welding activities associated with MMAW. Competency in this unit cannot be awarded until all prerequisites have been satisfied.

Critical aspects for assessment and evidence required to demonstrate

Assessors must be satisfied that the candidate can competently and consistently apply the skills covered in
**EVIDENCE GUIDE**

**competency in this unit**

| | this unit of competency in new and different workplace situations and contexts. Critical aspects of assessment and evidence include: |
| | • following all safety procedures to protect self, other workers and members of the public |
| | • identifying and interpreting specifications for MMA welding including Australian Standard 1554 General Purpose |
| | • interpreting welding specifications including standard welding symbols used to show weld procedure |
| | • selecting appropriate weld preparation methods for material and position of welds. |
| | • preparing materials, setting up of jigs, fixtures, clamps, etc. and joint preparation including bevelling |
| | • consistently welding different ferrous and non-ferrous materials to AS 1554 General Purpose or equivalent |
| | • identifying defects as described in the range statement across a range of welded materials |
| | • rectifying defects. |

**Context of and specific resources for assessment**

| | Welding to AS 1554 General Purpose or equivalent requires both theoretical knowledge and high level practical skills. The assessment process must be designed to identify consistent performance to the standard and the specifications across a range of materials and positions. The assessment must also identify a level of workplace performance in terms of defect rates and weld failure rates. It is recommended that assessment involve demonstrations of competency under both workshop and site conditions. This means that the ideal assessment environment is either on the job or a combination of both on and off the job. |
| | The competencies covered by this unit may be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. |

**Method of assessment**

| | Typically an Engineering Tradesperson - Fabrication and other tradespersons engaged in welding are required to exercise MMAW skills and techniques across a range of jobs and specifications. |
| | A single assessment event is not appropriate. On the job assessment should be included as part of the assessment |
# EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>process wherever possible. Where assessment occurs off the job, judgement must consider evidence of the candidate's performance in a productive work environment that includes a sufficient range of appropriate tasks and materials to cover the scope of application for this unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency.</td>
</tr>
<tr>
<td>The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.</td>
</tr>
</tbody>
</table>

## Guidance information for assessment

<table>
<thead>
<tr>
<th>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with welding using MMAW process or other units requiring the exercise of the skills and knowledge covered by this unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.</td>
</tr>
</tbody>
</table>

# Range Statement

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.
### RANGE STATEMENT

<table>
<thead>
<tr>
<th><strong>Welds</strong></th>
<th>Welds include fillet and butt welds carried out in all positions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>Materials may include ferrous materials including carbon or stainless steel, as well as non-ferrous metals and alloys suitable for MMA welding</td>
</tr>
<tr>
<td><strong>Prepared</strong></td>
<td>Preparation of materials may include:</td>
</tr>
<tr>
<td></td>
<td>• pre-heating</td>
</tr>
<tr>
<td></td>
<td>• setting up of jigs, fixtures and clamps</td>
</tr>
<tr>
<td></td>
<td>• joint preparation (e.g. bevelling)</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td>Equipment may include AC or DC welding machines</td>
</tr>
<tr>
<td><strong>Distortion prevention measures</strong></td>
<td>Distortion prevention measures may include:</td>
</tr>
<tr>
<td></td>
<td>• pre heating</td>
</tr>
<tr>
<td></td>
<td>• setting up of jigs, fixtures and clamps</td>
</tr>
<tr>
<td><strong>Rectified</strong></td>
<td>Rectified refers to oxy acetylene, air arc equipment and grinding devices</td>
</tr>
<tr>
<td><strong>Defects</strong></td>
<td>Defects may include:</td>
</tr>
<tr>
<td></td>
<td>• porosity</td>
</tr>
<tr>
<td></td>
<td>• slag inclusions</td>
</tr>
<tr>
<td></td>
<td>• discontinuities</td>
</tr>
<tr>
<td></td>
<td>• lack of penetration</td>
</tr>
<tr>
<td></td>
<td>• undercut</td>
</tr>
</tbody>
</table>

### Unit Sector(s)

<table>
<thead>
<tr>
<th><strong>Unit sector</strong></th>
</tr>
</thead>
</table>

### Co-requisite units

<table>
<thead>
<tr>
<th><strong>Co-requisite units</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite units</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Competency field**

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Fabrication</th>
</tr>
</thead>
</table>
MEM05017D Weld using gas metal arc welding process

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit of competency covers the preparation, positioning, fixing, and manual welding techniques associated with general trade level welding using gas metal arc welding (GMAW) equipment including the selection and set up of the equipment appropriate to both the material and the weld to be performed, carrying out the GMAW to prescribed standards, and examining for and correcting defects, in a range of welded fabrications. |

Application of the Unit

| Application of the unit | This unit of competency applies to welds associated with heavy or light metal fabrications. Welds are fillet and butt welds in all positions on a range of ferrous and non-ferrous materials that may include carbon steel or stainless steel. Weld quality would conform to Australian Standard 1554 General Purpose, American Bureau of Shipping (ABS) or equivalent.

This unit has been primarily developed for Engineering Tradesperson - Fabrication apprenticeship training and the recognition of trade level skills in GMAW. It may also apply to other trade occupations requiring higher level GMAW welding skills.

Where manual thermal processes associated with preparation, pre-heat and/or post-heat are required, MEM05007C Perform manual heating and thermal cutting and/or MEM05008C Perform advanced manual thermal cutting, gouging and shaping should be considered for selection. |

Band: A
Unit Weight: 4
Licensing/Regulatory Information

Not Applicable

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th>Path 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM05050B</td>
<td>Perform routine gas metal arc welding</td>
</tr>
<tr>
<td>MEM05051A</td>
<td>Select welding processes</td>
</tr>
<tr>
<td>MEM05052A</td>
<td>Apply safe welding practices</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
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Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare materials for gas metal arc welding (GMAW) | 1.1. Weld requirements are identified from specifications and/or drawings  
1.2. Material is correctly prepared  
1.3. Materials are assembled/aligned to specification where required |
| 2. Select welding components and consumables | 2.1. Welding machine settings, accessories and consumables are identified and selected |
| 3. Assemble and set up welding equipment | 3.1. Welding equipment is assembled and set up |
| 4. Minimise and rectify distortion | 4.1. Appropriate distortion prevention measures are selected and applied  
4.2. Distortion is rectified |
| 5. Weld to job specification using GMAW | 5.1. Weld deposit is to specifications  
5.2. Joints are cleaned to specifications |
| 6. Ensure weld conformance | 6.1. Weld joints are visually inspected for conformance to specifications  
6.2. Defects are removed with minimum loss of sound metal using correct and appropriate techniques and tools |
| 7. Maintain weld records as required | 7.1. Weld records are completed correctly |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:
- identifying and interpreting welding specifications including appropriate standards e.g. Australian Standard 1554 General Purpose, American Bureau of Shipping (ABS) or equivalent
- selecting and using appropriate tools and equipment
### REQUIRED SKILLS AND KNOWLEDGE

- using a variety of welding machines and electrodes
- identifying and rectifying weld defects
- applying techniques for distortion prevention and rectification
- cleaning welds
- reading and interpreting information on sketches, written job instructions, specifications, standard operating procedures and engineering drawings
- recording routine information including routine weld records related to GMAW onto proformas and standard workplace forms
- following oral instructions
- measurement skills relating to joint preparation and GMAW

#### Required knowledge

Required knowledge includes:

- types of gases and their uses
- the relationships between amperage/wire feed, voltage, gas flow, electrode and material
- the application of weld metal transfer (short arc, spray etc.)
- correct welding machine, leads, hand pieces and electrodes
- material preparation
- joint preparations
- electrode classification
- causes of distortion for materials within the scope of this unit
- safe welding practices
- use and application of personal protective equipment for GMAW

---

### Evidence Guide

**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

| Overview of assessment | A person who demonstrates competency in this unit must be able to prepare materials, select and set up the welding equipment, carry out GMAW and examine for and correct defects, in a range of welding activities associated with GMAW. Competency in this unit cannot be awarded until all prerequisites have been satisfied. |
## EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Assessors must be satisfied that the candidate can competently and consistently apply the skills covered in this unit of competency in new and different workplace situations and contexts. Critical aspects of assessment and evidence include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• following all safety procedures to protect self, other workers and members of the public</td>
</tr>
<tr>
<td></td>
<td>• identifying and interpreting specifications for GMAW including Australian Standard 1554 General Purpose</td>
</tr>
<tr>
<td></td>
<td>• interpreting welding specifications including standard welding symbols used to show weld procedure</td>
</tr>
<tr>
<td></td>
<td>• selecting appropriate weld preparation methods for material and position of welds.</td>
</tr>
<tr>
<td></td>
<td>• preparing materials, setting up of jigs, fixtures, clamps, etc. and joint preparation including bevelling</td>
</tr>
<tr>
<td></td>
<td>• consistently welding different ferrous and non-ferrous materials to AS 1554 General Purpose or equivalent</td>
</tr>
<tr>
<td></td>
<td>• identifying defects as described in the range statement across a range of welded materials</td>
</tr>
<tr>
<td></td>
<td>• rectifying defects.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Welding to AS 1554 General Purpose or equivalent requires both theoretical knowledge and high level practical skills. The assessment process must be designed to identify consistent performance to the standard and the specifications across a range of materials and positions. The assessment must also identify a level of workplace performance in terms of defect rates and weld failure rates. It is recommended that assessment involve demonstrations of competency under both workshop and site conditions. This means that the ideal assessment environment is either on the job or a combination of both on and off the job.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The competencies covered by this unit may be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</td>
</tr>
</tbody>
</table>

| Method of assessment | Typically an Engineering Tradesperson - Fabrication and other tradespersons engaged in welding are required to exercise GMAW skills and techniques across a range of jobs and specifications. |
EVIDENCE GUIDE

A single assessment event is not appropriate. On the job assessment should be included as part of the assessment process wherever possible. Where assessment occurs off the job, judgement must consider evidence of the candidate's performance in a productive work environment that includes a sufficient range of appropriate tasks and materials to cover the scope of application for this unit.

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Guidance information for assessment

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with welding using GMAW process or other units requiring the exercise of the skills and knowledge covered by this unit.

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work
### RANGE STATEMENT

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weld</td>
<td>Welds include fillet and butt welds carried out in all positions</td>
</tr>
<tr>
<td>Materials</td>
<td>Materials may include ferrous materials including carbon or stainless steel, as well as non-ferrous metals and alloys suitable for GMAW</td>
</tr>
</tbody>
</table>
| Prepared | Preparation of materials may include:  
|          | - pre-heating  
|          | - setting up of jigs, fixtures and clamps  
|          | - joint preparation (e.g. bevelling) |
| Equipment | Equipment may include AC or DC welding machines |
| Distortion prevention measures | Distortion prevention measures may include:  
|          | - pre-heating  
|          | - setting up of jigs, fixtures and clamps |
| Rectified | Rectified refers to oxy acetylene, air arc equipment and grinding devices |
| Defects | Defects may include:  
|          | - porosity  
|          | - slag inclusions  
|          | - discontinuities  
|          | - lack of penetration  
|          | - undercut |

### Unit Sector(s)

| Unit sector | }
### Co-requisite units

<table>
<thead>
<tr>
<th>Co-requisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

### Competency field

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Fabrication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEM05019D Weld using gas tungsten arc welding process

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit of competency covers the preparation, positioning, fixing, and welding techniques associated with general trade level welding using gas tungsten arc welding (GTAW) equipment including the selection and set up of the equipment appropriate to both the material and the weld to be performed, carrying out the GTAW to prescribed standards, and examining for and correcting defects, in a range of welded fabrications. |

Application of the Unit

| Application of the unit | This unit of competency applies to welds associated with heavy or light metal fabrications. Welds are fillet and butt welds in all positions on a range of ferrous and non-ferrous materials that may include carbon steel or stainless steel and aluminium. Weld quality would conform to Australian Standard 1554 General Purpose, American Bureau of Shipping (ABS), or equivalent. This unit has been primarily developed to support Engineering Tradesperson - Fabrication apprenticeship training and the recognition of trade level skills in GTAW. It may also apply to other trade occupations requiring higher level GTAW welding skills. Where manual thermal processes associated with preparation, pre-heat and/or post-heat are required, MEM05007C Perform manual heating and thermal cutting and/or MEM05008C Perform advanced manual thermal cutting, gouging and shaping should be considered for selection. |

| Band: A | Unit Weight: 4 |
Licensing/Regulatory Information
Not Applicable

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th>Path 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM05049B</td>
<td>Perform routine gas tungsten arc welding</td>
</tr>
<tr>
<td>MEM05051A</td>
<td>Select welding processes</td>
</tr>
<tr>
<td>MEM05052A</td>
<td>Apply safe welding practices</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
</tbody>
</table>

Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare materials for gas tungsten arc welding (GTAW) | 1.1. Weld requirements are identified from specifications and/or drawings  
1.2. Material is correctly prepared  
1.3. Materials are assembled/aligned to specification, where required |
| 2. Select welding equipment and consumables | 2.1. Welding equipment and electrodes, accessories and consumables appropriate to the material are identified and selected |
| 3. Assemble and set up welding equipment | 3.1. Welding equipment is assembled and set up |
| 4. Minimise and rectify distortion | 4.1. Appropriate distortion prevention measures for weld and material type are selected and applied  
4.2. Distortion is rectified |
| 5. Weld to job specification using GTAW | 5.1. Weld deposit is to specifications  
5.2. Joints are cleaned to specifications |
| 6. Ensure weld conformance | 6.1. Defects are removed with minimum loss of sound metal using techniques and tools appropriate to the defect, material and process  
6.2. Weld joints are visually inspected for conformance to specifications |
| 7. Maintain weld records as required | 7.1. Weld records are completed correctly |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:
- identifying and interpreting welding specifications including appropriate standards e.g. Australian Standard 1554 General Purpose, American Bureau of Shipping (ABS) or equivalent
- selecting and using appropriate tools and equipment
REQUIRED SKILLS AND KNOWLEDGE

- using a variety of welding machines and electrodes
- identifying and rectifying weld defects
- applying techniques for distortion prevention and rectification
- cleaning welds
- reading and interpreting information on sketches, written job instructions, specifications, standard operating procedures and engineering drawings
- recording routine information including routine weld records related to GTAW onto proformas and standard workplace forms
- following oral instructions
- measurement skills relating to joint preparation and GTAW

Required knowledge

Required knowledge includes:

- correct welding machine, leads, hand pieces and electrodes
- material preparation
- joint preparations
- electrode classification
- causes of distortion for materials within the scope of this unit
- causes of defects and methods of rectification
- the relationships between amperage, electrode and material
- types of gases and their uses
- types of electrodes, current settings and high frequency voltage
- filler materials and consumables
- safe welding practices
- use and application of personal protective equipment for GTAW

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

A person who demonstrates competency in this unit must be able to prepare materials, select and set up the welding equipment, carry out the GTAW welding and examine for and correct defects, in a range of welding activities associated with GTAW. Competency in this unit cannot
# EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Critical aspects for assessment and evidence required to demonstrate competency in this unit</th>
<th>Assesors must be satisfied that the candidate can competently and consistently apply the skills covered in this unit of competency in new and different workplace situations and contexts. Critical aspects of assessment and evidence include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• following all safety procedures to protect self, other workers and members of the public</td>
</tr>
<tr>
<td></td>
<td>• identifying and interpreting specifications for GTAW including Australian Standard 1554 General Purpose</td>
</tr>
<tr>
<td></td>
<td>• interpreting welding specifications including standard welding symbols used to show weld procedure</td>
</tr>
<tr>
<td></td>
<td>• selecting appropriate weld preparation methods for material and position of welds.</td>
</tr>
<tr>
<td></td>
<td>• preparing materials, setting up of jigs, fixtures, clamps, etc. and joint preparation including bevelling</td>
</tr>
<tr>
<td></td>
<td>• consistently welding different ferrous and non-ferrous materials to AS 1554 General Purpose or equivalent</td>
</tr>
<tr>
<td></td>
<td>• identifying defects as described in the range statement across a range of welded materials</td>
</tr>
<tr>
<td></td>
<td>• rectifying defects.</td>
</tr>
</tbody>
</table>

| Context of and specific resources for assessment | Welding to AS 1554 General Purpose or equivalent requires both theoretical knowledge and high practical skills. The assessment process must be designed to identify consistent performance to standard and specification across a range of materials and positions. The assessment must also identify a level of workplace performance in terms of defect rate and weld failure rates. It is recommended that assessment involve demonstrations of competency under both workshop and site conditions. This means that the ideal assessment environment is either on the job or a combination of both on and off the job. The competencies covered by this unit may be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. |

| Method of assessment | Typically an Engineering Tradesperson - Fabrication and other tradespersons engaged in welding are required to exercise GTAW skills and techniques across a range of |
### Range Statement

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating
# RANGE STATEMENT

Conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

| Prepared | Prepared may include:  
| --- | ---  
|  | • pre-heating  
|  | • setting up of jigs, fixtures and clamps  
|  | • joint preparation (e.g. bevelling)  
| Welds | Welds include fillet and butt welds carried out in all positions  
| Materials | Materials may include ferrous and non-ferrous materials including carbon steel, stainless steel, aluminium and other materials suitable for GTAW welding  
| Welding equipment | Welding equipment may include AC or DC welding machines  
| Distortion prevention measures | Distortion prevention measures may include:  
|  | • pre-heating  
|  | • setting up of jigs, fixtures and clamps  
| Rectified | Rectified may include:  
|  | • oxy acetylene and air arc equipment  
|  | • grinding devices  
| Defects | Defects may include:  
|  | • porosity  
|  | • slag inclusions  
|  | • discontinuities  
|  | • lack of penetration  
|  | • undercut  

## Unit Sector(s)

| Unit sector |  
| --- | ---  

**Co-requisite units**

<table>
<thead>
<tr>
<th>Co-requisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Competency field**

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Fabrication</th>
</tr>
</thead>
</table>
MEM05049B Perform routine gas tungsten arc welding

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit covers preparing the materials and carrying out routine gas tungsten arc welding (GTAW). |

Application of the Unit

<table>
<thead>
<tr>
<th>Application of the unit</th>
<th>This unit applies in a maintenance or manufacturing environment where the weld quality is not required to meet an Australian Standard. Fillet and butt welds would typically be performed on low carbon/mild steels and aluminium. Where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05019D (Weld using gas tungsten arc welding process) should be selected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band: A</td>
<td>Unit Weight: 2</td>
</tr>
</tbody>
</table>

Licensing/Regulatory Information
Refer to Application of the Unit

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th></th>
</tr>
</thead>
</table>
### Elements and Performance Criteria Pre-Content

<table>
<thead>
<tr>
<th>Elements describe the essential outcomes of a unit of competency.</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</th>
</tr>
</thead>
</table>

### Employability Skills Information

<table>
<thead>
<tr>
<th>Employability skills</th>
<th>This unit contains employability skills.</th>
</tr>
</thead>
</table>

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify weld requirements</td>
<td>1.1. Weld requirements are identified from job instructions.</td>
</tr>
<tr>
<td></td>
<td>1.2. The locations of welds are identified in accordance with standard operating procedures and job specifications.</td>
</tr>
<tr>
<td>2. Prepare materials for welding</td>
<td>2.1. Materials are cleaned and prepared ready for welding.</td>
</tr>
<tr>
<td>3. Prepare equipment for welding</td>
<td>3.1. Welding equipment is set up correctly.</td>
</tr>
<tr>
<td></td>
<td>3.2. Settings and consumables are selected to suit application.</td>
</tr>
<tr>
<td>4. Perform routine welding using GTAW</td>
<td>4.1. Safe welding practices are applied.</td>
</tr>
<tr>
<td></td>
<td>4.2. Materials are welded to job requirements.</td>
</tr>
<tr>
<td></td>
<td>4.3. Welds are cleaned to standard operating procedures.</td>
</tr>
</tbody>
</table>
Required Skills and Knowledge

<table>
<thead>
<tr>
<th>REQUIRED SKILLS AND KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section describes the skills and knowledge required for this unit.</td>
</tr>
</tbody>
</table>

**Required skills**

Look for evidence that confirms skills in:
- preparing materials
- setting up welding equipment
- welding with GTAW
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- using measurement skills for joint preparation and routine GTAW

**Required knowledge**

Look for evidence that confirms knowledge of:
- preparatory requirements
- properties and characteristics of materials and consumables
- equipment and equipment settings
- fuel gas properties and applications
- post welding treatments
- weld characteristics
- safe welding practices
- use and application of personal protective equipment for routine GTAW

Evidence Guide

<table>
<thead>
<tr>
<th>EVIDENCE GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</td>
</tr>
</tbody>
</table>

**Overview of assessment**

A person who demonstrates competency in this unit must be able to perform routine gas tungsten arc welding (GTAW).
## EVIDENCE GUIDE

| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| Context of and specific resources for assessment | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with carrying out routine gas tungsten arc welding or other units requiring the exercise of the skills and knowledge covered by this unit. |
| Method of assessment | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor’s reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
| Guidance information for assessment | |

## Range Statement

### RANGE STATEMENT
RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Mild and low carbon steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared</td>
<td>Preheating, setting up jigs, fixtures, clamps, joint preparation</td>
</tr>
<tr>
<td>Equipment</td>
<td>Hoses, welding leads and gas shrouds, electrodes, gas regulator, liners, contact tips</td>
</tr>
<tr>
<td>Consumables</td>
<td>Tungsten electrodes, filler wire, shielding gas</td>
</tr>
<tr>
<td>Cleaned</td>
<td>Slag, spatter</td>
</tr>
</tbody>
</table>

Unit Sector(s)

Unit sector

Co-requisite units

Co-requisite units

Competency field

Competency field | Fabrication |
MEM05050B Perform routine gas metal arc welding

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit covers preparing materials and routine gas metal arc welding (GMAW). |

Application of the Unit

| Application of the unit | This unit applies in a maintenance or manufacturing environment where the weld quality is not required to meet an Australian Standard or equivalent. Fillet and butt welds would typically be performed on low carbon/mild steels. Where welding is required to meet Australian Standard 1554 General Purpose or equivalent codes, occupational health and safety regulations and/or licensing requirements, Unit MEM05017D (Weld using gas metal arc welding process) should be selected. |

| Band: | A |
| Unit Weight: | 2 |

Licensing/Regulatory Information
Refer to Application of the Unit

Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
<th></th>
</tr>
</thead>
</table>
Prerequisite units

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify weld requirements | 1.1. Weld requirements are identified from job instructions.  
1.2. Locations of welds are identified in according to standard operating procedures and job specifications. |
| 2. Prepare materials for welding | 2.1. Materials are cleaned and prepared ready for welding. |
| 3. Prepare equipment for welding | 3.1. Welding equipment is set up correctly.  
3.2. Settings and consumables are selected to suit application. |
| 4. Perform routine welding using GMAW | 4.1. Safe welding practices are applied.  
4.2. Materials are welded to job requirements.  
4.3. Welds are cleaned to standard operating procedures. |
Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Look for evidence that confirms skills in:
- preparing materials
- setting up welding equipment
- welding with GMAW
- reading and interpreting routine information on written job instructions, specifications and standard operating procedures
- following oral instruction
- using measurement skills relating to joint preparation and routine GMAW

Required knowledge

Look for evidence that confirms knowledge of:
- different current and voltage settings, gas flow rates, wire diameters, wire feed speed and other variables to suit typical situations.
- material and equipment preparation
- properties and characteristics of materials and consumables
- equipment and equipment settings
- fuel gas properties and applications
- post-welding treatments
- weld characteristics
- safe welding practices
- use and application of personal protective equipment for routine GMAW

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment | A person who demonstrates competency in this unit must...
## EVIDENCE GUIDE

| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |
| Context of and specific resources for assessment | This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with preparing the materials and carrying out routine gas metal arc welding or other units requiring the exercise of the skills and knowledge covered by this unit. |
| Method of assessment | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor’s reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |

## Guidance information for assessment

|  |  |
Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Mild and low carbon steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared</td>
<td>Preheating, setting up jigs, fixtures, clamps, joint preparation</td>
</tr>
<tr>
<td>Equipment</td>
<td>Hoses, welding leads, gas shrouds, gas regulators, liners, contact tips</td>
</tr>
<tr>
<td>Consumables</td>
<td>Filler wire, shielding gas</td>
</tr>
<tr>
<td>Cleaned</td>
<td>Slag and spatter</td>
</tr>
</tbody>
</table>

Unit Sector(s)

Unit sector

Co-requisite units

<table>
<thead>
<tr>
<th>Co-requisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Competency field

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Fabrication</th>
</tr>
</thead>
</table>

Date this document was generated: 18 March 2019
MEM18001C Use hand tools

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit covers using a range of hand tools for a variety of general engineering applications. |

Application of the Unit

<table>
<thead>
<tr>
<th>Application of the unit</th>
<th>Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand tools. This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine specific/customised tool is used. When using hand held power tools or power tools used for hand held operations, refer to Unit MEM18002B (Use power tools/hand held operations).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band: A</td>
<td></td>
</tr>
<tr>
<td>Unit Weight: 2</td>
<td></td>
</tr>
</tbody>
</table>

Licensing/Regulatory Information
Not Applicable
Pre-Requisites

<table>
<thead>
<tr>
<th>Prerequisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Employability Skills Information

<table>
<thead>
<tr>
<th>Employability skills</th>
<th>This unit contains employability skills.</th>
</tr>
</thead>
</table>

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Use hand tools | 1.1. Hand tools are selected appropriate to the task requirements.  
                           1.2. Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape.  
                           1.3. All safety requirements are adhered to before, during and after use.  
                           1.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use.  
                           1.5. Routine maintenance of tools, including hand sharpening is undertaken according to standard |
**ELEMENT** | **PERFORMANCE CRITERIA**
---|---
| operational procedures, principles and techniques.  
1.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers’ recommendations.

---

**Required Skills and Knowledge**

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit.

**Required skills**

Look for evidence that confirms skills in:

- reading and following information on standard operating procedures
- following verbal instructions
- selecting hand tools appropriate to the task
- using hand tools safely
- identifying hand tool defects and marking for repair
- maintaining/sharpening hand tools using appropriate techniques
- storing hand tools in accordance with manufacturers/standard operating procedures

**Required knowledge**

Look for evidence that confirms knowledge of:

- applications of different hand tools in a general engineering context
- common faults and/or defects in hand tools
- procedures for marking unsafe or faulty tools for repair
- routine maintenance requirements for a range of hand tools
- storage location and procedures for a range of hand tools
- hazards and control measures associated with using hand tools
- use and application of personal protective equipment
- safe work practices and procedures
## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

A person who demonstrates competency in this unit must be able to use hand tools for a range of general engineering applications.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.

### Context of and specific resources for assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.

### Method of assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor’s reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

### Guidance information for assessment

<table>
<thead>
<tr>
<th>Guidance information for assessment</th>
</tr>
</thead>
</table>
Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Hand tools</th>
<th>Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job specifications</td>
<td>Finish, tension, size or shape etc.</td>
</tr>
<tr>
<td>Routine maintenance</td>
<td>Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures</td>
</tr>
</tbody>
</table>

Unit Sector(s)

<table>
<thead>
<tr>
<th>Unit sector</th>
</tr>
</thead>
</table>

Co-requisite units

<table>
<thead>
<tr>
<th>Co-requisite units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Competency field

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Maintenance and diagnostics</th>
</tr>
</thead>
</table>

---

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Skills Impact
MEM18002B Use power tools/hand held operations

Modification History
Not Applicable

Unit Descriptor

| Unit descriptor | This unit covers using a range of hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications. |

Application of the Unit

| Application of the unit | This unit applies to loosening and fastening items or components and shaping, finishing, cutting, grinding metallic and non-metallic materials and/or tool bits to size and shape. This unit should not be selected if the power tools used are dedicated to an operation or machine, e.g. nut-runner, air drill, power driver, etc. For using hand tools, see Unit MEM18001C (Use hand tools). |

Band: A
Unit Weight: 2

Licensing/Regulatory Information
Not Applicable

Pre-Requisites

| Prerequisite units | |

Prerequisite units

Employability Skills Information

| Employability skills | This unit contains employability skills. |

Elements and Performance Criteria Pre-Content

| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Use power tools | 1.1. Power tools are selected appropriate to the task requirements.  
1.2. Power tools are used for a determined sequence of operations - which may include clamping, alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape.  
1.3. All safety requirements are adhered to before, during and after use.  
1.4. Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures.  
1.5. Operational maintenance of tools, including hand sharpening, is undertaken according to standard |
**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
 | workplace procedures, principles and techniques.
 | 1.6. Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers’ recommendations.

### Required Skills and Knowledge

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit.

**Required skills**

Look for evidence that confirms skills in:

- reading and following information on standard operating procedures
- following verbal instructions
- selecting power tools appropriate to the task
- using power tools safely
- using clamping/securing devices
- identifying power tool defects
- maintaining power tools using appropriate techniques
- sharpening tools/tool bits within the scope of this unit
- storing power tools according to manufacturers'/ standard operating procedures.

**Required knowledge**

Look for evidence that confirms knowledge of:

- application of different power tools
- clamping/securing methods
- adjustments/alignments to a range of power tools
- common faults and/or defects in power tools
- procedures for marking unsafe or faulty power tools for repair
- routine maintenance requirements of a range of power tools
- tool sharpening techniques for a range of power tools
- storage location and procedures of a range of power tools
- hazards/control measures associated with power tools
- use and application of personal protective equipment
- safe work practices and procedures
## Evidence Guide

<table>
<thead>
<tr>
<th>EVIDENCE GUIDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</td>
</tr>
</tbody>
</table>

### Overview of assessment

| A person who demonstrates competency in this unit must be able to use power tools/hand held operations. |

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

| Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts. |

### Context of and specific resources for assessment

| This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate. |
| This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using power tools/hand held operations or other units requiring the exercise of the skills and knowledge covered by this unit. |

### Method of assessment

| Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. |
**Range Statement**

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<table>
<thead>
<tr>
<th>Power tools</th>
<th>Electric or pneumatic/hydraulic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clamping</td>
<td>Multigrips, vices, jigs and fixtures, clamps etc.</td>
</tr>
<tr>
<td>Job specifications</td>
<td>Finish, size or shape etc.</td>
</tr>
<tr>
<td>Operational maintenance</td>
<td>Hand sharpening, cleaning, lubricating, tightening Simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements</td>
</tr>
</tbody>
</table>

**Unit Sector(s)**

<table>
<thead>
<tr>
<th>Unit sector</th>
<th></th>
</tr>
</thead>
</table>

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### Co-requisite units

<table>
<thead>
<tr>
<th>Co-requisite units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Competency field

<table>
<thead>
<tr>
<th>Competency field</th>
<th>Maintenance and diagnostics</th>
</tr>
</thead>
</table>
**MSFID3002 Style a retail display**

**Modification History**
Release 1 - New unit of competency

**Application**
This unit of competency covers styling a display to present and sell concepts and ideas in a retail or wholesale sales environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

**Pre-requisite Unit**

**Competency Field**
Interior Decoration and Design

**Unit Sector**

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare for display</td>
<td>Applicable work health and safety (WHS), legislative and organisational requirements relevant to styling a retail display are verified and complied with</td>
</tr>
<tr>
<td>1.1</td>
<td>Project brief is reviewed and confirmed with client to identify display requirements</td>
</tr>
<tr>
<td>1.2</td>
<td>Parameters for the display are assessed and confirmed</td>
</tr>
<tr>
<td>1.3</td>
<td>Resources are selected appropriate to work requirements and checked for operational effectiveness</td>
</tr>
<tr>
<td>1.4</td>
<td>Communication with others is established and maintained</td>
</tr>
<tr>
<td>1.5</td>
<td>Market needs are evaluated and a display brief developed that capitalises on current trends</td>
</tr>
<tr>
<td>2 Plan and design display</td>
<td></td>
</tr>
</tbody>
</table>

© Commonwealth of Australia, 2019
2.2 Display dimensions are measured and needs of the display space assessed

2.3 Sketches and drawings are prepared to illustrate the display

2.4 Plan layout is prepared

2.5 Theme is selected and alternative options provided

2.6 Supplies, products and finishes necessary to complete the project are sourced and costed

2.7 Materials and processes are specified

2.8 Costing and timelines are compiled and developed

3 Style display

3.1 Final selection of products and finishes is coordinated

3.2 Arrangement is resolved to meet client needs and display brief

3.3 Trims and hardware are selected and coordinated with the products or finishes

3.4 Graphics and text style for signage are selected and applied

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency. Detail on appropriate performance levels for each furnishing unit of competency in reading, writing, oral communication and numeracy utilising the Australian Core Skills Framework (ACSF) are provided in the Furnishing Training Package Implementation Guide.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included. Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit context includes:  
- work health and safety (WHS) requirements, including legislation, building codes, material safety management
systems, hazardous and dangerous goods codes, and local safe operating procedures or equivalent

- work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, manual handling procedures, Liveable and Accessible Housing Design guidelines, and organisation insurance requirements
- work requires individuals to demonstrate some discretion, judgement and problem solving

**Scope of brief includes:**

- aims
- objectives
- milestones for the project
- organisational or personal profiles
- target audience
- budget
- timeline
- consultation requirements
- colour requirements
- image requirements
- function

**Clients include:**

- suppliers
- manufacturers
- private clients
- colleagues
- retailers
- the public

**Parameters include:**

- approval to make changes (legislative and planning)
- effect or feel trying to be achieved
- functionality (short and long term)
- budget restrictions
- established timelines

**Resources include:**

- computers
- computer software
- design software
- computer-aided design (CAD) software
- colour boards
- storyboards
- swatches
- Pantone Matching System (PMS)
- journals (directions magazines)
- artistic equipment and products
Display include:
- model making equipment
- an effective display of a simulated and designed space to sell and promote ideas, concepts, trends, products and decorations associated with the outlet

Sketches and drawings include:
- hand drawn images or ideation drawings completed freehand
- drafted technical drawings
- drawings produced on computer using CAD software packages (these usually contain project specifications)

Layout includes:
- the plan of how a room will be designed and decorated showing the placement of design elements and decorative features

Themes include:
- variations of colour ways (based on directions media), furnishing trends and decoration trends

Supplies include:
- paints
- furnishings
- decorations
- other internal fit-out products

Products include:
- furniture
- soft furnishings
- floor treatments
- curtain treatments
- built-in cabinetry or fittings
- light fittings
- lamps
- picture framing
- tapware
- laundry fittings
- bathroom fittings
- toilet fittings
- kitchen fittings

Finishes include:
- paints
- waxes
- lacquers
- stains
- pigments
- oils
- plastic coatings
- veneers
- ceramics
- stone
- glass
- textiles
- other textures

**Materials include:**
- solid timber (native and imported)
- manufactured timber products
- plastic
- metal
- alloys
- stone
- glass
- textiles
- fibreglass
- foam
- cardboard
- paper products
- any other manipulable substance

**Costing include:**
- the cost of products and materials used during completion of the project, labour and overhead expenses

**Timelines include:**
- the agreed project time span set and agreed for the project

**Trims and hardware include:**
- haberdashery
- cabinet hardware, such as knobs and handles
- light fittings
- rugs
- tie backs
- curtain rods

**Unit Mapping Information**
Supersedes and is equivalent to LMFID3005A Style a retail display.

**Links**
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73
Assessment Requirements for MSFID3002 Style a retail display

Modification History

Release 1 - New unit of competency

Performance Evidence

- Interpret work order and locate and apply relevant information
- Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment
- Identify materials used in the work process
- Follow work instructions, operating procedures and inspection processes to:
  - minimise the risk of injury to self or others
  - prevent damage to goods, equipment and products
  - maintain required production output and product quality
- Style a retail display with the products, finishes, trims and hardware to promote trends and design concepts to potential clients effectively apply design elements and principles
- Use mathematical ideas and techniques to correctly complete measurements, calculate area/volume and estimate material requirements
- Communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems, interpret basic plans and follow safety procedures
- Initiating new ideas and work techniques
- Avoid backtracking, work flow interruptions or wastage
- Work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity

Knowledge Evidence

- State or territory WHS legislation, regulations, standards and codes of practice relevant to the full range of processes for styling a retail display
- Organisational and site standards, requirements, policies and procedures for styling a retail display
- Basic understanding of elements and principles of design
- Concepts of ergonomics, anthropometrics, proxemics and aesthetic values
- Types of equipment and procedures for their safe use, operation and maintenance
- Characteristics of materials, products and defects
- Relevant computer programs
- Design themes and design development
- Colour, furnishing and decoration options
- Procedures for the recording, reporting and maintenance of workplace records and information
Assessment Requirements for MSID3002 Style a retail display

- Appropriate mathematical procedures for estimation and measurement
- Environmental protection requirements
- Established communication channels and protocols
- Relevant decoration and styling problem identification and resolution techniques

Assessment Conditions
- Assessors must:
  - hold training and assessment competencies as determined by the National Skills Standards Council (NSSC) or its successors
  - have vocational competency in the furnishing industry at least to the level being assessed with broad industry knowledge and experience, usually combined with a relevant industry qualification
  - be familiar with the current skills and knowledge used and have relevant, current experience in the furnishing industry.
- Assessment methods must confirm consistency of performance over time rather than a single assessment event and in a range of workplace relevant contexts.
- Assessment must be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, multimedia evidence, supervisor’s reports, projects and work samples.
- Assessment is to be conducted on single units of competency or in conjunction with other related units of competency. Foundation skills are integral to competent performance in the unit and should not be assessed separately.
- Assessment must occur on the job or in a workplace simulated facility with relevant process, equipment, materials, work instructions and deadlines.
- Access is required to materials and equipment relevant to styling a retail display, specifications and work instructions.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=0601ab95-583a-4e93-b2d4-cfb27b03ed73
MSL904001 Perform standard calibrations

Modification History
Release 1. Supersedes and is equivalent to MSL904001A Perform standard calibrations

Application
This unit of competency covers the ability to calibrate test and measurement equipment in accordance with standard calibration procedures and documented test methods. These procedures/methods specify all associated reference standards, materials, equipment and methods to be used and the required parameters or quantities and ranges to be tested, including the criteria for rejection or approval.

This unit of competency is applicable to laboratory and calibration technicians who carry out tests and/or calibrations using standard calibration methods in first, second and third party laboratories, and laboratories where testing and/or calibration forms part of inspection or product certification. Personnel are not permitted to deviate from explicit instructions in any manner, modify the procedure, nor substitute alternative equipment. They work under limited supervision and results of their work are interpreted and checked by the laboratory supervisor, quality inspector or designated signatory.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
Nil

Competency Field
Calibration

Unit Sector

Elements and Performance Criteria
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Prepare items for 1.1 Select the authorised calibration procedure in
# Calibration

1. **Identify hazards and use appropriate personal protective equipment (PPE), safety equipment and procedures**

2. **Confirm all measuring equipment meets the laboratory's specification requirements and complies fully with the calibration procedure**

3. **Assemble and set up specified reference standards and associated equipment prior to testing**

4. **Verify performance of reference standards and measuring equipment prior to use and adjust or calibrate as necessary**

5. **Identify and minimise potential sources of measurement error**

# Performance

1. **Perform individual tests without variance according to the documented procedure to ensure repeatability of measurement**

2. **Confirm readings are the result of a valid measurement and record data as required (as-found or before adjustment)**

3. **Adjust device under test to bring readings within specification and record data (as-left or after adjustment) where required**

4. **Analyse resulting test data to detect trends or inconsistencies that would significantly affect the accuracy or validity of test results**

5. **Seek appropriate advice when interpretation of results is outside authorised scope of approval**

# Document Results

1. **Estimate and document uncertainty of measurement in accordance with workplace procedures, where required**

2. **Document compliance/non-compliance with test requirements and/or specifications**

3. **Record the results of each test/calibration accurately, unambiguously and objectively**
3.4 Ensure confidentiality of workplace information

4 Finalise calibration

4.1 Prepare and issue a final report on the job/item detailing testing carried out, traceability, statement of compliance and relevant information as required

4.2 Report any non-compliance and verify next course of action with supervisor

4.3 Attach calibration labels, equipment stickers, quality control tags and tamper resistant seals as required in workplace procedures

4.4 Store test equipment/measurement standards and results in accordance with workplace procedures

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions
This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or workplace procedures include the current version of one or more of:

- Australian and international standards and codes covering:
  - general requirements for the competence of testing and calibration laboratories, laboratory safety, quality and environmental management
  - accuracy of measurement methods and results, expression of uncertainty (GUM), quantifying uncertainty in analytical measurement, quality assurance of measurement equipment
  - national work health and safety (WHS) standards and codes of practice
registration/licensing and/or National Association of Testing Authorities (NATA) accreditation requirements

- safety requirements for equipment, materials or products; material safety data sheets (MSDS); and incident and accident/injury reports
- standard operating procedures (SOPs), recording and reporting procedures
- quality manuals, equipment and operating/technical manuals
- test methods and calibration procedures (validated and authorised)
- test methods and calibration procedures published by international, national or regional standards, reputable technical organisations, scientific texts or journals and equipment manufacturers
- laboratory layout, work flows and schedules

Standard calibrations

Standard calibrations include, but are not limited to, testing and/or calibrating the following equipment and reference materials using standard methods and procedures:

- test equipment, such as anemometers, balances, barometers, callipers, environmental chambers, hygrometers, manometers, masses, micrometers, pressure equipment, spectrophotometers, tape measures, rules, temperature (digital) indicating systems, thermometers, thermocouples, timing devices, vibration analysis equipment and weighing instruments
- electrical reference standards, such as air-lines, analogue meters, attenuators, bridges-manual balance, capacitors, DC voltage references, digital instruments (calibrators, DMMs, electronic transfer standards), inductors, instrument and ratio transformers, instrument transformer test sets, potentiometers, resistors, radio frequency (RF) power meters, RF thermistor mounts and thermal converters, shunts, time interval and frequency standards, transfer standards AC-DC, voltage dividers, volt ratio boxes and watt-hour references
- working standards, instruments and testing equipment, such as electromagnetic compatibility (EMC) test equipment, field strength meters, flammability test equipment, gauges/test fingers/test pins, hipot testers, impact hammers, impulse testers, instrument calibrators, network analysers, signal generators and spectrum and harmonic analysers

Hazards

Hazards include, but are not limited to, one or more of:

- electric shock
- disturbance or interruption of services
- manual handling of heavy equipment boxes
- sources of electromagnetic radiation (lasers and RF generators/transmitters)
- fluids under pressure
- heat sources, such as ovens

**Safety procedures**

Safety procedures include, but are not limited to, one or more of:
- ensuring access to service shut-off points
- use of PPE, such as hearing protection, gloves, safety glasses and coveralls
- handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and workplace procedures and regulations
- regular cleaning of equipment and work areas

**Reference materials**

Reference materials include, but are not limited to, one or more of:
- colour standards
- graded granular materials
- hardness blocks

**WHS and environmental management requirements**

WHS and environmental management requirements include:
- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

**Unit Mapping Information**

Release 1. Supersedes and is equivalent to MSL904001A Perform standard calibrations
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL904001 Perform standard calibrations

Modification History
Release 1. Supersedes and is equivalent to MSL904001A Perform standard calibrations

Performance Evidence
Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:
- selecting and applying appropriate test methods and calibration procedures
- safely calibrating test and measurement equipment in accordance with standard calibration procedures and documented test methods on at least two (2) occasions
- maintaining close attention to all relevant procedures, regulatory requirements and the accuracy and precision of measurement to ensure the quality and integrity of test/calibration results
- critically examining each calibration step to ensure repeatability and validity of data
- using calibration and correction charts
- performing calculations to give results in appropriate accuracy, precision and units
- using statistical analysis (means, ranges and standard deviations) and estimation of uncertainty of measurement, where required (can use software)
- preparing test/calibration documentation that is accurate and complies with requirements
- recognising problems or departures in systems and documentation and initiating actions to prevent or minimise them
- recognising and reporting opportunities for improvements.

Knowledge Evidence
Must provide evidence that demonstrates knowledge of:
- purpose of metrology and calibration, including common terminology, concepts, principles, procedures and applications
- National Association of Testing Authority's (NATA) and National Measurement Institute's (NMI) role in the measurement and testing system in Australia
- traceability, including legal requirements for traceability
- requirements for the competence of testing and calibration laboratories (e.g. AS ISO/IEC 17025) as they affect job role and responsibilities
- hierarchy and appropriate selection of reference materials and instruments
- non-conformance/non-compliance procedures and protocols associated with equipment, reference material and calibration procedures
- troubleshooting procedures for equipment and test methods
- reporting procedures and legislative requirements
• handling, transport, storage and operation of reference and working standards
• work health and safety (WHS) and laboratory environmental control requirements.

Additional knowledge requirements relevant to the workplace context that apply for different calibration fields must be assessed, including testing and calibration conducted in the following fields:
• acoustic and vibration measurement
• chemical testing
• construction materials testing
• electrical testing
• heat and temperature measurement
• mechanical testing
• metrology
• non-destructive testing
• optics and radiometry
• pressure measurement.

**Assessment Conditions**

• Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
• This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
• Foundation skills are integral to competent performance of the unit and should not be assessed separately.
• Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
• Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).
• This unit of competency may be assessed with:
  • MSL924001 Process and interpret data
  • relevant MSL974000 series unit/s of competency
  • relevant MSL975000 series unit/s of competency
• Holistic assessment methods include:
  • review of calibration results, uncertainty calculations and workplace documentation completed by the candidate
  • feedback from supervisors and/or customers regarding quality of calibration services provided by the candidate
• observation of the candidate performing standard calibrations
• oral or written questioning to check required knowledge of standard calibration procedures.

• Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  • specialised calibration/test equipment, reference standards and laboratory facilities
  • calibration methods, procedures and equipment specifications
  • workplace quality manual and procedures.

• Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.

• The assessor must demonstrate both technical competence and currency.

• Technical competence can be demonstrated through:
  • relevant VET or other qualification/Statement of Attainment AND/OR
  • relevant workplace experience

• Currency can be demonstrated through:
  • performing the competency being assessed as part of current employment OR
  • having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSL913002 Plan and conduct laboratory/field work

Modification History
Release 1. Supersedes and is equivalent to MSL913002A Plan and conduct laboratory/field work

Application
This unit of competency covers the ability to plan and complete tasks individually or in a team context. The tasks involve established routines and procedures using allocated resources with access to readily available guidelines and advice. Work plans may need to be modified with supervisor agreement to suit changing conditions and priorities.

This unit of competency is applicable to instrument operators, laboratory assistants and technical assistants working in all industry sectors.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
Nil

Competency Field
Communication/organisation

Unit Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan and organise daily work activities</td>
<td>1.1 Clarify allocated work activities and required resources if necessary</td>
</tr>
<tr>
<td></td>
<td>1.2 Prioritise work activities as directed</td>
</tr>
<tr>
<td></td>
<td>1.3 Break down work activities into small achievable</td>
</tr>
</tbody>
</table>
components and efficient sequences

1.4 Review work plan in response to new information, urgent requests, changed situations or instructions from appropriate personnel

1.5 Update work plan and communicate changes to appropriate personnel

2 Complete allocated work

2.1 Locate relevant workplace procedures for required tasks

2.2 Undertake tasks following prescribed and routine work-related sequences

2.3 Seek assistance from relevant personnel when difficulties cannot be handled

2.4 Record completion of activities to confirm outputs in accordance with plan

3 Identify and resolve work problems

3.1 Recognise problems or opportunities for improved work performance

3.2 Apply agreed problem-solving strategies to consider possible causes and solutions

3.3 Identify and access appropriate sources of help

3.4 Consider available alternatives and keep them open before agreeing on the most appropriate action

4 Work in a team environment

4.1 Cooperate with team members to negotiate and achieve agreed outcomes, timelines and priorities

4.2 Recognise personal abilities and limitations when undertaking team tasks

4.3 Confirm personal role and responsibility within the team for particular outputs

4.4 Demonstrate sensitivity to the diversity of other team members' backgrounds and beliefs
5 Update knowledge and skills as required

5.1 Recognise own strengths and weaknesses and take advantage of skill development opportunities

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or workplace requirements include the latest version of one or more of:

- Australian and international standards covering safety in laboratories, and quality and environmental management
- National work health and safety (WHS) standards and codes of practice

Ethical and professional work performance

Ethical and professional work performance includes:

- Following workplace policy and procedures, regulations and legislation
- Behaving honestly and openly
- Respecting others and treating them with courtesy and impartiality
- Working diligently and responsibly
- Ensuring confidentiality of information, including client information and test results
- Ensuring proprietary rights, intellectual property (IP) and copyright are protected

Workplace activities

Workplace activities include, but are not limited to, one or more of:
• set-up and pre-use checks of laboratory equipment
• calibration status checks
• sampling and testing following standard procedures
• maintenance and cleaning tasks

Workplace procedures
Workplace procedures include, but are not limited to, one or more of:
• standard operating procedures (SOPs)
• job descriptions, job cards, batch cards and production schedules
• test methods, recipes, procedures and protocols

Problem-solving strategies
Problem-solving strategies include one or more of:
• accessing relevant documentation
• identifying inputs and outputs and sequencing a process
• identifying and rectifying a problem step
• obtaining timely help
• implementing preventative strategies wherever possible

Teams
Teams include one or more groups:
• with ongoing responsibility for particular services or functions
• who are project based
• who have a mixture of full and part-time employees and contractors, laboratory, construction and production personnel
• who are separated by distance and work at sites outside laboratory facilities

Team operation
Team operation occurs within one or more of:
• small, medium and large contexts
• internal and external environments
• workplace guidelines covering access and equity principles and practices, licensing requirements, industrial awards, workplace bargaining agreements and codes of practice
• agreed responsibility and accountability requirements
• appropriate goals, objectives and allocated resources
Strategies to maintain work flow

Strategies to maintain work flow include, but are not limited to, one or more of:

- communicating critical events on shift
- recognising shortages in reagents and problems with equipment
- communicating quality breakdowns
- recognising urgent and abnormal results to be processed
- communicating and behaving in a courteous manner
- being punctual

WHS and environmental management requirements

WHS and environmental management requirements include:

- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL913002A Plan and conduct laboratory/field work

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL913002 Plan and conduct laboratory/field work

Modification History
Release 1. Supersedes and is equivalent to MSL913002A Plan and conduct laboratory/field work

Performance Evidence
Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- clarifying tasks and recognising resource needs
- planning, prioritising and completing tasks individually or in a team context
- following workplace procedures consistently to achieve quality outputs within required timelines
- identifying and resolving work problems
- recognising potential disruptions or changed circumstances and modifying work plan in conjunction with relevant personnel
- working effectively with team members who may have diverse work styles, cultures and perspectives
- promoting cooperation and good relations
- conducting work based on ethical values and principles
- adjusting to a variety of working environments
- seeking assistance from relevant personnel if difficulties arise.

Knowledge Evidence
Must provide evidence that demonstrates knowledge of:

- workplace procedures covering:
  - customer service and quality
  - work health and safety (WHS) and environmental legislative requirements relevant to job role
  - technical work that the candidate routinely performs
- ethical issues relevant to the nature of the candidate’s work
- problem-solving strategies
- interpersonal communication and conflict resolution techniques.
Assessment Conditions

- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.

- This unit of competency is to be assessed in the workplace, or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.

- Foundation skills are integral to competent performance of the unit and should not be assessed separately.

- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept in each case).

- This unit of competency may be assessed with:
  - MSL913001 Communicate with other people
  - MSL943002 Participate in laboratory or field workplace safety
  - technical units related to the tasks undertaken

- Holistic assessment methods include:
  - review of documents detailing completed tasks, such as completed job cards, a report or suggestions for quality improvements
  - feedback from supervisors, peers and team members
  - review of a flowchart prepared by the candidate to show efficient sequencing of tasks
  - written or oral questions to partly assess the candidate’s ability to handle a range of contingencies and work in a team environment
  - observation of the candidate performing a range of technical tasks over sufficient time to demonstrate their handling of a variety of contingencies.

- Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  - workplace procedures, equipment and materials for relevant technical tasks.

- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.

- The assessor must demonstrate both technical competence and currency.

- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience.

- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with a laboratory about performing the competency being assessed within the last twelve months.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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</table>
| Release 1 | This version was released in *MSL Laboratory Operations Training Package Release 2.0.*  
Supersedes and equivalent to MSL913002 Plan and conduct laboratory/field work. Range of conditions removed. Assessment requirements amended. Equivalent outcome. |

Application

This unit of competency describes the skills and knowledge to plan and complete tasks individually or in a team context. The tasks involve established routines and procedures using allocated resources with access to readily available guidelines and advice. Work plans may need to be modified with supervisor agreement to suit changing conditions and priorities.

This unit of competency applies to instrument operators, laboratory assistants and technical assistants working in all industry sectors.

No licensing or certification requirements exist at the time of publication. However, regulations and/or external accreditation requirements for laboratory operations exist, so local requirements should be checked. Relevant legislation, industry standards and codes of practice within Australia must also be applied.

Pre-requisite Unit

Nil

Competency Field

Communication/organisation

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1 Plan and organise daily

1.1 Clarify allocated work activities and required resources if necessary
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

1.2 Prioritise work activities as directed

1.3 Break down work activities into small achievable components and efficient sequences

1.4 Review work plan in response to new information, urgent requests, changed situations or instructions from appropriate personnel

2 Complete allocated work

2.1 Locate relevant workplace procedures for required tasks

2.2 Undertake tasks following prescribed and routine work-related sequences

2.3 Seek assistance from relevant personnel when difficulties cannot be handled

2.4 Record completion of activities to confirm outputs in accordance with plan

3 Identify and resolve work problems

3.1 Recognise problems or opportunities for improved work performance

3.2 Apply agreed problem-solving strategies to consider possible causes and solutions

3.3 Identify and access appropriate sources of help

3.4 Consider available alternatives and keep them open before deciding on the most appropriate action

4 Work in a team environment

4.1 Cooperate with team members to negotiate and achieve agreed outcomes, timelines and priorities

4.2 Recognise personal abilities and limitations when undertaking team tasks

4.3 Confirm personal role and responsibility within the team for particular outputs

4.4 Demonstrate sensitivity to the diversity of other team
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

5.1 Recognise own strengths and weaknesses

5.2 Take advantage of skill development opportunities

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information
Equivalent to MSL913002 Plan and conduct laboratory/field work, Release 1.

Links
MSL Laboratory Operations Companion Volume Implementation Guide is available from VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baf
Assessment Requirements for MSL913004 Plan and conduct laboratory/field work

Modification History

<table>
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</table>
| Release 1 | This version was released in *MSL Laboratory Operations Training Package Release 2.0.*
          | Supersedes and equivalent to MSL913002 Plan and conduct laboratory/field work. Range of conditions removed. Assessment requirements amended. Equivalent outcome. |

Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and:

- effectively planned, prioritised and completed 2 laboratory/field work tasks on 2 separate occasions, including:
  - working independently
  - working in a team context.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- workplace procedures/guidelines for work
- ethical and professional work performance
- problem-solving strategies
- effective interpersonal communication and conflict resolution techniques
- effective team operations for groups
- strategies to maintain work flow
- awareness of environmental sustainability issues as they relate to the work task
- legal, ethical and work health and safety (WHS) requirements specific to the work task.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
• workplace procedures
• equipment and materials for relevant technical tasks.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links
MSL Laboratory Operations Companion Volume Implementation Guide is available from VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3e5f462b
MSL922001 Record and present data

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 2</td>
<td>Unit codes updated in Assessment conditions. Equivalent outcome.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version was released in <em>MSL Laboratory Operations Training Package Release 1.0.</em> Supersedes and is equivalent to MSL922001A Record and present data</td>
</tr>
</tbody>
</table>

Application

This unit of competency covers the ability to record and store data, perform simple calculations of scientific quantities and present information in tables and graphs. The unit of competency requires personnel to solve predictable problems using clear information or known solutions. Where alternatives exist, they are limited or apparent.

This unit of competency is applicable to production operators, field assistants and laboratory assistants working in all industry sectors.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit

Nil

Competency Field

Data

Unit Sector

Elements and Performance Criteria

Elements describe the performance criteria describe the performance needed to
essential outcomes. demonstrate achievement of the element.

1 Record and check data
   1.1 Enter data into laboratory information system or record sheets as directed
   1.2 Check data to identify transcription errors or atypical entries
   1.3 Rectify errors in data using workplace procedures

2 Calculate simple scientific quantities
   2.1 Calculate simple scientific quantities using given formulae and data
   2.2 Ensure calculated quantities are consistent with estimations and expectations
   2.3 Report all calculated quantities with appropriate precision and units

3 Present data
   3.1 Present data accurately in tables, charts and graphs using given formats and scales
   3.2 Recognise and report obvious features and trends in data

4 Store and retrieve data
   4.1 File and store data in accordance with workplace procedures
   4.2 Maintain workplace confidentiality standards

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions
This field allows for different work environments and conditions that may affect performance.
Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

**Standards, codes, procedures and/or workplace requirements**

Standards, codes, procedures and/or enterprise requirements include the latest version of one or more of:
- relevant Australian and international standards, such as the international system of units (SI) and its application
- national measurement regulations and guidelines

**Data**

Data includes:
- worksheets, spreadsheets or databases linked to information management systems
- results of observations, tests and measurements, or surveys
- graphs, tables and control charts
- semi quantitative observations expressed on a scale e.g. 1 to 4 or + to +++

**Work health and safety (WHS) and environmental management requirements**

WHS and environmental management requirements include:
- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

**Unit Mapping Information**

Release 1. Supersedes and is equivalent to MSL922001A Record and present data

**Links**

MSL Laboratory Operations Companion Volume Implementation Guide is available from VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL922001 Record and present data

Modification History

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<tr>
<td>Release 2</td>
<td>Unit codes updated in Assessment conditions. Equivalent outcome.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This version was released in <em>MSL Laboratory Operations Training Package Release 1.0.</em> Supersedes and is equivalent to MSL922001A Record and present data</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- accurately coding, checking, recording and storing data in the required format
- performing simple calculations involving scientific quantities, with or without a calculator or computer software. The following must be performed:
  - decimals, fractions, ratios, proportions and percentages
  - unit conversion, multiples and submultiples
  - use of significant figures, rounding off, estimation and approximation
  - substitution of data in formulae
  - conversions between SI units
  - performing at least five (5) of the following calculations:
    - perimeters
    - angles
    - areas (m²) and volumes (mL, L, m³) of regular shapes (e.g. packaging and moulds)
    - average mass, mass %, density, specific gravity, moisture, relative and absolute humidity
    - ratios, such as mass to mass, mass to volume and volume to volume percentages
    - industry specific ratios, such as g/cm² , kg/m²
    - concentration (e.g. g/100mL, mg/L, mg/L)
    - dilution
    - statistical values, such as mean, median, mode and standard deviation
    - average count, colonies per swab surface and cell counts (live and dead/total)
    - process variables, such as pressure, velocity and flow rates
• % content of moisture, ash, fat, protein, alcohol, sulphur dioxide and trace metals, such as calcium or zinc
• food properties, such as % concentration (dry), friability, bitterness, brix, free amino nitrogen, diastatic power, calorific content and yeast viability
• preparing and interpreting straightforward tables, graphs and charts of data
• recognising obvious features and trends in data, including:
  • maximum and minimum values
  • spread of data
  • increasing/decreasing data, rate of change
  • outliers, data beyond control limits or normal range
• presenting accurate results in the required format
• maintaining the confidentiality of data in accordance with workplace and regulatory requirements.

Knowledge Evidence
Must provide evidence that demonstrates knowledge of:
• concepts of metrology, including:
  • that all measurements are estimates
  • repeated measurements belong to a sample of the measured parameter
  • repeatability, precision, accuracy and significant figures
• the international system of units (SI)
• scientific and technical terminology relevant to job role
• procedures for coding, entering, storing, retrieving and communicating data
• procedures for verifying data and rectifying mistakes
• procedures for maintaining and filing records, and security of data

Assessment Conditions
• Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
• This unit of competency is to be assessed in the workplace or a simulated workplace environment, and assessment evidence must be relevant to the particular workplace context. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
• Foundation skills are integral to competent performance of the unit and should not be assessed separately.
• Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
• Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in either case).

• This unit may be assessed with technical units, such as:
  • MSL973013 Perform basic tests
  • MSL973014 Prepare working solutions
  • MSL973019 Perform microscopic examination

• Holistic assessment methods include:
  • review of data worksheets, calculations, graphs and tables prepared by the candidate
  • review of records transcribed, maintained or stored by the candidate
  • feedback from supervisors and peers
  • observation of the candidate as they record data and perform calculations
  • questions to assess understanding of relevant procedures and trends in data.

• Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  • data sets and records
  • computer and relevant software or laboratory information system
  • relevant workplace procedures.

• Assessor must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.

• The assessor must demonstrate both technical competence and currency.

• Technical competence can be demonstrated through:
  • relevant VET or other qualification/Statement of Attainment AND/OR
  • relevant workplace experience.

• Currency can be demonstrated through:
  • performing the competency being assessed as part of current employment OR
  • having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

MSL Laboratory Operations Companion Volume Implementation Guide is available from VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSL924001 Process and interpret data

Modification History
Release 1. Supersedes and is equivalent to MSL924001A Process and interpret data

Application
This unit of competency covers the ability to retrieve data, evaluate formulae and perform scientific calculations, present and interpret information in tables and graphs and keep accurate records. The unit requires personnel to solve problems of limited complexity where the information may be less obvious, but not contradictory, and can be determined by direct reasoning.

This unit of competency is applicable to laboratory assistants, field/laboratory technicians and instrument operators in all industry sectors.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
Nil

Competency Field
Data

Unit Sector

Elements and Performance Criteria
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Retrieve and check data
   1.1 Store and retrieve data using appropriate files and/or application software
   1.2 Verify the quality of data using workplace procedures
   1.3 Rectify errors in data using workplace procedures
### Calculate scientific quantities

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>2</td>
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<tr>
<td></td>
<td>2.1 Calculate statistical values for given data</td>
</tr>
<tr>
<td></td>
<td>2.2 Calculate scientific quantities using given formulae and data and estimate uncertainties</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure calculated quantities are consistent with estimations and expectations</td>
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<td></td>
<td>2.4 Report all calculated quantities using the appropriate units and correct number of significant figures</td>
</tr>
</tbody>
</table>

### Present data

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<tr>
<td>3</td>
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<tr>
<td></td>
<td>3.1 Present data in clearly labelled tables, charts and graphs</td>
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<td></td>
<td>3.2 Graph data using appropriate scales to span the range of data or display trends</td>
</tr>
<tr>
<td></td>
<td>3.3 Report all data using the appropriate units and number of significant figures</td>
</tr>
</tbody>
</table>

### Interpret data

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<td>4</td>
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<tr>
<td></td>
<td>4.1 Interpret significant features of tables, charts and graphs, including gradients, intercepts, maximum and minimum values, and limit lines</td>
</tr>
<tr>
<td></td>
<td>4.2 Recognise and report trends in data</td>
</tr>
</tbody>
</table>

### Keep accurate records and maintain confidentiality

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<tr>
<td>5</td>
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</tr>
<tr>
<td></td>
<td>5.1 Transcribe information accurately</td>
</tr>
<tr>
<td></td>
<td>5.2 Verify the accuracy of records following workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.3 File and store workplace records in accordance with workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.4 File all reference documents logically and keep them up-to-date and secured</td>
</tr>
<tr>
<td></td>
<td>5.5 Observe workplace confidentiality standards</td>
</tr>
</tbody>
</table>
### Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

### Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<table>
<thead>
<tr>
<th>Standards, codes, procedures and/or workplace requirements</th>
<th>Standards, codes, procedures and/or enterprise requirements include the latest version of one or more of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Australian and international standards, guides and the National Association of Testing Authorities (NATA) Technical Notes that cover the application of international system of units (SI), accuracy of measurement methods and results, and quantifying uncertainty in measurement</td>
</tr>
<tr>
<td></td>
<td>• national measurement regulations and guidelines</td>
</tr>
<tr>
<td></td>
<td>• validated sampling and test procedures and spreadsheets developed in-house for assay and process calculations where applicable</td>
</tr>
<tr>
<td></td>
<td>• workplace procedures, manuals and/or plans covering quality assurance, customer service, material safety data sheets (MSDS), equipment, supplier catalogues and handbooks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data</th>
<th>Data includes:</th>
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<tbody>
<tr>
<td></td>
<td>• worksheets, spreadsheets and/or databases linked to information management systems</td>
</tr>
<tr>
<td></td>
<td>• results of observations, tests and measurements, analyses, surveys and/or quality assurance and control assessments</td>
</tr>
</tbody>
</table>

| Calculations | Calculations are performed with or without a calculator and using computer software, spreadsheets, databases and statistical packages |

<table>
<thead>
<tr>
<th>Records</th>
<th>Records include information associated with one or more of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• purchase of equipment and materials, service records</td>
</tr>
</tbody>
</table>
- safety procedures
- history of calibration and test results

**Work health and safety (WHS) and environmental management requirements**

WHS and environmental management requirements include:
- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

**Unit Mapping Information**

Release 1. Supersedes and is equivalent to MSL924001A Process and interpret data

**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103
Assessment Requirements for MSL924001 Process and interpret data

Modification History
Release 1. Supersedes and is equivalent to MSL924001A Process and interpret data

Performance Evidence
Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- retrieving coding, recording and checking data
- calculating scientific and statistical quantities with or without a calculator or computer software, including the following items:
  - converting units involving multiples and submultiples
  - scientific notation, significant figures, round off, estimate and approximate
  - transposing and evaluating formulae
  - fractions, decimals, proportions and percentages
  - mean
  - median
  - mode
  - standard deviation
- performing at least five (5) of the following calculations:
  - perimeters and angles
  - percentage and absolute uncertainties in measurements and test results
  - areas (m²) and volumes (mL, L, m³) of regular shapes, such as packaging
  - dose (mg), average mass, mass percentage, density, specific gravity, moisture, relative and absolute humidity, viscosity and permeability
  - ratios, such as mass to mass, mass to volume and volume to volume percentages
  - concentration, such as molarity, g/100mL, mg/L, mg/L, ppm, ppb, dilution mL/L
  - average count, colonies per swab surface and cell counts, such as live and dead/total
  - process variables, such as pressure, gauge pressure, velocity and flow rates
  - biological oxygen demand (BOD), chemical oxygen demand (COD) and total organic carbons (TOC)
  - food properties, such as % concentration (dry), friability, bitterness, brix, free amino nitrogen, diastatic power, calorific content and yeast viability, % content of moisture, ash, fat, protein, alcohol, sulphur dioxide and trace metals, such as calcium or zinc
  - mechanical properties, such as stress, strain, moduli and force
  - presenting accurate results in the required format (significant figures, uncertainty units)
- preparing and presenting data in the following formats:
• tables
• graphs
• line graphs
• histograms
• pie charts, bar charts and control charts
• semi-quantitative observations expressed on a scale (e.g. 1 to 4 or + to ++++)
• recognising and interpreting significant points, anomalies and trends in data
• maintaining the confidentiality of data in accordance with workplace and regulatory requirements
• keeping accurate records that are up-to-date and secure.

Knowledge Evidence

Must provide evidence that demonstrates knowledge of:
• concepts of metrology, including:
  • that all measurements are estimates
  • measurements belong to a population of measurements of the measured parameters
  • repeatability, precision, accuracy and significant figures
  • sources of error, and uncertainty associated with measurement steps
  • traceability
  • the international system of units (SI)
  • scientific and technical terminology relevant to job role
  • procedures for coding, entering, storing, retrieving and communicating data
  • procedures for verifying data and rectifying mistakes
  • procedures for maintaining and filing records, and maintaining security of data
  • work health and safety (WHS) and environment requirements.

Assessment Conditions

• Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
• This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
• Foundation skills are integral to competent performance of the unit and should not be assessed separately.
• Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
• Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).

• This unit of competency may be assessed with:
  • MSL924002 Use laboratory application software
  • technical units, such as:
  • relevant MSL973000 series units of competency
  • relevant MSL974000 series units of competency.

• Holistic assessment methods include:
  • review of data worksheets, calculations, computer files (such as spreadsheets, databases and statistical analysis), graphs, tables and/or charts prepared by the candidate
  • review of records transcribed, maintained or stored by the candidate
  • feedback from supervisors and peers
  • questions to assess understanding of calculations, relevant procedures and trends in data
  • observation of the candidate as they process data, file and store records.

• Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  • data sets and records
  • a calculator
  • spreadsheets, computer software, databases and statistical packages
  • computer and relevant software or laboratory information system
  • relevant workplace procedures.

• Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.

• The assessor must demonstrate both technical competency and currency.

• Technical competence can be demonstrated through:
  • relevant VET or other qualification/Statement of Attainment AND/OR
  • relevant workplace experience

• Currency can be demonstrated through:
  • performing the competency being assessed as part of current employment OR
  • having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4ce9-a5db-d3502d154103
MSL924002 Use laboratory application software

Modification History
Release 1. Supersedes and is equivalent to MSL924002A Use laboratory application software

Application
This unit of competency covers the ability to use and apply computer software in the laboratory, field and/or production plants for analysis and reporting.

This unit of competency is applicable to technical officers and laboratory technicians in all industry sectors. It describes the application and use of software packages in the context of a laboratory or fieldwork. Typically this software would be for the storage, retrieval, analysis and display of information. There is no expectation that candidates would be able to customise the software to meet specific needs.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
Nil

Competency Field
Data

Unit Sector

Elements and Performance Criteria
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Access application software
   1.1 Identify software required for the task
   1.2 Open software from a personal computer or network terminal
   1.3 Use information sources to locate details of software
features and instructions for its use

2 Use software for specified purposes
   2.1 Input a range of scientific data into a computing system
   2.2 Conduct searches for the retrieval of required data
   2.3 Use application features for efficient computation
   2.4 Construct data sets and databases for numerical and graphical analyses

3 Produce reports of retrieved data and/or processed data
   3.1 Analyse data using features of the software package
   3.2 Select options for constructing data reports
   3.3 Print the results of data analyses using features of the software package
   3.4 Integrate data from diverse application software units in a report
   3.5 Report the outcomes and rationale for database searches where appropriate
   3.6 Reference data sources according to the style requirements of the workplace

4 Perform simple record housekeeping
   4.1 Maintain archived data according to workplace standard procedures
   4.2 Maintain hard copy data according to workplace standard procedures
   4.3 Apply approved antivirus software and standard quarantine procedures

Foundation Skills
This section describes those language, literacy, numeracy and employment skills that are essential to performance.
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Range of Conditions**

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

<table>
<thead>
<tr>
<th>Standards, codes of practice, workplace standard procedures</th>
<th>Where reference is made to Australian/international standards, industry codes of practice or workplace standard procedures, the latest version must be used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information sources</td>
<td>Information sources include, but are not limited to, one or more of:</td>
</tr>
<tr>
<td></td>
<td>• printed and/or online manuals of workplace standard instructions</td>
</tr>
<tr>
<td></td>
<td>• printed and/or online manuals for hardware and software</td>
</tr>
<tr>
<td></td>
<td>• on-screen instructions embedded in the software</td>
</tr>
<tr>
<td></td>
<td>• printed and/or online training materials that orient software to workplace needs</td>
</tr>
<tr>
<td></td>
<td>• online networks and communities of practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Software packages</th>
<th>Software packages include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• common applications, such as word processing, spreadsheets and databases</td>
</tr>
<tr>
<td></td>
<td>• graphical and statistical analysis applications</td>
</tr>
<tr>
<td></td>
<td>• database and laboratory information management systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work health and safety (WHS) and environmental management requirements</th>
<th>WHS and environmental management requirements include:</th>
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<tbody>
<tr>
<td></td>
<td>• complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time</td>
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<td>• applying standard precautions relating to the potentially hazardous nature of samples</td>
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<td></td>
<td>• accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant</td>
</tr>
</tbody>
</table>
Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL924002A Use laboratory application software

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL924002 Use laboratory application software

Modification History
Release 1. Supersedes and is equivalent to MSL924002A Use laboratory application software

Performance Evidence
Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- selecting the most appropriate software package for the task from the suite of software applications available
- using software for the analysis, reporting and management of laboratory and field data and information, such as quality control and instrument performance characteristics
- using software application features and instructions to input, save, analyse, sort, retrieve and display records and data
- using in-house software manuals to augment skills and solve operational problems
- using virus scanning software to protect in-house software and data.

Knowledge Evidence
Must provide evidence that demonstrates knowledge of:

- terminology associated with the software packages used in job role
- basic knowledge of the types of spreadsheet, database and data analysis packages that are available
- application of specific software package features to laboratory tasks relevant to job role
- relationship between the protocol for data input and file storage of the data
- general file and record maintenance
- work health and safety (WHS) and environment requirements.

Assessment Conditions
- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
- This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
• Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
• Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
• This unit of competency may be assessed with:
  • MSL925001 Analyse data and report results
  • relevant MSL974000 series units of competency
  • relevant MSL975000 series units of competency
• Holistic assessment methods include:
  • review of analysis tasks linking test results to the generation of reports by the candidate
  • review of simple statistical and/or graphical analysis of quality control data completed by the candidate.
• Access is required to all instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  • a computer network, personal computer or laptop
  • software packages that cover databases, spreadsheets, statistical analysis and simple graphics output
  • input and output data.
• Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
• The assessor must demonstrate both technical competency and currency.
• Technical competence can be demonstrated through:
  • relevant VET or other qualification/Statement of Attainment AND/OR
  • relevant workplace experience.
• Currency can be demonstrated through:
  • performing the competency being assessed as part of current employment OR
  • having consulted with a laboratory about performing the competency being assessed within the last twelve months

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSL933001 Maintain the laboratory/field workplace fit for purpose

Modification History
Release 1. Supersedes and is equivalent to MSL933001A Maintain the laboratory/field workplace fit for purpose

Application
This unit of competency covers the general cleaning of work surfaces, cleaning and storage of equipment and the monitoring of laboratory stocks under direct supervision.

This unit of competency is applicable to laboratory assistants and instrument operators working in all industry sectors.

This unit of competency forms a major part of the work of laboratory assistants. They work in accordance with work instructions and standard operating procedures (SOPs) which incorporate all relevant aspects of work health and safety (WHS) legislation and the codes, guidelines, regulations and Australian Standards applying to environmental hazards and dangerous goods.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
Nil

Competency Field
Quality

Unit Sector

Elements and Performance Criteria
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.
1 **Clean work preparation areas**

1.1 Clean preparation areas using appropriate cleaning agents and equipment according to workplace procedures

1.2 Remove spillages, if they occur, using appropriate agents, personal protective equipment (PPE) and workplace procedures

1.3 Collect and segregate wastes in accordance with workplace procedures, relevant codes and regulations

2 **Clean, maintain and store equipment**

2.1 Collect used equipment, inspect for faults and, where necessary, remove from service

2.2 Use appropriate agents, apparatus and techniques to clean equipment

2.3 Store clean equipment in the designated locations and manner

3 **Monitor stocks of materials and equipment**

3.1 Perform stock checks and maintain records of usage as directed

3.2 Store labelled stocks for safe and efficient retrieval

3.3 Inform appropriate personnel of impending stock shortages to maintain continuity of supply

4 **Maintain a safe work environment**

4.1 Use established safe work practices and PPE to ensure personal safety and that of other personnel

4.2 Report potential hazards and/or maintenance issues in own work area to designated personnel

4.3 Minimise the generation of waste and environmental impacts

4.4 Dispose of waste in accordance with workplace procedures, relevant codes and regulations
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or workplace requirements include the latest version of one or more of:

- Australian and international standards, guidelines and codes covering WHS; laboratory design and construction; occupational protective equipment; labelling of workplace substances; storage, handling and transport of dangerous goods; environmental management; physical containment levels and facility types
- Industry specific codes, regulations and guidelines, such as Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice, Australian Quarantine and Inspection Service (AQIS) Export Control (Orders) Regulations and Import Guidelines, gene technology regulations, National Health and Medical Research Council (NHMRC) Guidelines, and animal welfare

Typical equipment

Typical equipment includes, but is not limited to, one or more of:

- balances; glassware; plastic ware; glass, plastic and quartz cuvettes, pipettes, brettes and volumetric glassware
- blending, mixing and separating equipment, such as sieves and centrifuges
- autoclaves, dishwashers, refrigerators, freezers, ovens, hotplates, mantles, burners and muffle furnaces, microwave ovens, ultrasonic cleaners, incubators and water baths, and gas cylinders
- fume hoods, biohazard containers and biological safety cabinets
- microtomes and tissue processors, cell counters and staining machines
- colorimeters/spectrometers and polarimeters, light and fluorescence microscopies
- thermometers, thermodyhydrographs, hydrometers, conductivity meters and pH meters and ion-selective electrodes, noise meters,
melting point apparatus, viscometers and instrument chart
recorders
• steel ruler/tapes and spirit levels, shovels, scoops, plates, rods,
cylinder moulds and buckets
• rifflers and splitters and mixers, compaction rammers and soil
classification equipment, penetrometers, force measuring
equipment and tensiometers, and hardness testing equipment
• animal cages
• vehicles

Typical materials

Typical materials include, but are not limited to, one or more of:
• consumable items, such as syringes, pipette tips and weigh boats
• PPE
• distilled water, reagents, chemicals, disinfectants, detergents, agar
  media and plates
• equipment spares, such as fuses, bulbs and batteries
• oils/lubricants, fuels, industrial gases and cryogenics, such as dry
  ice and liquid nitrogen
• paper and stationery
• reference samples and standards

Cleaning requirements

Cleaning requirements include one or more of:
• decontamination and/or disinfection
• hygiene monitoring
• minimising environmental impacts
• operation of automatic cleaning apparatus, such as pipette
  washers, ultrasonic cleaners and dishwashers
• sterilisation and disposal of wastes using boiling, high pressure air
  or steam, microwaves, chemicals, gas, filtration, ultraviolet
  radiation and autoclaving
• use of specialised techniques, such as chromic acid baths and
  soaking in hypochlorite

Preparation areas

Preparation areas include one or more of:
• benches
• fume cupboards
• sheds
• sinks
•
Agents for cleaning  Agents for cleaning include one or more of:

- cleaning solutions
- decontaminants
- organic solvents

Spillages  Spillages include one or more of:

- chemicals
- radioactive materials
- biologically active materials

Waste  Waste includes, but is not limited to, one or more of:

- broken glass and sharps
- disposable PPE
- spent reagents, spent or excess samples and test pieces, solvents and batteries
- used containers, boxes, bags and palletes, plastic and metals
- microorganisms

Stock records  Stock records include one or more of:

- calibration and maintenance history
- data sheets
- handbooks, warranty documents, catalogues, manuals and material safety data sheets (MSDS)
- records of usage, loans and breakages

Maintenance issues  Maintenance issues include, but are not limited to, one or more of:

- hygiene issues, prevention of contamination, cleaning, recycling and waste disposal
- checking materials and equipment are fit for purpose, equipment malfunction, and checking serviceability before storage
- potential hazards, incidents and emergencies, spillages, leakages, breakages and contamination
- stock requirements and shortages, and storage constraints

Hazards  Hazards include, but are not limited to, one or more of:

- sharps, broken glassware and hand tools
- aerosols from broken centrifuge tubes and pipetting
- microbiological organisms and agents associated with soil, air, water, blood and blood products, and human or animal tissue and fluids
- chemicals, such as acids, heavy metals, pesticides and hydrocarbons
- sources of ignition, flammable liquids and gases
- cryogenic agents, such as dry ice and liquid nitrogen
- electric shock
- fluids under pressure, such as steam and industrial gas cylinders
- crushing, entanglement and cuts associated with moving machinery or falling objects
- manual handling, working at heights and working in confined spaces
- occupational overuse syndrome, slips, trips and falls
- pedestrian and vehicular traffic
- solar radiation, dust and noise

Established safe work practices

Established safe work practices include, but are not limited to, one or more of:

- applying containment procedures through the use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets, and Class PCII, PCIII, and PCIV physical containment facilities
- ensuring access to service shut-off points
- following established manual handling procedures for tasks involving manual handling
- handling and storage of all hazardous materials and equipment in accordance with labelling, MSDS and manufacturer instructions
- identifying and reporting operating problems or equipment malfunctions
- labelling of samples, reagents, aliquoted samples and hazardous materials
- recognising and observing hazard warnings and safety signs
- reporting to appropriate personnel of abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/wastewater, gases, smoke, vapour, fumes, odours and particulates
- use of PPE, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots
WHS and environmental management requirements include:

- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL933001A Maintain the laboratory/field workplace fit for purpose

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL933001 Maintain the laboratory/field workplace fit for purpose

Modification History

Release 1. Supersedes and is equivalent to MSL933001A Maintain the laboratory/field workplace fit for purpose

Performance Evidence

- Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:
  - following workplace procedures, relevant codes and guidelines when maintaining the laboratory/field workplace
  - applying information contained in material safety data sheets (MSDS) for materials handled regularly during the performance of maintenance tasks
  - working safely and minimising exposure of hazards to self, others and the laboratory
  - safely cleaning work preparation areas and equipment using appropriate cleaning agents, equipment and techniques
  - safely removing spillages and disposing of wastes
  - safely storing equipment and materials using workplace procedures, relevant codes and guidelines
  - monitoring and reporting stock levels and the condition of laboratory materials and equipment
  - keeping accurate, up-to-date records
  - reporting potential hazards and maintenance issues using workplace procedures.

Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- workplace procedures for the cleaning of work preparation areas, materials and equipment
- storage requirements for specific materials and equipment
- workplace procedures for minimisation and disposal of waste
- workplace procedures for monitoring of laboratory stocks
- work health and safety (WHS) and environment requirements.

Assessment Conditions

- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.

Foundation skills are integral to competent performance of the unit and should not be assessed separately.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).

This unit of competency may be assessed with:

- MSL943002 Participate in laboratory or field workplace safety

Holistic assessment methods include:

- observation of the candidate's techniques for cleaning and/or removal of spillages and waste disposal
- review of stock records completed by the candidate
- feedback from supervisors and peers
- questioning to assess required knowledge of regulations and procedures where direct observation is difficult (such as dealing with hazards) and choice of materials and equipment.

Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:

- work preparation areas, stocks, materials and equipment, cleaning, decontamination and/or disinfection agents and equipment
- personal protective equipment (PPE)
- stock order forms, labels and records/forms.

Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.

The assessor must demonstrate both technical competence and currency.

Technical competence can be demonstrated through:

- relevant VET or other qualification/Statement of Attainment AND/OR
- relevant workplace experience.

Currency can be demonstrated through:

- performing the competency being assessed as part of current employment OR
- having consulted with a laboratory about performing the competency being assessed within the last twelve months.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSL933004 Perform calibration checks on equipment and assist with its maintenance

Modification History

Release 1. Supersedes and is equivalent to MSL933004A Perform calibration checks on equipment and assist with its maintenance

Application

This unit of competency covers the ability to perform set-up, pre-use and in-house calibration/validation checks on equipment and assist with its maintenance.

This unit of competency is applicable to laboratory assistants working in all industry sectors.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit

Nil

Competency Field

Unit Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria describe the performance needed to demonstrate achievement of the element.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Perform set-up and pre-use checks of laboratory equipment</td>
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<tr>
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workplace requirements

<table>
<thead>
<tr>
<th></th>
<th>Perform calibration checks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>2.1 Start up equipment according to operating procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 Use specified standards for calibration check</td>
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<tr>
<td></td>
<td></td>
<td>2.3 Check equipment in accordance with calibration procedures and schedules</td>
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<td></td>
<td>2.4 Record all calibration data accurately and legibly</td>
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<td></td>
<td></td>
<td>2.5 Compare data with specifications and/or previous records to identify non-compliant equipment</td>
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<tr>
<td></td>
<td></td>
<td>2.6 Quarantine out-of-calibration equipment</td>
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<table>
<thead>
<tr>
<th></th>
<th>Assist with equipment maintenance</th>
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<tbody>
<tr>
<td>3</td>
<td></td>
<td>3.1 Ensure all equipment work areas are clean during and after equipment use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2 Perform basic maintenance in accordance with workplace procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 Clean and store equipment according to workplace and/or manufacturer's specifications/procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.4 Identify and replace, repair or dispose of damaged/worn equipment as appropriate</td>
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<thead>
<tr>
<th></th>
<th>Maintain records</th>
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<tbody>
<tr>
<td>4</td>
<td></td>
<td>4.1 Record and report information on unsafe or faulty equipment according to workplace procedures</td>
</tr>
</tbody>
</table>

**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.
## Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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<tr>
<td></td>
<td>• national work health and safety (WHS) standards and codes of practice, national measurement regulations and guidelines</td>
</tr>
<tr>
<td></td>
<td>• industry specific codes, regulations and guidelines, such as good laboratory practice (GLP)</td>
</tr>
<tr>
<td></td>
<td>• workplace documents, such as standard operating procedures (SOPs), quality and equipment manuals, calibration check and maintenance schedules, material safety data sheets (MSDS) and safety procedures, material, production and product specifications, production and laboratory schedules, workplace recording and reporting procedures, and waste minimisation and safe disposal procedures</td>
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<td>• microtomes and tissue processors, cell counters and staining machines</td>
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<td>• colorimeters/spectrometers and polarimeters, light and fluorescence microscopes</td>
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<tr>
<td></td>
<td>• thermometers, thermohygrographs, hydrometers, conductivity meters and pH meters and ion-selective electrodes, noise meters, melting point apparatus, viscometers and instrument chart recorders</td>
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<td>• steel ruler/tapes and spirit levels, shovels, scoops, plates, rods, cylinder moulds and buckets</td>
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<td>• riffles and splitters and mixers, compaction rammers and soil classification equipment, penetrometers, force measuring</td>
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WHS and environmental management requirements include:

- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL933004A Perform calibration checks on equipment and assist with its maintenance

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL933004 Perform calibration checks on equipment and assist with its maintenance

Modification History

Release 1. Supersedes and is equivalent to MSL933004A Perform calibration checks on equipment and assist with its maintenance

Performance Evidence

Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- performing set-up and pre-use checks for at least three (3) items of equipment
- recognising non-standard behaviour of equipment
- performing calibration checks for at least two (2) items of basic equipment using standard procedures
- obtaining reliable calibration data with the required accuracy and precision
- identifying non-compliant equipment by comparing calibration data with specifications and/or previous data records
- following workplace data recording and reporting procedures
- performing basic cleaning and/or maintenance tasks for at least three (3) items of equipment
- following all relevant work health and safety (WHS) and environmental management requirements.

Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- role and importance of regular calibration checks and maintenance of equipment
- function of key components of the equipment and details of the pre-use, calibration and safety checks and operating procedures for items of equipment used
- sources of uncertainty in equipment operation and their control
- basic equipment cleaning, maintenance and storage procedures for items of equipment used
- workplace procedures for recording data and reporting results
- relevant hazards, WHS and environmental management requirements.

Assessment Conditions

- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
- This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
- This unit of competency may be assessed with:
  - MSL973001 Perform basic tests
- Holistic assessment methods include:
  - review of equipment log book entries, calibration data and maintenance records generated by candidate
  - feedback from peers and supervisors about the candidates ability to perform calibration checks and assist with basic maintenance
  - observation of the candidate performing equipment set-up, pre-use checks, shutdown procedures, calibration checks, cleaning and maintenance tasks
  - oral or written questioning to check required knowledge of workplace procedures for the safe use, cleaning and maintenance of the items of equipment used.
- Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  - standard laboratory equipped with appropriate equipment and reference materials; cleaning, decontamination and/or disinfection agents and equipment; and personal protective equipment (PPE)
  - workplace procedures, equipment manuals and information/records management system.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competence and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience.
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with a laboratory about performing the competency being assessed within the last twelve months.
Assessment Requirements for MS1933004 Perform calibration checks on equipment and assist with its maintenance

Date this document was generated: 18 March 2019

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSL934002 Apply quality system and continuous improvement processes

Modification History
Release 1. Supersedes and is equivalent to MSL934002A Apply quality system and continuous improvement processes

Application
This unit of competency covers the exercise of good laboratory practice (GLP) and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality.

This unit of competency is applicable to laboratory technicians working in all industry sectors who contribute to quality improvements in areas or processes associated with their own job function and/or specialisation. This unit of competency is relevant to experienced technical officers who may work individually or as part of a team.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
Nil

Competency Field
Quality

Unit Sector

Elements and Performance Criteria
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Satisfy quality system
1.1 Access information on quality system requirements for own job function
requirements in daily work

1.2 Record and report quality control data in accordance with quality system

1.3 Follow quality control procedures to ensure products or data are of a defined quality as an aid to acceptance or rejection

1.4 Recognise and report non-conformances or problems

1.5 Conduct work in accordance with sustainable work practices

1.6 Promote sustainability principles and work practices to other workers

2 Analyse opportunities for corrective and/or optimisation action

2.1 Compare current work practices, procedures and process or equipment performance with requirements and/or historical data or records

2.2 Recognise variances that indicate abnormal or sub-optimal performance

2.3 Collect and/or evaluate batch and/or historical records to determine possible causes for sub-optimal performance

2.4 Use appropriate quality improvement techniques to rank the probabilities of possible causes

3 Recommend corrective and/or optimisation actions

3.1 Analyse causes to predict likely impacts of changes and decide on the appropriate actions

3.2 Identify required changes to standards and procedures and training

3.3 Report recommendations to designated personnel

4 Participate in the implementation of recommended actions

4.1 Implement approved actions and monitor performance following changes to evaluate results

4.2 Implement changes to systems and procedures to eliminate possible causes

4.3 Document outcomes of actions and communicate them to relevant personnel
5 Participate in the development of continuous improvement strategies

5.1 Review all relevant features of work practice to identify possible contributing factors leading to sub-optimal performance

5.2 Identify options for removing or controlling the risk of sub-optimal performance

5.3 Assess the adequacy of current controls, quality methods and systems

5.4 Identify opportunities to continuously improve performance

5.5 Develop recommendations for continual improvements of work practices, methods, procedures and equipment effectiveness

5.6 Consult with appropriate personnel to refine recommendations before implementation of approved improvement strategies

5.7 Document outcomes of strategies and communicate them to relevant personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or workplace requirements include the latest version of one or more of:

- Australian and international standards covering the requirements for the competence of testing and calibration laboratories,
quality management systems and plans, measurement management, and sampling and testing

- national work health and safety (WHS) standards and codes of practice, and National Association of Testing Authorities (NATA) accreditation program requirements
- national measurement regulations and guidelines
- specific codes, regulations guidelines, procedures and methods, such as Australia New Zealand Food Standards (ANZFS) Code, Australian code of good manufacturing practice for medicinal products (GMP), principles of good laboratory practice (GLP), National Health and Medical Research Council (NHMRC) Guidelines, and Therapeutic Goods Regulations
- workplace documents, such as standard operating procedures (SOPs); quality and equipment manuals; calibration and maintenance schedules; material safety data sheets (MSDS) and safety procedures; material, production and product specifications; production and laboratory schedules; workplace recording and reporting procedures; and waste minimisation and safe disposal procedures
- customer-specific requirements/standards

**Quality control procedures**

Quality control procedures include one or more of:

- standards imposed by regulatory and licensing bodies
- working to a customer brief or batch card and associated quality procedures
- checklists to monitor job progress against agreed time, costs and quality standards
- preparation of sampling plans
- the use of hold points to evaluate conformance
- the use of inspection and test plans to check compliance

**Sustainable work practices**

Sustainable work practices include, but are not limited to, one or more of:

- examining work practices that use excessive electricity
- switching off equipment when not in use
- regularly cleaning filters
- insulating rooms and buildings to reduce energy use
- recycling and reusing materials wherever practicable
- minimising process waste

**Quality improvement**

Quality improvement tools and techniques include using one or
tools and techniques

More of:
- Plan, do, check, act (PDCA)
- Ishikawa fishbone diagrams and cause and effect diagrams, logic tree, similarity/difference analysis, Pareto charts and analysis, force field/strength, weakness, opportunities, threats (SWOT) analysis
- Run charts, control charts, histograms and scattergrams to present routine quality control data
- Statistical analysis of quality control data, mean, median, mode, ranges and standard deviations

Communication

Communication includes interactions with one or more:
- Supervisors, managers and quality managers
- Administrative, laboratory and production personnel
- Internal/external contractors, customers and suppliers

Quality improvement opportunities

Quality improvement opportunities include, but are not limited to, one or more of:
- Production processes
- Hygiene and sanitation procedures
- Reductions in waste and re-work
- Laboratory layout and work flow
- Safety procedures
- Communication with customers
- Methods for sampling, testing and recording data

Documenting and reporting information about quality

Documenting and reporting information about quality includes, but are not limited to, one or more of:
- Verbal responses
- Data entry into laboratory or workplace database
- Brief written reports using workplace proformas

WHS and environmental management requirements

WHS and environmental management requirements include:
- Complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- Applying standard precautions relating to the potentially
hazardous nature of samples

- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

**Unit Mapping Information**

Release 1. Supersedes and is equivalent to MSL934002A Apply quality system and continuous improvement processes

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL934002 Apply quality system and continuous improvement processes

Modification History

Release 1. Supersedes and is equivalent to MSL934002A Apply quality system and continuous improvement processes

Performance Evidence

- Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:
  - applying relevant quality control procedures and regulatory requirements to ensure the quality and integrity of the products/services or data provided in work area
  - applying and promoting sustainability principles and work practices in work area
  - detecting non-conforming products or services and recognising opportunities for improvements in work area
  - using at least three (3) quality improvement tools and techniques to analyse performance in work area
  - applying effective problem-solving strategies, such as identifying inputs and outputs, sequencing a process, identifying and rectifying a problem step, and root cause analysis
  - following workplace procedures for recording and reporting information about quality
  - implementing and monitoring approved actions, changes and improvement strategies
  - consulting and working with other team members to suggest improvements in productivity and quality.

Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- business goals and quality requirements associated with job function and/or work area as a basis for decision making and action
- scientific and technical requirements of the processes, procedures, equipment and instrumentation associated with the candidate’s work tasks and duties
- specifications for laboratory products and services in the work area
- sustainable energy principles
- workplace procedures associated with the candidate’s regular technical duties
- layout of the workplace, divisions and laboratory
- organisational structure of the workplace
- lines of communication
- role of laboratory services to the workplace and customers
- work health and safety (WHS) and environment requirements.
Assessment Conditions

- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
- This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
- This unit of competency may be assessed with:
  - MSL924001 Process and interpret data
  - MSL954001 Obtain representative samples in accordance with sampling plan
  - relevant MSL974000 series units of competency
  - relevant MSL975000 series units of competency
- Holistic assessment methods include:
  - review of documentation completed by the candidate as part of regular quality control
  - feedback from supervisors and/or customers regarding quality of products/services and/or data regularly provided by the candidate
  - observation of the candidate's performance and participation in quality improvement teams over time in the workplace
  - review of reports from quality improvement teams where the candidate's role is clearly outlined and verified
  - verified reports of improvements suggested and implemented by the candidate individually
  - use of suitable simulations and/or a pilot plant and/or a range of quality improvement case studies and scenarios.
- Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  - workplace quality manual and procedures, quality control data/records
  - customer complaints and rectifications.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competence and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience.
• Currency can be demonstrated through:
  • performing the competency being assessed as part of current employment OR
  • having consulted with a laboratory about performing the competency being assessed
    within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSL934003 Maintain and control stocks

Modification History
Release 1. Supersedes and is equivalent to MSL934003A Maintain and control stocks

Application
This unit of competency covers the ability to order, maintain and control the use of laboratory materials and/or equipment in the work area.

This unit of competency is applicable to technicians and technical officers working in all industry sectors.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
Nil

Competency Field
Quality

Unit Sector

Elements and Performance Criteria
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Maintain and control stocks of materials or equipment
   1.1 Label, document and store stocks in accordance with relevant standards and specific safety requirements
   1.2 Follow stock rotation procedures to maximise use of stocks within permitted shelf life
   1.3 Identify stock discrepancies and replace redundant or outdated stocks to maintain stocks at prescribed level
1.4 Identify and replace damaged/worn equipment or arrange for repairs or disposal as appropriate

1.5 Initiate quality control sampling and testing procedures when appropriate

1.6 Report stock problems outside own knowledge and authority limitations to relevant personnel

2.1 Determine requirements of customers and suppliers using appropriate communication and interpersonal skills

2.2 Determine demand for stock, taking into account peak and seasonal variations in stock usage and production conditions

2.3 Place and/or follow up approved orders using workplace systems and procedures

2.4 Check condition of received goods and take appropriate action

3.1 Record all relevant details accurately using the specified forms/computer system

3.2 Ensure that written information is legible and indelible

3.3 File all records in the designated place

4.1 Use established safe work practices and personal protective equipment (PPE) to ensure personal safety and that of other laboratory personnel

4.2 Minimise the generation of wastes and environmental impacts

4.3 Ensure the safe collection of redundant/outsdated stocks for subsequent disposal
Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or workplace requirements include the latest version of one or more of:

- Australian and international standards covering the requirements for the competence of testing and calibration laboratories; laboratory design and construction; laboratory safety; quality and environmental management; and labelling, storage, handling and transport of hazardous substances
- national work health and safety (WHS) standards and codes of practice, national measurement regulations and guidelines, and national environmental protection measures
- specific legislation, regulations, codes, guidelines, procedures and methods, such as Australian code of good manufacturing practice for medicinal products (GMP), principles of good laboratory practice (GLP), dangerous goods, animal welfare, Australian Quarantine and Inspection Service (AQIS) Export Control Orders and Import Guidelines, Australian Radiation Protection and Nuclear Safety Agency (ARPANSA), gene technology, and National Health and Medical Research Council (NHMRC)
- workplace documents, such as standard operating procedures (SOPs); quality and equipment manuals; calibration and maintenance schedules; material safety data sheets (MSDS) and safety procedures; material, production and product specifications; production and laboratory schedules; workplace recording and reporting procedures; and waste minimisation and safe disposal procedures
- customer database and supplier catalogues, customer-specific requirements/standards, internal/external stock orders and overdue actions

Workplace

Workplace procedures include, but are not limited to, one or more of:
procedures

- ordering, purchase and receipt of stocks
- verification of temperature control for delivered and stored stocks (e.g. reagents containing enzymes)
- organisation of compatible batch or lot numbers
- storage of stocks, stock control and rotation of stock
- quality control testing, monitoring of use by dates of standards and shelf life of reagents (e.g. DNA, enzymes, antibodies, radioisotopes and vitamins)
- reporting non-conformances

Records

Records include, but are not limited to, one or more of:

- current inventories, stock usage, orders and progress of orders
- equipment servicing and repairs
- quality control sampling, testing and stock rotation

Hazards

Hazards include, but are not limited to, one or more of:

- electric shock
- chemicals, such as acids and hydrocarbons
- microbiological organisms associated with blood and blood products
- radioisotopes
- sharps, such as broken glassware
- disturbance or interruption of services
- manual handling of heavy boxes
- fluids under pressure and industrial gas bottles

Safety procedures

Safety procedures include:

- use of personal protective equipment (PPE), such as hearing protection, gloves, safety glasses, coveralls and safety boots
- ensuring access to service shut-off points
- handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, and workplace procedures and regulations
- regular cleaning of equipment and work areas

WHS and environmental management requirements

WHS and environmental management requirements include:

- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be
compromised at any time

- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

**Unit Mapping Information**

Release 1. Supersedes and is equivalent to MSL934003A Maintain and control stocks

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL934003 Maintain and control stocks

Modification History
Release 1. Supersedes and is equivalent to MSL934003A Maintain and control stocks

Performance Evidence
Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- accessing online databases and/or catalogues efficiently
- following workplace procedures for predicting and/or determining demand for stock; and researching, ordering and receiving stock, materials and equipment
- maintaining stocks of materials and equipment at prescribed levels for the work area, through regular inspections, timely ordering of replacement items and follow-up of late orders
- performing quality control sampling and testing and rotating stock in accordance with workplace procedures
- managing peak and seasonal variations in stock usage and production conditions
- interpreting labelling information (lot number, batch and date) and material safety data sheets (MSDS) correctly
- applying procedures for safe (manual) handling, storage and transport of stocks
- completing and recording all stock records and documentation accurately
- demonstrating effective communication and interpersonal skills when dealing with customers and suppliers.

Knowledge Evidence
Must provide evidence that demonstrates knowledge of:

- terminology associated with ordering and storage of stocks
- laboratory stock, product and service information relevant to job role
- types of hazardous chemical reactions and the rationale for recommended storage systems
- workplace procedures and quality system requirements for stock control
- codes of practice and regulations concerning the labelling, handling, storage and transport of stock relevant to job role
- relevant hazards, work health and safety (WHS) and environment requirements.

Assessment Conditions
- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
• This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.

• Foundation skills are integral to competent performance of the unit and should not be assessed separately.

• Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

• Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).

• This unit of competency may be assessed with:
  • MSL935004 Maintain instruments and equipment

• Holistic assessment methods include:
  • review of documentation for orders prepared by the candidate
  • examination of stock records maintained by the candidate
  • feedback from the laboratory manager, quality manager, customer service manager, supervisor, customers and peers
  • oral or written questioning to check knowledge of the maintenance and control requirements for a selection of stock
  • observation of the candidate handling stock and conducting quality control sampling and testing.

• Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  • stocks of materials and equipment
  • stock order forms and documentation
  • sampling and testing equipment
  • online information systems, inventories, print records, databases and catalogues
  • codes of practice and regulations concerning the handling, storage and transport of the stock.

• Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.

• The assessor must demonstrate both technical competence and currency.

• Technical competence can be demonstrated through:
  • relevant VET or other qualification/Statement of Attainment AND/OR
  • relevant workplace experience.

• Currency can be demonstrated through:
  • performing the competency being assessed as part of current employment OR
  • having consulted with a laboratory about performing the competency being assessed within the last twelve months.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSL973007 Perform microscopic examination

Modification History
Release 1. Supersedes and is equivalent to MSL973007A Perform microscopic examination

Application
This unit of competency covers the ability to set up a light microscope for optimum resolution, to prepare routine samples and to observe, identify and report sample characteristics.

This unit of competency is applicable to laboratory or technical assistants in all industry sectors. The unit of competency covers limited interpretation and analysis of results. Troubleshooting of equipment and procedures is not required.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
Nil

Competency Field
Testing

Unit Sector

Elements and Performance Criteria

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<th>Performance criteria</th>
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<td>Interpret test requirements</td>
<td>Review test request to identify samples to be tested, test method and equipment involved</td>
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<td>Identify hazards associated with the sample, preparation methods and equipment, and implement workplace control measures</td>
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</table>
6 Maintain a safe work environment

6.1 Ensure safety and minimise cross-contamination through the use of personal protective equipment (PPE)

6.2 Handle all samples and equipment in accordance with workplace safety protocols

6.3 Clean up spills using appropriate techniques to protect personnel, work area and environment

6.4 Minimise generation of waste and environmental impacts

6.5 Collect and dispose of all wastes safely

6.6 Report hazards and incidents to designated personnel using workplace procedures

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or workplace requirements include the latest version of one or more of:

- Australian and international standards covering the requirements for the competence of testing and calibration laboratories, laboratory safety and quality management
- National work health and safety (WHS) standards and codes of practice, and national measurement regulations and guidelines
- Specific codes, guidelines and procedures, such as National Association of Testing Authorities (NATA) accreditation requirements, principles of good laboratory practice (GLP), and Australian code of good manufacturing practice for medicinal
products (GMP)

- workplace documents, such as standard operating procedures (SOPs); quality and equipment manuals; calibration and maintenance schedules; material safety data sheets (MSDS) and safety procedures; material, production and product specifications; production and laboratory schedules; workplace recording and reporting procedures; and waste minimisation and safe disposal procedures
- workplace procedures for microscopic examination of samples

### Preparation of samples

Preparation of samples includes, but is not limited to, one or more of:

- drying and cooling
- physical separation, centrifugation, filtration and chemical separation
- sub-sampling
- labelling
- aseptic transfer of specimen
- thin film or smear on a slide
- fixing of films to minimise cell damage and the production of artefacts
- staining of fixed material to illustrate required characteristics
- mounting of stained films, sections and whole mounts to ensure long-term preservation
- permanent labels for smears, films and sections for presentation, storage and retrieval
- selection of diluent to preserve or enhance visibility of the cells to be counted
- serial dilution to enable individual cells to be reliably counted
- filling a counting chamber in one continuous flow without bubbles or overflow
- selection, filling and cover slipping of a clean, dry counting chamber to ensure even distribution of cells during filling

### Biological samples

Biological samples include, but are not limited to, one or more of:

- smears, impression smears, sections, squashes, films and whole mounts
- a monolayer of cells in smears and films
- fixed smears for demonstration of bacteria by the methylene blue and Gram staining techniques
- blood films stained by a Romanowsky technique to clearly show differentiation of granulocytes
- stained sections of animal tissues using regressive haematoxylin
and eosin to differentiate cytoplasmic and nuclear detail
- differentially stained monocotyledon and dicotyledon stem sections to demonstrate the structure of vascular bundles (xylem, phloem and cambium)
- stained whole mounts of helminths
- whole mounts, such as liver flukes, planaria and samples of animal faeces to demonstrate ova, cysts and larvae
- pond water organisms
- onion root tip squash
- midstream sample of urine

**Physical samples**
Physical samples include, but are not limited to, one or more of:
- sand
- asbestos fibres
- coal samples
- construction materials for testing
- geological specimens

**Sample characteristics**
Sample characteristics are restricted to what can be viewed by bright light microscopy and include, but are not limited to, one or more of:
- shape and size of particles
- presence of contamination
- colour
- consistency and variability
- number of cells (e.g. cells in blood or other particulate samples, such as a yeast suspension or pollen grains)
- type of cells, percentage of atypical cells, presence/absence of cells, size of cells, viable and non-viable cells and trajectory
- presence of stained material, such as starch
- colour/staining and morphology
- motility

**Workplace safety procedures**
Workplace safety procedures include, but are not limited to, one or more of:
- ergonomic layout, correct illumination and organisation of workbench
- use of biohazard containers and laminar flow cabinet
- correctly labelling reagents and hazardous materials
- use of PPE, such as safety glasses, gloves and coveralls
- handling and storing hazardous materials and equipment in
accordance with labels, MSDS and manufacturer instructions

- regularly cleaning and decontaminating equipment and work areas

WHS and environmental management requirements include:

- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time

- applying standard precautions relating to the potentially hazardous nature of samples

- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

Unit Mapping Information
Release 1. Supersedes and is equivalent to MSL973007A Perform microscopic examination

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL973007 Perform microscopic examination

Modification History
Release 1. Supersedes and is equivalent to MSL973007A Perform microscopic examination

Performance Evidence
Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- safely performing microscopic examination of at least three (3) different samples and correctly identifying and reporting the characteristics of each
- checking suitability of samples, such as labelling, spillage, spoilage due to incorrect storage and transport conditions, temperature control and suitability for the examination
- safely preparing routine biological and/or physical samples in accordance with workplace procedures or standard methods
- checking the quality of prepared samples, such as:
  - clean and scratch-free microscope slides to reduce artefacts
  - preparation according to specified procedure/method
  - homogeneous suspension of sample
  - films and smears that have been fixed rapidly
  - thin films with a monolayer of cells
  - appropriate whole mounts for intact organisms
  - correct sample identification during and after processing
- performing pre-use checks of equipment, such as calibration, routine cleaning and maintenance, and use by dates of reagents
- setting up a light microscope for optimal resolution
- accurately observing, identifying and reporting sample characteristics
- performing counts on samples and basic measurements using grids
- performing accurate calculations as required by the method, such as:
  - dilutions
  - percentage viability
  - number of cells in original sample after dilution
  - calculation of cells/ml in a number of squares of a counting chamber
- interpreting and recording test results reliably
- logging and tracking samples through all steps from sample receipt to completion of the examination and reporting
- minimising cross-contamination and contamination of the laboratory and environment
- using personal protective equipment (PPE) and safety procedures to maintain personal safety and that of others
• handling/storing samples and equipment and collecting/disposing of waste in accordance with workplace procedures.

Knowledge Evidence
Must provide evidence that demonstrates knowledge of:
• nature of samples, sample preparation methods, methods of examination and associated hazards
• parts and functions of a light microscope and steps taken to optimise the resolution of images
• importance and appropriate use of controls and certified reference materials
• workplace and/or legal traceability requirements
• relevant work health and safety (WHS) and environment requirements.

Assessment Conditions
• Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
• This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
• Foundation skills are integral to competent performance of the unit and should not be assessed separately.
• Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
• Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
• This unit of competency may be assessed with:
  • MSL922001 Record and present data
  • MSL933002 Contribute to the achievement of quality objectives
  • MSL943002 Participate in laboratory or field workplace safety
  • MSL953001 Receive and prepare samples for testing
• Holistic assessment methods include:
  • review of data records prepared by the candidate, such as counts, observations and results
  • feedback from supervisors and peers about adherence to workplace procedures and sample preparation/examination methods
  • observation of the candidate performing microscopic examinations
  • oral/written questions about workplace procedures covering safe preparation and examination of samples.
• Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  • a standard laboratory equipped with appropriate equipment, including light microscopes and samples
  • workplace procedures, standard methods and materials
  • equipment, such as glass slides, counting chambers (e.g. haemocytometer), optical graticules and stage micrometers, and tissue culture flasks
  • a light microscope, such as:
    • bright field illumination microscope up to 1000 x magnification
    • stereomicroscopes and dissection microscopes
    • compound microscope
    • phase contrast microscope
    • inverted microscope.

• Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.

• The assessor must demonstrate both technical competence and currency.

• Technical competence can be demonstrated through:
  • relevant VET or other qualification/Statement of Attainment AND/OR
  • relevant workplace experience.

• Currency can be demonstrated through:
  • performing the competency being assessed as part of current employment OR
  • having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSL975017 Perform laboratory-based ecological techniques

Modification History
Release 1. Supersedes and is equivalent to MSL975017A Perform laboratory-based ecological techniques

Application
This unit of competency covers the ability to participate in laboratory investigations involving animals, plants and related environmental parameters. The animals or plants might be single specimens, parts of specimens or be in culture or under propagation. The investigations might also be part of experimental models that examine interactions of animals and/or plants and their environments. Investigations would generally relate to taxonomy, physiology and pathology, and would be oriented to scientific research, food production and manufacture, and to investigation of biological environments and ecosystems.

This unit of competency is applicable to laboratory technicians and technical officers working in biological, biotechnology and environmental industry sectors. It is expected that all work would conform to statutory and work health and safety (WHS) codes of practice. This unit of competency assumes that personnel perform tests and procedures under the close supervision of scientific staff and that the workplace will equip its workers with relevant animal handling skills should they be required. The unit does not cover procedures related to the handling of vertebrates that are subject to national and state/territory animal care and ethics regulations.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit
MSL974006 Perform biological procedures

Competency Field
Testing
Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

1 Process specimens and documentation
   1.1 Check specimens and request forms for labelling and documentation before acceptance
   1.2 Log specimens, applying required document tracking mechanisms
   1.3 Dispatch specimens to referral laboratories as required
   1.4 Store specimens appropriately until required for testing

2 Participate in the identification and classification of species
   2.1 Record macroscopic and/or microscopic details of specimens to assist in their identification and classification
   2.2 Use taxonomic keys to assist in the identification and classification of species
   2.3 Perform laboratory analyses that can assist in identification and classification of species
   2.4 Preserve specimens for future reference
   2.5 Label preserved specimens for storage and reliable retrieval from collections

3 Maintain viability and integrity of specimens during experimentation
   3.1 Provide nutrients and environments to maintain viability of individual specimens and organisms being cultured or propagated
   3.2 Perform procedures and analyses to monitor the experimental environment
   3.3 Perform procedures and analyses to monitor the physiology of organisms in the experimental environment
   3.4 Adjust nutrient requirements and environmental conditions as indicated by monitoring data
3.5 Report to supervisors data and phenomena that may risk viability of individual specimens or cultures

3.6 Report to supervisors data and phenomena that are incompatible with the experimental design parameters

4 Integrate laboratory and field data

4.1 Locate field data relevant to the study or experiment

4.2 Ensure that field and laboratory data codes are matched for tracking, reporting and chain of custody requirements

4.3 Log field and laboratory data into information systems

4.4 Assist with writing reports of experiments and related field studies

5 Maintain a safe work environment

5.1 Use established safe work practices and personal protective equipment (PPE) to ensure personal safety and that of other laboratory personnel

5.2 Minimise the generation of waste and environmental impacts

5.3 Ensure the safe collection of laboratory and hazardous waste for subsequent disposal

5.4 Care for and store equipment and reagents as required

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of
Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or workplace requirements include the latest version of one or more of:

- Australian and international standards covering the requirements for the competence of testing and calibration laboratories, laboratory safety and quality management
- National WHS standards and codes of practice, and national environmental protection requirements
- Specific codes, guidelines, procedures and methods, such as animal welfare legislation and codes of practice, guide to physical containment levels and facility types, and Australian Quarantine and Inspection Service (AQIS) Export Control (Orders) Regulations
- Workplace documents, such as standard operating procedures (SOPs), quality and equipment manuals, calibration and maintenance schedules, material safety data sheets (MSDS) and safety procedures, safety procedures to minimise contraction of zoonoses, laboratory schedules, workplace recording and reporting procedures, waste minimisation disposal protocols and environment protection procedures
- Workplace procedures for labelling, preparation, storage, transport and disposal of samples and specimens
- Validated and authorised test procedures

Communication

Communication includes interactions with one or more of:

- Scientists
- Field workers
- Local government professionals or representatives of state/territory authorities, such as environmental protection agencies
- Supervisors and managers (laboratory, quality and customer service)
- Clients

Disposal of biohazardous wastes

Disposal of biohazardous wastes includes, but is not limited to, one or more of:

- Collection for sterilisation by autoclaving (e.g. autoclaving of microbiological plates)
- Appropriate storage (e.g. of waste containing radioactive isotopes)
- Use of biohazard waste containers
Safe work practices

Safe work practices include, but are not limited to, one or more of:

- ensuring access to service shut-off points
- recognising and observing hazard warnings and safety signs
- labelling of samples, reagents, aliquoted samples and hazardous materials
- handling and storage of hazardous materials and equipment in accordance with labelling, material safety data sheets (MSDS) and manufacturer instructions
- identifying and reporting operating problems or equipment malfunctions
- cleaning and decontaminating equipment and work areas regularly using workplace procedures
- using PPE, such as gloves, safety glasses, coveralls, gowns, hearing protection and safety boots
- using containment facilities (PCII, PCIII and PCIV physical containment laboratories), containment equipment (biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets) and containment procedures
- following established manual handling procedures
- reporting abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/wastewater, gases, smoke, vapour, fumes, odour and particulates, to appropriate personnel

WHS and environmental management requirements

WHS and environmental management requirements include:

- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant
Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL975017A Perform laboratory-based ecological techniques

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
Assessment Requirements for MSL975017 Perform laboratory-based ecological techniques

Modification History

Release 1. Supersedes and is equivalent to MSL975017A Perform laboratory-based ecological techniques

Performance Evidence

Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- identifying and classifying at least five (5) different animal and plant species for scientific and experimental purposes
- processing, labelling, preserving and storing at least five (5) different kinds of specimens
- performing procedures and analyses to monitor the physiology of organisms/specimens in the experimental environment and maintain their viability on at least three (3) occasions
- taking representative samples for analysis
- not contaminating sterile environments or specimens
- integrating field and laboratory data to provide meaningful results in support of laboratory investigations
- using appropriate scientific terminology and technical concepts to report data and phenomena that may risk viability of individual specimens or cultures or are incompatible with the experimental design parameters
- safely collecting, storing and disposing of waste and minimising contamination of the environment
- following workplace safety procedures.

Knowledge Evidence

- Must provide evidence that demonstrates knowledge of:
  - growth requirements of organisms that are subjects of laboratory or greenhouse culture or propagation relevant to job role
  - general anatomy of plants and animals that is useful as classification data
  - processes that are essential for preservation of plant and animal material for use as reference material
  - relationships between field and laboratory data that are useful in giving commentary on the integrity or distress in biological environments
  - rationale for selection of techniques used to monitor the experimental environment and the effects of variables on organisms in the experimental environment
  - uses of environmental impact statements that incorporate the results of field and laboratory analyses
  - workplace and/or legal traceability requirements
relevant hazards, work health and safety (WHS) and environment requirements.

Assessment Conditions

- Judgment of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
- This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
- This unit of competency may be assessed with:
  - MSL925001 Analyse data and report results
  - MSL974007 Undertake environmental field-based monitoring
- Holistic assessment methods include:
  - review of data and results obtained by the candidate over time to ensure accuracy and consistency
  - inspection of records and workplace documentation completed by the candidate
  - feedback from supervisors or clients about the candidate’s ability to perform laboratory-based ecological techniques in support of laboratory investigations involving animals, plants and related environmental parameters
  - observation of the candidate processing specimens and conducting analyses
  - questioning about procedures that form part of experiments relevant to job role
  - review of the candidate’s responses to case studies/scenarios, such as:
    - relating field and laboratory data in an environmental impact statement
    - preservation of plant species and placement in a herbarium
    - plant propagation in a variety of controlled environments
    - maintenance of cultures of protozoans or invertebrates.
- Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  - equipment and resources for investigating the physiology of plants and animals in the laboratory
  - workplace procedures, sampling plans, test methods and equipment manuals
  - computers and programs for simulated experiments or data analysis
• items of equipment, reagents, specimens and systems for botanical and zoological techniques
• laboratory information management systems (LIMS), databases, record and filing systems, including specimen accessioning.
• Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
• The assessor must demonstrate both technical competence and currency.
• Technical competence can be demonstrated through:
  • relevant VET or other qualification/Statement of Attainment AND/OR
  • relevant workplace experience
• Currency can be demonstrated through:
  • performing the competency being assessed as part of current employment OR
  • having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa
MSMSUP280 Manage conflict at work

Modification History
Release 1. Supersedes and is equivalent to MSAPMSUP280A Manage conflict at work

Application
This unit of competency covers the skills and knowledge required to manage conflict in a range of personal conflict situations.

This unit of competency applies to personnel who are required to liaise and cooperate with other members of the team and to work towards finding common ground and opportunities for problem resolution. It applies to any interactions in the workplace, including interactions between co-workers, between staff and customer/client, and between staff and supervisor.

This unit of competency applies to an individual working alone or as part of a team/work group and working in liaison with other shift team members and the control room operator, as appropriate.

This unit of competency applies to all work environments and sectors within the industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Support

Unit Sector

Elements and Performance Criteria
Elements describe the essential outcomes
Performance criteria describe the performance needed to demonstrate achievement of the element
1 **Identify potential sources of conflict**

1.1 Identify actions which are likely to promote a reaction in others

1.2 Assess the other person’s needs and/or concerns

1.3 Assess own ability to respond to the other person’s needs

1.4 Recognise possible causes of conflict

1.5 Identify potential conflict situations

2 **Identify range of alternative approaches**

2.1 Discuss with the other person their needs and concerns

2.2 Identify own needs and concerns and discuss with other person

2.3 Identify possible approaches through which the needs and concerns of both may be met

2.4 Develop a range of alternative approaches for achieving goals

3 **Resolve conflicts**

3.1 Identify areas of common ground or objectives that can be mutually supported

3.2 Agree on an approach which will meet the majority of objectives for both parties

3.3 Implement the approach

3.4 Check that the agreed requirements are being met and that conflict has been resolved

4 **Respond to problems**

4.1 Identify possible problems in the conflict management process

4.2 Determine problems needing action

4.3 Determine possible causes

4.4 Rectify problem using appropriate solution within area
of responsibility

4.5 Follow through items initiated until final resolution has occurred

4.6 Report problems outside area of responsibility to designated person

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Conflict

Conflict in the context of this unit refers to interpersonal conflict and may arise in any work-related context.

Potential sources of conflict

Potential sources of conflict include conflicts arising from one or more of the following:

- different learning/problem solving styles
- different work or personal priorities
- different personality styles
- conflicting key performance indicators (KPIs), work goals or targets
- different social, cultural, religious or ethnic background or different gender of sexual preference
- different interpretation of requirements or ‘the rules’
Approaches to resolving conflict

Approaches to resolving conflict will be based on direct communication and include one or more of the following:

- informal, face-to-face discussions
- formal/structured face-to-face discussions
- through the use of:
  - telephones and two-way radios
  - memos, faxes, letters or emails

Routine problems

Routine problems must be resolved by applying known solutions.

Routine problems are predictable and include one or more of the following:

- anger or aggression arising from industrial relations matters
- disagreements over processes or work practices
- variations in opinions about circumstances or events
- interpersonal disputes arising from changes in personal circumstances

Known solutions are drawn from one or more of the following:

- procedures
- training
- remembered experience

Non-routine problems must be reported according to relevant procedures.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSAPMSUP280A Manage conflict at work

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027
Assessment Requirements for MSMSUP280 Manage conflict at work

Modification History
Release 1. Supersedes and is equivalent to MSAPMSUP280A Manage conflict at work

Performance Evidence
- Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and demonstrate the ability to:
  - recognise situations, actions and verbal and non-verbal communication that indicate potential or actual conflict
  - communicate about needs and concerns of self and others and areas of common ground using:
    - appropriate verbal and non-verbal communication
    - statements that focus on issues and facts, not people and personalities
    - accurate reflection of people’s needs and concerns
  - implement conflict resolution approach and monitor its success
  - apply known solutions to routine problems

Knowledge Evidence
Evidence must be provided that demonstrates knowledge of:
- likely sources of conflict in own job/workplace
- indicators of potential conflict
- communication approaches to resolving conflict
- conflict resolution skills relevant to own job/workplace.

Assessment Conditions
- The unit should be assessed holistically and the judgement of competence based on a holistic assessment of the evidence.
- The collection of performance evidence:
  - should occur over a range of situations which include typical disruptions to normal, smooth operations
  - will use one or a combination of:
    - totally off the job, in which case it will use case studies and role plays as well as questions
    - evidence drawn totally from performance in the workplace
• will typically include a supervisor/third-party report focusing on consistent performance and problem recognition and solving. A supervisor/third-party report must be prepared by someone who has a direct, relevant, current relationship with the person being assessed and who is in a position to form a judgement on workplace performance relevant to the unit of competency.

• may use industry-based simulation for all or part of the unit particularly where safety, lack of opportunity or significant cost is an issue.

• Assessment should occur in operational workplace situations. Where this is not possible, or where personal safety or environmental damage are limiting factors, assessment must occur in a sufficiently rigorous simulated environment reflecting realistic operational workplace conditions. This must cover all aspects of workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

• Assessment in a simulated environment should use evidence collected from one or more of:
  • walk-throughs
  • pilot plant operation
  • demonstration of skills
  • industry based case studies/scenarios
  • ‘what ifs’.

• Knowledge evidence may be collected concurrently with performance evidence (provided a record is kept) or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept).

• Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

• Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.

• Foundation skills are integral to competent performance of the unit and should not be assessed separately.

• As a minimum, assessors must satisfy the Standards for Registered Training Organisations 2015 assessor requirements.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=d1287d36-dff4-4e9f-ad2c-9d6270054027
NWP203B Plan and organise personal work activities

Modification History
NWP203B Release 2: Layout adjusted. No changes to content.
NWP203B Release 1: Primary release.

Unit Descriptor
This unit of competency describes the outcomes required to plan and organise personal work activities to meet specified outcomes, including identifying and using resources and equipment and applying customer service policies.

Application of the Unit
This unit supports the attainment of skills and knowledge required for field and operational staff who work under supervision but who are required to exercise responsibility for their own effective work performance.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit of competency contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Plan and conduct assigned work activities | 1.1 Identify work activities and relevant *legislation and organisational procedures*.  
1.2 Organise and *plan work activities* to achieve agreed outcomes.  
1.3 Identify and obtain resources to complete planned work activities. |
| 2 Monitor quality of work. | 2.1 Interpret and check instructions against relevant organisational standards of work.  
2.2 Seek clarification of work instructions as required.  
2.3 Monitor and adjust work according to requirements for job quality, customer service, public responsibility and resource use. |
| 3 Provide and obtain feedback and information on work activities. | 3.1 *Record and report* work activities according to organisational requirements.  
3.2 Access appropriate avenues to provide suggestions for improvement to personal work performance. |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- prepare, identify and respond to operational problems
- complete basic reports, records and logs
- follow work instructions
- follow policies, procedures and standards
- work effectively as part of a team
- use literacy skills in regard to verbal and written communication in the workplace
- communicate such things as work requirements effectively
- assertiveness
- time management

Required knowledge:

- organisational reporting and communication systems
- work planning processes
- legislative and organisational policies, procedures and standards
- administrative procedures
- quality systems
- organisational procedures for contractors
- reporting procedures
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The candidate should demonstrate the ability to plan and organise personal work activities to meet specified outcomes, including:

- identifying and using resources and equipment
- applying customer service policies
- identifying, prioritising and planning work tasks
- identifying and applying appropriate quality standards
- monitoring work performance and seeking feedback

Context of and specific resources for assessment

Access to the workplace and resources including:

- documentation that should normally be available in a water industry organisation
- relevant codes, standards and government regulations

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice
- a decision of competence only taken at the point when the assessor has complete confidence in the person's competence over time and in various contexts
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be
authenticated and show that it represents competency demonstrated over a period of time

- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in a manner appropriate to the skill levels of the operator and cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Legislation and organisational procedures** include:

- by-laws and organisational policies
- standard operating procedures
- equal employment opportunity
- OHS

**Plan work activities** will require:

- interpretation of instructions and directions
- assessment and prioritisation of workload
- adherence to timelines
- interaction and communication with team members and individuals
- interpretation of legislation and organisational procedures
- reference to:
  - productivity requirements
  - total quality management principles
  - customer service requirements

**Record and report** information relating to work activities, including:

- completion of time sheets
- requisitions
- work sheets and job cards
- basic workplace records and verbal or written reports
Unit Sector(s)
Not applicable.

Competency field
Common
NWP209B Use maps, plans, drawings and specifications

Modification History

NWP209B Release 2: Layout adjusted. No changes to content.
NWP209B Release 1: Primary release.

Unit Descriptor

This unit of competency describes the outcomes required to read and interpret maps, plans, drawings and specifications.

Application of the Unit

This unit supports the attainment of skills and knowledge required for field and operational staff involved in the location, construction and maintenance or repair of assets, such as plants, pump stations and infrastructure.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit of competency contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Interpret maps, plans and drawings. | 1.1 Identify main *types of maps, plans, drawings and specifications* used to support work tasks.  
1.2 Identify parts of water systems and their interrelationship on a range of drawing types.  
1.3 Interpret commonly used symbols and abbreviations.  
1.4 Interpret function of the legend.  
1.5 Verify latest version of map, plan or drawing. |
| 2 Use maps and site plans to support work activities. | 2.1 Apply organisation's *system for managing maps and plans*.  
2.2 Apply relevant *technologies* used to gather, record and monitor, map and plan data.  
2.3 Identify function and *key features of maps and site plans* in the planning of work.  
2.4 Identify *orientation of the site*.  
2.5 Identify and isolate access from roadways to work site.  
2.6 Determine materials and distances from plans and drawings. |
| 3 Read and interpret specifications. | 3.1 Relate specifications to particular maps and plans and identify quality standards.  
3.2 Identify and determine types of details from works specifications. |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

### Required skills:
- read and interpret maps, plans, drawings and specifications  
- measure accurately  
- communicate effectively  
- work effectively as part of a team  
- use literacy skills in regard to verbal and written communication in the workplace  
- use information provided in maps, plans and drawings to complete a job and in different work situations

### Required knowledge:
- measurements and calculations  
- contours  
- datum points  
- planes
- gradients
- sections
- orthographic projection
- symbols
- dimensions
- terminology

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The candidate should demonstrate the ability to read and interpret maps, plans, drawings and specifications including:

- locating correct maps, plans, drawings and specifications for work tasks
- interpreting correctly all relevant information in maps, plans, drawings and specifications to enable the work to be performed correctly, effectively and according to organisational quality standards

**Context of and specific resources for assessment**

Access to the workplace and resources including:

- documentation that should normally be available in a water industry organisation
- relevant codes, standards and government regulations

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice
- a decision of competence only taken at the point when the
assessor has complete confidence in the person's competence over time and in various contexts

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in a manner appropriate to the skill levels of the operator and cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Types of maps, plans, drawings and specifications** may include:

- urban and rural topographical maps
- site plans and elevations
- process flow sheets
- survey plans
- sectional plans and elevations
- channel drainage plans
- pipe system plans
- location of assets plans
- details and specifications providing illustrations and dimensions

**System for managing maps and plans** used within organisation may be:

- geographic information systems
- electronic plans management systems
- manual systems
- hard copy systems

**Technologies** used to gather,
record and monitor map and plan data may:

- include use of global positioning system (GPS) technology and require the use of portable navigation devices by operators
- shape and orientation of site
- roads
- railways
- easements
- existing buildings and structures
- services, including:
  - drainage
  - sewerage
  - gas
  - water
  - electricity and telecommunications
- dimensions
- grades of pipelines and channels
- tree preservation orders
- geographical features
- power and transmission lines
- heritage and cultural features
- types of structure, including:
  - buildings
  - bridges
  - fabricated towers
  - fences
  - pipelines
  - regulators
  - poles
- environmental barriers
- environmental features, including:
  - fauna and flora habitats
  - cultural features
  - heritage features
  - water catchments
- shape of structure and building
- service requirements
- location of plant and equipment
- vertical and horizontal measurements
- clearance distance
- geological features
- service layouts

Key features of maps and site plans will include combinations of:
**Orientation of the site** may include:

- bore and casing details
- relationship to north
- currency of plan
- relationship between plan and site

**Unit Sector(s)**

Not applicable.

**Competency field**

Common.
NWP210B Perform basic water quality tests

Modification History
NWP210B Release 2: Layout adjusted. No changes to content.
NWP210B Release 1: Primary release.

Unit Descriptor
This unit of competency describes the outcomes required to perform basic water quality tests.

Application of the Unit
This unit supports the attainment of skills and knowledge required for field and operational staff with responsibility for preparing for, conducting and reporting on basic water quality tests in general water industry and water treatment operations.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit of competency contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Prepare for basic water quality tests. | 1.1 Receive instructions for conducting and recording *basic water quality tests* and confirm with appropriate personnel.  
1.2 Confirm *testing details* and *plan testing work* according to legislative and organisational requirements.  
1.3 Select, fit and use personal protective equipment specified for routine water tests.  
1.4 Prepare and check *testing equipment* according to organisational requirements. |
| 2 Conduct basic water quality tests. | 2.1 Identify and check correct samples for testing and report *abnormal sample characteristics*.  
2.2 Conduct basic water quality tests according to organisational requirements.  
2.3 Maintain integrity of samples during testing.  
2.4 Identify *atypical data* and take appropriate action. |
| 3 Finalise work. | 3.1 Record relevant *information* according to organisational requirements.  
3.2 Dispose of samples and clean and store test equipment according to organisational procedures.  
3.3 Clear and restore work area according to organisational requirements. |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

**Required skills:**

- conduct basic water quality tests  
- calibrate testing equipment  
- operate testing equipment  
- conduct sub-sampling  
- dispose of samples and waste  
- communicate effectively  
- produce reports and logs  
- perform relevant work-related calculations  
- work effectively as part of a team  
- use literacy skills in regard to verbal and written communication in the workplace  
- interpret work requirements
Required knowledge:
- range and purpose of basic water quality testing
- test procedures
- abnormal characteristics of water samples
- atypical test result data
- relevant work-related calculations
- maintenance and storage of reagents
- requirements for maintaining sample integrity
- documentation procedures for test results
- sample and waste disposal procedures
- relevant legislative and organisational requirements

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The candidate should demonstrate the ability to perform basic water quality tests by:
- interpreting testing requirements and procedures
- preparing, checking and using equipment correctly
- conducting at least three different types of test safely while maintaining the integrity of samples
- recording all relevant information

Context of and specific resources for assessment

Access to the workplace and resources including:
- documentation that should normally be available in a water industry organisation
- relevant codes, standards and government regulations

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence requires that:
- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical
requirements of the workplace

- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice

- a decision of competence should only be made when the assessor has complete confidence in the person's competence over time and in various contexts

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence

- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time

- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in a manner appropriate to the skill levels of the operator and cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**Basic water quality tests** include:

- range of tests required for competent performance of work tasks in the organisational context

- should comprise at least three of the following types of test:
  - pH
  - temperature
  - electrical conductivity
  - microscopy
  - turbidity
Testing details may include:
- locations, including:
  - on-site testing
  - field-based testing
  - laboratory
- range of testing procedures and techniques that apply to organisational, plant or field sites
- variety of samples to be tested
- testing equipment to be used
- test reporting systems

Plan testing work may include:
- interpretation of instructions and directions
- timelines
- interaction and communication with team members and individuals
- interpretation of legislative and organisational requirements

Legislative and organisational requirements may include:
- relevant federal and state or territory legislation and regulations
- codes of practice, associated standards and guidance material
- documented organisational policies, manuals and induction programs
- relevant community planning and development agreements, such as land care agreements

Testing equipment may include:
- portable meters, such as:
  - pH meters
  - electrical conductivity meter
  - thermistors
  - comparators
  - pocket colorimeters
  - dissolved oxygen meters
- test kits
- microscopes
- thermometers

Abnormal sample characteristics may include:
- insufficient sample volume
- odour
- visible contaminants, such as:
Maintaining integrity of samples may include:

- scum
- debris
- discolouration

Application of correct:

- holding time
- storage procedures
- sub-sampling procedures

Atypical data may include:

- results that fall outside organisational range requirements
- results that fall outside legislated range requirements

Information may include:

- time and logging of sample receipt and testing
- visual observations
- equipment identification
- atypical results
- test results

Unit Sector(s)

Not applicable.

Competency field

Common.
NWP215B Install and replace basic volumetric metering equipment

Modification History
NWP215B Release 2: Layout adjusted. No changes to content.
NWP215B Release 1: Primary release.

Unit Descriptor
This unit of competency describes the outcomes required to install and replace basic volumetric metering equipment for domestic, industrial and commercial premises. The unit also includes the identification of defects and the reporting, replacement and adjustment of metering equipment.

Application of the Unit
This unit supports the attainment of skills and knowledge required for staff responsible for the effective and accurate operation of water metering equipment as a vital component of service delivery and compliance reporting.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit of competency contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.
### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Plan and prepare to install or replace basic volumetric metering equipment | 1.1 Determine work requirements and work site boundaries from specifications or instructions.  
1.2 Plan work according to job and safety requirements using relevant plans, drawings, standards and technical data.  
1.3 Select and use electrical safety equipment according to legislative and organisational requirements.  
1.4 Check coordination issues, including permission to access third-party sites, isolations and permits to work with relevant personnel.  
1.5 Identify, check and prepare materials, equipment and resources required to satisfy job plan according to organisational requirements.  
1.6 Identify basic metering equipment and recognise specifications for operation.  
1.7 Select, fit and use personal protective equipment. |
| 2 Read metering equipment | 2.1 Read meters according to the organisation's operational requirements.  
2.2 Report readings outside normal parameters and faulty meters and apply organisational procedures for estimating consumption.  
2.3 Collect and report information on performance metering equipment according to organisational requirements. |
| 3 Finalise work and complete documentation | 3.1 Check, maintain and store equipment, tools and materials according to manufacturer guidelines and organisational requirements.  
3.2 Restore work site to meet environmental and organisational requirements.  
3.3 Maintain compliance reports and relevant workplace records as required. |

### Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

**Required skills:**

- identify and respond to operational problems
- produce reports and logs
• operate communications equipment
• give and receive instructions
• follow plans, charts and instructions
• perform work-related calculations
• use safety equipment and personal protective equipment
• communicate with customers and other employees
• work effectively as part of a team
• use literacy skills in regard to verbal and written communication in the workplace
• secure metering devices

**Required knowledge:**

• relevant utilities and service bodies
• organisation’s communication systems
• materials handling
• environmental, landscape and ground structure of water and wastewater systems
• risk factors and potential hazards involved with water systems
• equipment operation, capacity and limitations
• effects of weather and conditions on site
• meter types
• equipment placement and operation
• metering measurement procedures
• data collection and recording system
• lock-out procedures for mechanical and electrical installations

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The candidate should demonstrate the ability to install and replace basic volumetric metering equipment for domestic, industrial and commercial premises including:

• planning and preparing for installation or replacement of basic volumetric metering equipment
• installing or replacing meters
• reading meters and report faults
• completing reports

**Context of and specific resources for assessment**

Access to the workplace and resources including:

• documentation that should normally be available in a water industry organisation
• relevant codes, standards and government regulations

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence requires that:

• competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

• where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice

• the assessor has complete confidence in the person's competence over time and in various contexts

• all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence

• where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time

• assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in a manner appropriate to the skill levels of the operator and cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording, if used in the performance criteria, is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of
the candidate, accessibility of the item, and local industry and regional contexts.

**Safety requirements** to be considered in planning work include:

- where relevant, meeting requirements to work in confined spaces and at heights
- use of appropriate personal protective equipment
- organisational electrical safety procedures
- adherence to OHS policies, and statutory and regulatory requirements

**Legislative and organisational requirements** may include:

- relevant federal and state or territory legislation and regulations
- codes of practice, associated standards and guidance material
- documented organisational policies, manuals and induction programs
- relevant community planning and development agreements, such as land care agreements

**Basic metering equipment** may include:

- domestic
- industrial
- commercial
- volumetric metering equipment

**Unit Sector(s)**

Not applicable.

**Competency field**

Collection and distribution.
NWP410C Coordinate and monitor asset construction and maintenance

Modification History
NWP410C Release 2: Layout adjusted. No changes to content.
NWP410C Release 1: Primary release.

Unit Descriptor
This unit of competency describes the outcomes required to coordinate and monitor asset construction and maintenance, including site management and associated commissioning and post-commissioning activities.

Application of the Unit
This unit is required by operators with responsibility for ensuring that asset construction and maintenance activities are performed and completed in compliance with all relevant organisational and statutory requirements. The level of responsibility may vary according to the size, scope, location, and technical complexity of individual projects.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the range statement. Assessment of performance is to be consistent with the evidence guide.
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1 Plan and prepare for asset construction and maintenance.** | 1.1 Determine *work requirements* according to asset purpose, maintenance history, components, maintenance schedules and known logistics.  
1.2 Confirm maintenance plan and prioritise and schedule work.  
1.3 Confirm *authorisations* and communication with stakeholders.  
1.4 Identify and address *stakeholders* issues that impact on construction or maintenance.  
1.5 Conduct *site inspections* according to organisational procedures and risk management guidelines. |
| **2 Undertake work site maintenance.** | 2.1 Monitor material handling procedures according to organisational requirements.  
2.2 Monitor construction activities to ensure compliance with *occupational health and safety and environmental regulations*.  
2.3 Confirm maintenance requirements by detailed diagnosis of problems and conditions at the site.  
2.4 Carry out *maintenance tasks* according to the condition of the equipment and organisational requirements.  
2.5 Use equipment, tools and technology safely, effectively and productively. |
| **3 Test and commission work.** | 3.1 Conduct tests and apply defined commissioning programs according to *organisational and manufacturers’ requirements*.  
3.2 Monitor test results to ensure that the assets function within agreed specifications.  
3.3 Conduct and record inspections according to commissioning and stakeholders requirements. |
| **4 Conduct post-maintenance activities.** | 4.1 Coordinate and monitor work site inspections and rehabilitation.  
4.2 Undertake a review of the construction or installation and monitor asset performance.  
4.3 Identify defects and make arrangements to rectify them.  
4.4 Complete reports and documentation required by the organisation.  
4.5 Store and secure reports according to information and data management system. |
Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills:

- interpret and make adjustments to asset maintenance plan
- monitor work progress against a plan
- apply relevant organisational procedures based on legislation, risk management, manufacturers guidelines, site conditions and quality standards
- conduct site inspections and investigations
- communicate with supervisors, team members, contractors and the public using clear and direct communication
- prepare reports for management on asset monitoring and maintenance in organisation proformas
- interpret and apply a range of organisation documents
- liaise and negotiate with local and internal stakeholders
- detect and solve operational problems within area of authority and delegation
- work within safety requirements, identify hazards and use equipment and processes safely
- use safety and personal protective equipment
- interpret policies, standard operating procedures and standards related to monitoring and maintenance of water services assets
- control system operations, processes, failure and rectification
- use required forms of transport including marine craft, 4 wheel drive vehicles, aircraft, snow mobiles based on site location and conditions and safety and equipment management procedures
- use organisation equipment, tools and technology

Required knowledge:

- enterprise contract conditions and compliance
- site inspection and investigation procedures
- organisational policies, procedures, guidelines and requirements for asset monitoring and maintenance
- system layout, integrity, design and performance
- evaluation and investigation requirements
- enterprise auditing and recording procedures and reporting requirements
- characteristics, technical capabilities and limitations of materials and equipment according to manufacturers’ specifications
- occupational health and safety policies and procedures including material handling procedures, use of protective equipment, safe driving in hazardous conditions, bush and water survival, working in the location of power supplies, working in confined spaces
- relevant environmental and natural resource management legislation
- risk factors and potential hazards involved with water pressures and flows
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The candidate should demonstrate the ability to plan, coordinate and monitor the construction or maintenance of water industry assets, including:

- analysing work requirements
- prioritising and scheduling work
- liaising and negotiating with all relevant stakeholders and work teams
- planning construction or maintenance activities
- monitoring work performance for compliance with OHS and other organisational and statutory requirements
- providing technical advice on maintenance methods
- conducting risk and hazard assessments
- reporting recommendations for risk and hazard prevention
- conducting or supervising asset tests
- implementing commissioning programs and post commissioning inspections
- coordinating and monitoring the rehabilitation of the worksite
- reviewing the construction or installation and monitoring performance
- identifying and reporting defects

Context of and specific resources for assessment

Access to the workplace and resources including:

- documentation that should normally be available in a water industry organisation
- relevant codes, standards, and government regulations

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical
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- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be authenticated and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in a manner appropriate to the skill levels of the operator, any cultural issues that may affect responses to the questions, and reflecting the requirements of the competency and the work being performed.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Work requirements** will include the organisation and site specific requirements including:

- purpose and history of site and its assets
- maintenance plans and specifications
- site location and conditions
- risk and hazard management procedures
- communication methods and equipment
- authorisations, permits and restrictions
- environmental and heritage conditions
- recording and reporting asset condition and maintenance
- preparing and coordinating the availability and transporting
of:
- maintenance and construction support
- equipment and tools
- replacement assets
- safety and protective equipment
- communication equipment
- technical expertise
- surveying equipment
- camping and survival resources
- rescue and retrieval resources
- federal, state and local government

**Authorisations may include:**
- quarantine controls
- legal access
- traffic management
- Blue Card

**Stakeholders may include:**
- contractors
- government and regulatory authorities
- property owners
- utility organisations
- specialised work teams
- general public
- asset users

**Site inspections may include:**
- confirmation of:
  - plans
  - contracts
  - purpose
  - asset history
  - fault reports
  - components
  - risk factors
  - inspection of preparation work
  - assessment of compliance with specifications and manufacturers' guidelines
  - assessment of compliance with procedures and legislation including:
    - occupational health and safety requirements
    - environmental
    - natural resource management
    - water quality

**Occupational health and safety and environmental**
- working with, near and in:
requirements will include:
- confined spaces
- heights
- water
- forests
- equipment operation
- plant operation
- contamination issues
- weather exposure
- herbicides
- pesticides
- solvents
- fuels
- PPE requirements
- onsite communication and procedures for working remotely.

- equipment:
  - ladders
  - harness
  - trailer

- personnel safety:
  - medical constraints and conditions
  - CPR
  - First Aid
  - water survival
  - bush survival
  - self rescue
  - traffic management authority

Maintenance tasks will be influenced by consideration of:

- performance benchmarks
- reference marks
- CTF
- relevant section:
  - control
  - approach
  - inlet
  - tailwater
  - DM
- long survey
- staff gauges
- peak level indicators
- power supplies
- instrument circuits
• lightning protection
• banks
• site access
• transducer exposure
• general and special conditions of contract and site specifications
• plans, maps and drawings
• authorisations and permits
• operational manuals
• manufacturers’ manuals and specifications
• maintenance manuals
• plans of other authorities, services and utilities
• hazard and response reports
• project plans
• maintenance checklists

Organisational and manufacturers’ requirements may include:

Unit Sector(s)
Not applicable.

Competency field
Asset management.
NWPGEN005 Coordinate and monitor the application of environmental plans and procedures

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This unit was released in NWP Water Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to NWP401B Coordinate and monitor the application of environmental plans and procedures.</td>
</tr>
</tbody>
</table>

- Unit code updated
- Content and formatting updated to comply with the new standards
- All PC transitioned from passive to active voice
- PC 2.5 removed
- PC 3.4 and 5.3 revised

Application

This unit describes the skills required to monitor and coordinate the application of environmental plans and procedures to specific projects and to develop environmental procedures for the local work area.

This unit applies to those working in the water industry with a specific responsibility for ensuring that all relevant environmental plans and policies are applied to each project and work site within the scope of their job role, and for ensuring that environmental plans and policies are implemented, monitored, reviewed and reported according to organisational and statutory requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks, in a range of familiar contexts.
No licensing, legislative or certification requirements apply to unit at the time of publication.

**Competency Field**

General

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>
| 1. Determine relevant environmental plans and procedures | 1.1 Identify environmental plans and procedures and determine relevance to specific projects or work sites.  
1.2 Interpret relevant environmental plans and procedures in relation to specific project or site activities. |
| 2. Implement environmental plans and procedures | 2.1 Identify environmental risks and impacts.  
2.2 Manage and minimise environmental risks.  
2.3 Apply emergency procedures.  
2.4 Carry out activities according to environmental plans and procedures. |
| 3. Manage project or site specific environmental procedures | 3.1 Assess the need for project or site specific environmental procedures.  
3.2 Consult stakeholders and address issues and concerns.  
3.3 Develop specific project or site environmental procedures.  
3.4 Review and maintain specific project or site environmental procedures. |
| 4. Control environmental incidents | 4.1 Identify environmental incidents at site and apply appropriate control measures.  
4.2 Analyse environmental incidents to prevent recurrence.  
4.3 Record and report environmental incidents and complete environmental management documentation. |
| 5. Monitor and report on environmental plans and procedures | 5.1 Monitor and report on the implementation of environmental plans and procedures.  
5.2 Report environmental risks.  
5.3 Coordinate reviews of environmental procedures and report. |
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

<table>
<thead>
<tr>
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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP401B Coordinate and monitor the application of environmental plans and procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPGEN005 Coordinate and monitor the application of environmental plans and procedures

Modification History

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<tr>
<td></td>
<td>• Assessment Requirements created drawing upon specified assessment information from superseded unit</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reporting and recording environmental procedures
- developing local workplace environmental procedures
- coordinating and monitoring the application of environmental plans and procedures
- identifying and analysing environmental plans and procedures relevant to a representative variety of projects and work sites
- interpreting and implementing relevant environmental plans and procedures for a typical project or work site
- developing site or project specific environmental plans and procedures for an atypical project or work site, including consultation with stakeholders
- managing environmental incidents
- monitoring, reporting and reviewing the implementation of environmental plans and procedures
- coordinating participation by relevant sectors of the workforce

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant legislative requirements and procedures
- sedimentation and erosion control
- rare and endangered plants
Assessment Requirements for NWPGEN005 Coordinate and monitor the application of environmental plans and procedures

Date this document was generated: 18 March 2019

- identification of risks and impacts
- potential environmental risks and incidents
- disposal of dangerous and contaminated soils
- environmental auditing
- concepts of due diligence
- principles of environmental protection
- endangered species and habitat protection
- environmental impact assessment
- waste management

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR002 Operate basic flow control and regulating devices in irrigation systems

Modification History

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|         | • Unit code updated  
|         | • Content and formatting updated to comply with the new standards  
|         | • All PC transitioned from passive to active voice  
|         | • Elements 1 and 2 merged  
|         | • PC 2.2 removed  
|         | • PC 4.2 and 4.3 reworded |

Application

This unit describes the skills required to operate basic flow control and regulating devices in irrigation systems.

This unit applies to those working as field and operational staff with responsibility for using flow control and metering devices according to organisational procedures.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or in a team, under direct supervision using own familiar resources as required, while performing routine tasks in range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.
## Competency Field

Irrigation

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>
| **1. Monitor and regulate required flows in irrigation systems** | 1.1 Access and apply operating requirements for flows in irrigation systems.  
1.2 Use equipment to assist operational activities.  
1.3 Monitor, measure and record flows at designated locations and systems according to schedule.  
1.4 Identify potential operational problems and provide proactive advice.  
1.5 Adjust flow regulation and control mechanisms to increase and decrease flow. |
| **2. Record and report system adjustments** | 2.1 Produce information relating to flow adjustments.  
2.2 Collect, record and report information on flows and abnormalities. |
| **3. Respond to contingencies** | 3.1 Identify and assess potential risks and contingencies in the operation of flow control and regulating devices.  
3.2 Respond to potential and actual risks and contingencies.  
3.3 Inform relevant personnel within organisation of potential risks. |
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

<table>
<thead>
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Performance variables:

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</table>

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website..

Unit Mapping Information

This unit supersedes and is equivalent to NWP222A Operate basic flow control and regulating devices in irrigation systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPIRR002 Operate basic flow control and regulating devices in irrigation systems

Modification History

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</tbody>
</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- collecting and reporting system performance information
- interpreting data
- producing information, including at least one of:
  - meter reading reports
  - daily running sheets
- adjusting and maintaining flow system control mechanisms
- securing flow regulation devices
- identifying flow requirements
- preparing for and conducting flow monitoring
- identifying and reporting operational problems
- completing records and reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- impact of the principles of hydraulics on the operation of flows
- system layout
- risk factors and potential hazards
- equipment operation, capacity and limitations
- effects of weather and conditions on operation of system and site
Assessment Requirements for NWPIRR002 Operate basic flow control and regulating devices in irrigation systems

Date this document was generated: 18 March 2019

- system flow control mechanisms
- relevant lock-out procedures for mechanical and electrical installations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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NWPIRR012 Construct open earthen channels or drains

Modification History

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- Unit code updated
- Content and formatting updated to comply with the new standards
- All PC transitioned from passive to active voice
- PC 1.5 revised

Application

This unit of competency describes the skills required to plan and prepare for the construction of open channels or drains and to complete construction operations and subsequent site restoration.

This unit applies to those working as field and operational staff involved in the construction of earthen channels and drains for stormwater or irrigation systems or the remodelling or reconstruction of unserviceable systems.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and manufacturers’ guidelines.

Those undertaking this unit would work under direct supervision, while performing routine tasks and ensuring minimal damage to the environment, in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.
Competency Field

Irrigation

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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<tbody>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>
| 1. Plan and prepare for construction work | 1.1 Determine work requirements from design plans, specifications, instructions and work orders.  
1.2 Check site and identify hazards.  
1.3 Make appropriate drainage and diversion arrangements without damage to environment.  
1.4 Check equipment and open-cut excavation methods to ensure that safety requirements of task and site are met.  
1.5 Select suitable soil material. |
| 2. Construct channels or drains | 2.1 Construct earthen channels, drains and batters to planned width, depth and gradient.  
2.2 Compact soil, apply additives and take earth samples.  
2.3 Check construction works to ensure that specifications are met. |
| 3. Restore work site and equipment | 3.1 Check, maintain and store equipment, tools and materials.  
3.2 Restore work site and add environmental improvements or controls to complete work, according to plans. |

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.
ACSF levels indicative of performance:

| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| NA | Learning | Reading | Writing | Oral communication | Numeracy |

Performance variables:

| 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Support | Context | Text complexity | Task complexity |

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

**Unit Mapping Information**

This unit supersedes and is equivalent to NWP251B Construct open earthen channels and drains.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPIRR012 Construct open earthen channels or drains

Modification History

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|         | - Assessment Requirements created drawing upon specified assessment information from superseded unit |

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying and responding to operational problems
- producing reports and logs
- using safety and personal protective equipment
- using tools and machinery
- interpreting plans, charts and instructions
- applying procedures and standards
- applying channel, drain and batter construction techniques
- identifying soil types, mechanics and compaction rates
- selecting and operating appropriate compaction plant, including tamping foot and smooth drum roller
- operating communication systems
- performing work related calculations
- constructing open earthen channels and drains
- planning work and preparing work site according to given specifications and instructions
- cutting channels to specification
- compacting soil
- taking soil samples
- checking that work meets specifications
- cleaning and storing equipment
- restoring work site
Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- channel and drain system design basics
- channel and drain system layout
- environmental aspects of construction
- channel, drain and batter construction processes
- measures to reduce channel deterioration, infestation of weeds, pests and seepage
- relevant utilities and service providers
- safe use of lasers
- use of automatic levels
- basic levelling techniques
- profiles and boning rods
- survey principles
- soil types, mechanics and compaction rates
- capabilities of plant used for construction, including equipment operation, capacity and limitations
- communication systems
- work related calculations
- hazardous materials handling
- landscape and ground structure of work area
- risk factors and potential hazards of construction processes
- effects of weather and conditions on construction site or plant
- control systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR013 Construct and install irrigation delivery and stormwater drainage assets

Modification History

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<td>• Content and formatting updated to comply with the new standards</td>
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<td>• All PC transitioned from passive to active voice</td>
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<td>• Element 2 reworded</td>
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<td>• PC 2.2 and 2.3 merged</td>
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Application

This unit of competency describes the skills required to construct irrigation delivery or stormwater drainage assets on site and to install both constructed assets and prefabricated components.

This unit applies to those working as field staff with specific responsibility for ensuring that the construction and installation of irrigation or stormwater drainage assets is completed in a safe and timely manner.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS.

Those undertaking this unit would work under indirect supervision, while performing routine tasks and ensuring minimum damage to the environment, in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.
Competency Field

Irrigation

Elements and Performance Criteria

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1. Plan and prepare for work

1.1 Determine work requirements from specifications and instructions.
1.2 Select, fit and use personal protective equipment.
1.3 Perform site check to identify hazards and prevent damage to other utilities.
1.4 Provide appropriate drainage and diversion from work site.
1.5 Check equipment and excavation methods to meet safety requirements of task and site.

2. Construct and install drains, channels and associated fittings

2.1 Provide bedding and foundations according to structure type, location and specification.
2.2 Select, place and install prefabricated components and fittings.
2.3 Check installed fittings and prefabricated components to ensure that specifications are met.
2.4 Construct components on-site.

3. Finalise work

3.1 Check constructions and installations to ensure that specifications are met.
3.2 Check, maintain and store equipment, tools and materials.
3.3 Backfill, compact and restore work site.
3.4 Maintain workplace records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.
Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

**Unit Mapping Information**

This unit supersedes and is equivalent to NWP252B Construct and install irrigation delivery and stormwater drainage assets.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPIRR013 Construct and install irrigation delivery and stormwater drainage assets

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Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying and responding to operational problems
- producing reports and logs
- using safety and personal protective equipment
- using tools and machinery
- interpreting plans, charts and instructions
- performing work related calculations
- applying procedures and standards
- using communication equipment
- constructing and installing irrigation delivery or stormwater drainage assets
- planning work and preparing work site
- constructing assets
- installing assets
- checking that work meets specifications
- cleaning and storing equipment
- restoring work site
- completing documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.
Assessment Requirements for NWPIRR013 Construct and install irrigation delivery and stormwater drainage assets

- system layout
- environmental aspects of construction
- construction processes
- relevant utilities and service providers
- communication systems
- hazardous materials handling
- landscape and ground structure of work area
- risk factors and potential hazards of construction processes
- equipment operation, capacity and limitations
- effects of weather and conditions on construction site or plant
- control systems
- pre-cast components
- pipes and fittings

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR014 Install meters for rural water supplies

Modification History

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- Unit code updated
- Content and formatting updated to comply with the new standards
- All PC transitioned from passive to active voice
- Unit title changed to better reflect unit outcomes
- Element 2 removed
- One new PC added to Element 1
- PC 1.4 removed
- PC 2.4 renumbered
- Element 2 and 4 merged
- All PC revised

Application

This unit describes the skills required to install water meters for rural water supplies.

This unit applies to those working as field or operational staff installing meters.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently under direct supervision, while performing routine tasks ensuring minimum damage to the environment, in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.
Competency Field

Irrigation

Elements and Performance Criteria

<table>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>
| 1. Confirm conditions of the site for meter installation | 1.1 Identify the location of the site and establish client information from work plans and job specifications.  
1.2 Identify access to the site and any conditions of access.  
1.3 Assess the conditions of the site.  
1.4 Set out the site.  
1.5 Carry out a job safety analysis and identify and control hazards. |
| 2. Install meter facilities | 2.1 Ensure that excavations provide sufficient width for movements of installation.  
2.2 Install meter as set out in design and specifications.  
2.3 Check fittings, seals and operation.  
2.4 Install ancillary equipment and check for operation and seal.  
2.5 Check meter installation for compliance with manufacturer specifications. |
| 3. Restore site | 3.1 Backfill with suitable material, moisture content and compaction to maximise compaction efficiency.  
3.2 Restore the site to original site conditions. |

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.
ACSF levels indicative of performance:

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

**Unit Mapping Information**

This unit supersedes and is equivalent to NWP302A Install meters for non-potable, non-urban water supplies.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPIRR014 Install meters for rural water supplies

Modification History

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<td></td>
<td>• Assessment Requirements created drawing upon specified assessment information from superseded unit</td>
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</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- planning meter installation and construction
- undertaking calculation of head, flow and measurements of pipes and pressure
- undertaking locational assessment and risk analysis for meter installation
- sampling and testing soil for backfill and installation structures
- analysing the impact of water infiltration on the stability of structures
- measuring the head of water to judge sufficiency for meter’s accuracy
- checking power supply and links
- installing ancillary equipment
- positioning solar panels to maximise power collection
- undertaking a job safety analysis and checking hazards and safety requirements
- using and storing equipment on site
- determining excavation requirements
- calculating sump and headwall elevation and orientation
- calculating pipe and meter pit elevation, fall and presentation
- installing transducers and cabling safely
- interpreting manufacturer requirements for fitting meters in meter pits
- using techniques to protect meters from disturbance
- assessing the effectiveness of backfill
- undertaking site restoration
- identifying and analysing client requirements, site conditions and their impact on the types of meter required, and the design of the installation
• identifying and analysing environmental conditions and limitations and the impact of work to be undertaken
• identifying and analysing safety risks and hazards and responding to remove risks and hazards
• preparing sites and equipment for installation
• identifying faults, changes and failure indicators

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

• the purpose and standards for non-urban water metering
• community expectations for water measurement and use
• standards for the installation of non-urban meters in open and closed conduit systems
• the social, environmental, economic and political responsibilities of water authorities in relation to meter installation
• requirements for checking the pattern approval of meters and compliance with meter installation standards
• meter manufacturers’ guidelines and installation manual for specific meters
• the organisation’s policies and procedures for water meter installation
• conditions for meter location and suitable installation assets and meters for the conditions
• causes of flow disturbance
• potential environmental causes of meter failure
• the organisation’s environmental impact guidelines
• maintenance requirements for meter facility within and open channel
• relevant safety requirements including confined space

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Companion Volume implementation guides are found in VETNet -

Companion Volume implementation guides are found in VETNet -

Companion Volume implementation guides are found in VETNet -
NWPIRR022 Maintain meters for rural water supplies

Modification History

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- Unit code updated
- Content and formatting updated to comply with the new standards
- All PC transitioned from passive to active voice
- Unit title changed to better reflect unit outcomes
- PC 4.3 removed
- PC 1.3 and 1.4 merged
- PC 2.1, 2.3, 2.4 and 2.5 merged and revised

Application

This unit describes the skills required to maintain the operational integrity of already installed meters, metering systems and their components. This unit covers corrective, predictive and preventative maintenance.

This unit applies to those working in the water industry as field or operational staff maintaining meters for rural water supply.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under independently under direct supervision, while performing routine tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.
## Competency Field

Irrigation

### Elements and Performance Criteria

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</table>

1. **Confirm meter type and location within asset management system**
   - 1.1 Obtain organisational maintenance plan and manufacturer guidelines.
   - 1.2 Locate meter emplacement on a map, or by GPS, or according to organisational procedures.
   - 1.3 Confirm that meter type and number match maintenance plan or manufacturer guidelines.

2. **Check condition of meters and metering system**
   - 2.1 Check components and identify faults using an asset condition checklist.
   - 2.2 Establish maintenance requirements.

3. **Maintain meter and meter facilities**
   - 3.1 Repair or replace faulty components.
   - 3.2 Identify faults which need to be rectified by a third party.

4. **Test and recommission**
   - 4.1 Ensure meter complies with standards.
   - 4.2 Perform on-site re-test of meter.
   - 4.3 Record faults and meter performance, maintenance and repairs.
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP304A Maintain meter for non-potable, non-urban water supplies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPIRR022 Maintain meters for rural water supplies

Modification History

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Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must be assessed in at least two of the different fault types listed in the Range of Conditions. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and analysing electronic display
- inputting data into electronic controller
- working with low voltage wiring
- reading manufacturers’ instructions, plans, exploded drawings and parts catalogues
- reading verification marks
- using tags and seals
- confirming the site and the meter
- checking meter condition
- replacing components
- documenting the maintenance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant organisational policies and procedures for water meter maintenance
- organisational rights and responsibilities
- manufacturers’ maintenance procedures for specific meter types
- knowledge of checking pattern approval requirements
- standards for non-urban metering
Assessment Requirements for NWPIRR022 Maintain meters for rural water supplies

- GPS coordinates
- meter types and accuracy limits
- roles and responsibilities of maintenance personnel
- WHS guidelines
- environmental, cultural and heritage guidelines

**Assessment Conditions**

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR024 Monitor and conduct maintenance on flow control and metering devices

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Application

This unit describes the skills required to monitor the operation of flow control. This includes measuring and regulating devices, controlling water supply source systems and/or distribution systems.

This unit applies to those working as field staff with a responsibility for monitoring the operation of flow control, measuring and regulating devices, conducting maintenance and ensuring that problems and anomalies are rectified by specialist technicians.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and manufacturer specifications.

Those undertaking this unit would work under indirect supervision, performing routine tasks ensuring minimum damage to the environment, in a familiar context.
No licensing, legislative or certification requirements apply to unit at the time of publication.

**Competency Field**

Irrigation

**Elements and Performance Criteria**

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</table>
| **1. Plan and prepare for work** | 1.1 Interpret work requirements for monitoring flow control and metering devices from plans, drawing specifications and instructions.  
  1.2 Select and check equipment and tools to meet the safety requirements of the task and site.  
  1.3 Select, fit and use required safety equipment, including personal protective equipment. |
| **2. Monitor device and equipment performance** | 2.1 Identify devices and equipment.  
  2.2 Check and interpret information and specifications on devices and equipment performance.  
  2.3 Report on devices and equipment performance. |
| **3. Conduct minor maintenance on devices and equipment** | 3.1 Undertake routine maintenance tasks for complex devices.  
  3.2 Secure devices and equipment.  
  3.3 Identify and report problems and anomalies for correction. |
| **4. Monitor system performance** | 4.1 Schedule and monitor routine inspections of system and networks.  
  4.2 Collect, analyse and report data on system performance and usage. |
| **5. Compile process records and reports** | 5.1 Identify process faults and monitor the operational condition of the system and network.  
  5.2 Report on adjustment requirements and condition of the system. |
Foundation Skills

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**ACSF levels indicative of performance:**

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP305B Monitor and conduct maintenance of complex flow-control and metering devices.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPIRR024 Monitor and conduct maintenance on flow control and metering devices

Modification History

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<td>• Assessment Requirements created drawing upon specified assessment information from superseded unit</td>
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</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying and reporting operational problems
- collecting and reporting system performance information
- inspecting flow regulation, measuring and regulating devices
- producing reports and logs
- using communication systems
- giving and receiving instructions
- interpreting plans, charts and instructions
- interpreting policies, procedures and standards
- monitoring the operation of flow control, measuring and regulating devices
- selecting appropriate equipment and tools, including personal protective equipment
- identifying devices and equipment to be monitored and relevant operational specifications
- collecting and recording information on device performance
- conducting routine maintenance tasks and securing devices
- identifying and reporting problems and anomalies
- inspecting system and networks
- collecting and recording data on system performance
- reporting monitoring and inspecting findings
- identifying and reporting on system performance
Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- monitoring flow control, measuring and regulating devices’ performance
- system hydraulics
- system layout
- relevant utilities and service bodies
- communication systems
- materials handling
- environmental, landscape and ground structure of water distribution system and network risk factors and potential hazards
- equipment operation, capacity and limitations
- effects of weather and conditions on operation of system and site
- flow measurement procedures
- data collection and recording
- system flow control mechanisms and control systems
- lock out procedures for mechanical and electrical installations

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR033 Coordinate and monitor the operation of irrigation delivery systems

Modification History

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This unit supersedes and is equivalent to NWP425B Coordinate and monitor the operation of irrigation delivery systems.

- Unit code updated
- Content and formatting updated to comply with the new standards
- All PC transitioned from passive to active voice
- PC 2.1 removed
- PC 2.2 reworded
- PC 2.4 revised

Application

This unit describes the skills required to coordinate and monitor irrigation delivery systems to meet performance standards and including system maintenance and customer liaison.

This unit applies to those working as field and operational staff with a specific responsibility for ensuring that the operation of irrigation systems complies with organisational and statutory requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently or in a team, while performing complex tasks ensuring minimum damage to the environment in a familiar context. However, the level of responsibility may vary according to the size, scope, location, and technical complexity of process.
No licensing, legislative or certification requirements apply to unit at the time of publication.

## Competency Field

Irrigation

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>

1. **Confirm performance measures in irrigation system's management plan**
   1.1 Identify customer requirements for irrigated culture.
   1.2 Identify environmental factors that impact on the irrigation system.
   1.3 Consult historic system information and stakeholders as appropriate.
   1.4 Confirm performance requirements for an irrigation system management plan.

2. **Monitor and coordinate processes and resource targets**
   2.1 Monitor and test programs and identify, investigate and report any deviations from water quantity, quality, release or flow.
   2.2 Evaluate the duration, volume and flow rates of water deliveries and identify, investigate and report deviations from agreed service levels.
   2.3 Evaluate maintenance activities and report deviations from targets.
   2.4 Identify and record links between operational problems and maintenance activities.

3. **Report outcomes of coordination and monitoring**
   3.1 Analyse, record and report coordination and monitoring data.
   3.2 Identify and report current and potential problems.
   3.3 Make recommendations for improvements in system performance and/or customer service.
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

<table>
<thead>
<tr>
<th>ACSF levels indicative of performance:</th>
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<tr>
<td>Support</td>
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</table>

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP425B Coordinate and monitor the operation of irrigation delivery systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPIRR033 Coordinate and monitor the operation of irrigation delivery systems

Modification History

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</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing environmental impact
- operating irrigation and/or domestic stock supply system
- checking channel flow
- identifying customer requirements for irrigated culture and environmental factors that impact on the irrigation system
- consulting historic system information and stakeholders as appropriate
- confirming performance requirements for an irrigation system management plan
- implementing monitoring and testing programs and investigating and reporting deviations from planned parameters
- evaluating performance of water deliveries and investigating and reporting deviations from agreed service levels
- evaluating performance targets
- analysing and reporting data
- identifying and reporting problems
- making recommendations for system performance or customer service improvements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant legislation, policies and procedures
• customer expectations and requirements
• impact of the principles of hydraulics on the operation of flows
• coordination processes
• principles of scheduling
• system layout and operations
• environmental aspects of irrigation and/or stock and domestic supply system asset infrastructure
• environment, landscape and ground structure of work area
• risk factors and potential hazards of irrigation and/or domestic and stock supply systems
• equipment operation, capacity and limitations
• water flow calculations
• gravity systems
• control systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR042 Monitor and schedule water deliveries

Modification History

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|         | • Unit code updated  
|         | • Content and formatting updated to comply with the new standards  
|         | • All PC transitioned from passive to active voice |

Application

This unit of competency describes the skills required to schedule water deliveries for irrigation and/or domestic and stock supply systems, including monitoring flows, analysing data, coordinating hydraulic processes and compiling operational reports.

This unit applies to those working as field staff and operators with a specific responsibility for ensuring that water deliveries meet varying customer requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS.

Those undertaking this unit would work under indirect supervision, while performing routine tasks ensuring minimum damage to the environment, in a familiar.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Irrigation
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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<tbody>
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<tr>
<td>outcomes</td>
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</tbody>
</table>
| 1. Schedule water deliveries      | 1.1 Identify and record customer water orders.  
                                        | 1.2 Analyse water orders to determine water delivery and flow rate requirements.  
                                        | 1.3 Schedule water deliveries to meet flow rate requirements and organisational standards for channel balance and capacity restraints.                                                                             |
| 2. Monitor water delivery         | 2.1 Monitor channel flow rate, regulation and delivery according to customer requirements.  
                                        | 2.2 Maintain delivery performance records.  
                                        | 2.3 Analyse system performance using system data and records to determine actual and planned performance.                                                                                                      |
| 3. Coordinate and control water   | 3.1 Calculate system adjustments according to demand and organisational requirements.  
                                        | 3.2 Coordinate flow regulation, channel levels, security of flow devices and settings according to demand and organisational requirements.                                                                       |
| delivery                          |                                                                                                                                                                                                                      |
| 4. Compile records of water       | 4.1 Compile reports from systems performance data.  
                                        | 4.2 Maintain appropriate measurement and delivery records.                                                                                                                                                         |
| delivery                          |                                                                                                                                                                                                                      |

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.
Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP316B Monitor and schedule water deliveries.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPIRR042 Monitor and schedule water deliveries

Modification History

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Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying and responding to operational problems
- producing basic reports and logs
- following plans, charts and instructions
- performing work related calculations
- operating irrigation and/or domestic stock supply system
- checking channel flow
- identifying control system faults
- preparing schedules for water deliveries for customer orders for irrigation and/or domestic stock supply systems
- analysing volumes and flow rates required for water deliveries
- monitoring and regulating system performance
- adjusting system according to demand
- coordinating flow regulating devices
- completing relevant documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- system hydraulics
- impact of the principles of hydraulics on the operation of flows
• coordination processes
• principles of scheduling
• system layout and operations
• policies and standard operating procedures
• communication systems
• environmental aspects of irrigation and/or stock and domestic supply system asset infrastructure
• environment, landscape and ground structure of work area
• risk factors and potential hazards of irrigation and/or domestic and stock supply systems
• equipment operation, capacity and limitations
• effects of weather and conditions on operation of site plant
• water flow calculations
• flow measurement procedures
• gravity systems
• control systems

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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NWPIRR062 Develop and review irrigation system management plan

Modification History

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This unit supersedes and is equivalent to NWP531B Develop and review irrigation system management plan.  
- Unit code updated  
- Content and formatting updated to comply with the new standards  
- All PC transitioned from passive to active voice |

Application

This unit describes the skills required to develop and review the operation and maintenance of irrigation systems, including system performance analysis, customer liaison and planning.

This unit applies to those working as managers in water organisations with responsibility for the management of the irrigation system.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with supervision responsibility, performing sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Irrigation
Elements and Performance Criteria

<table>
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<th>ELEMENTS</th>
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</tbody>
</table>
| 1. Plan and prepare for management of the irrigation system | 1.1 Determine and interpret water quantity and quality requirements including release and flow rates.  
1.2 Access and interpret historic system capacity information.  
1.3 Identify and access legislative, organisational and environmental requirements and system constraints that impact on the delivery of irrigation water. |
| 2. Develop an irrigation system management plan | 2.1 Identify and interpret irrigation system management requirements.  
2.2 Identify and validate customer requirements for irrigated culture.  
2.3 Consult stakeholders, or their representatives, and obtain input for the management plan.  
2.4 Develop and record an irrigation system management plan. |
| 3. Review and refine the irrigation system management plan | 3.1 Monitor outcomes of the operations and maintenance evaluations and incorporate into the system management review.  
3.2 Review objectives of the management and implementation plans.  
3.3 Make recommendations for changes to plan objectives and operational and maintenance procedures.  
3.4 Provide advice and guidance to stakeholders. |

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.
ACSF levels indicative of performance:

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<tr>
<th>Learning</th>
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<th>Numeracy</th>
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Performance variables:

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</table>

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

**Unit Mapping Information**

This unit supersedes and is equivalent to NWP531B Develop and review irrigation system management plan.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPIRR062 Develop and review irrigation system management plan

Modification History

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- Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting and applying legislation and policies
- coordinating measuring and testing activities
- conducting investigations
- assessing environmental impacts
- developing and reviewing the operation and maintenance of irrigation systems
- gathering, interpreting and synthesising information including historical system capacity data, current legislation and standards, stakeholder views and monitoring results to underpin the sound development of the irrigation system management plan
- consulting widely and effectively
- developing effective irrigation system management plans that address the water organisation’s objectives and requirements
- using data from monitoring arrangements to track the performance of the irrigation system management plan and inform the review of the plan
- preparing reports and recommendations for changes to the objectives of the management plan and its implementation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant legislation, policies and procedures
- measuring and testing procedures
- investigation procedures
- customer expectations and requirements

**Assessment Conditions**

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR063 Develop and review surface water management plan

Modification History

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</table>

Application

This unit describes the skills required to develop and review a surface water management plan to ensure environmental considerations are met and source of supply is maintained.

This unit applies to those working as managers in water organisations with responsibility for the management of surface water resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, managing staff, while performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Irrigation
Elements and Performance Criteria

<table>
<thead>
<tr>
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</table>

1. Plan and prepare for management of surface water flows and quality

1.1 Identify and interpret surface water flow requirements.
1.2 Identify and interpret water flow, quality and quantity requirements, including release.
1.3 Identify and interpret historic source water flow and system capacity information.
1.4 Identify and interpret environmental flows that impact on water flows and quality.
1.5 Identify and interpret environmental factors that impact on surface water.
1.6 Identify, interpret and review the current status of resource and operational protocols.

2. Develop the surface water management plan

2.1 Identify and interpret surface water management requirements.
2.2 Identify, interpret and validate stakeholder issues that impact on surface water.
2.3 Develop a surface water management plan.

3. Review the surface water management plan

3.1 Analyse and report deviations from planned performance measures.
3.2 Review objectives of the management and implementation plans.
3.3 Review parameters for water usage and quality through monitoring and testing programs.
3.4 Make recommendations for changes to plan objectives and procedures, and usage and quality parameters.
3.5 Provide advice and guidance to water users and stakeholders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.
ACSF levels indicative of performance:

<table>
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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

**Unit Mapping Information**

This unit supersedes and is equivalent to NWP517B Develop and review surface water management plan.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPIRR063 Develop and review surface water management plan

Modification History

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<td>• Assessment Requirements created drawing upon specified assessment information from superseded unit</td>
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</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- developing and reviewing a surface water management plan to ensure environmental considerations are met and source of supply is maintained
- reading and interpreting complex numerical data and performing complex calculations to track and manage performance of surface water
- gathering, interpreting and synthesising information, including:
  - historical data
  - current legislation and standards
  - stakeholder views
  - monitoring and test results
- developing effective surface water management plans that address the water organisation’s objectives and requirements
- using data from testing and other monitoring arrangements to track the performance of the surface water management plan and inform the review of the plan
- preparing reports and recommendations for changes to the objectives of the management plan and its implementation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant legislation, policies and procedures
- risk management principles
- customer expectations and requirements
- climatic and weather characteristics and impacts
- hydraulic analysis

**Assessment Conditions**

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR072  Implement and coordinate surface water management plan

Modification History

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</table>

- Unit code updated
- Content and formatting updated to comply with the new standards
- All PC transitioned from passive to active voice
- Unit title changed to better reflect unit outcomes

Application

This unit describes the skills required for the implementation of the management plan for surface water to ensure environmental considerations are met and source of supply is maintained.

This unit applies to those working as managers in water organisations with responsibility for the management of surface water resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, managing staff, while performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.
Competency Field

Irrigation

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>

1. Implement and coordinate monitoring and testing program

1.1 Confirm performance measures of the surface water management plan.
1.2 Design and implement monitoring and testing programs.
1.3 Coordinate activities relating to the surface water plan.
1.4 Interpret and record test results and education programs.
1.5 Identify and investigate current and/or potential problems and report results and recommendations.
1.6 Gather and evaluate historical surface water information.
1.7 Monitor water usage, water flow and water quality according to the plan.

2. Monitor and evaluate performance of surface water management plans

2.1 Identify, investigate and report deviations of planned water usage and quality and management plan procedures.
2.2 Review objectives of the management and implementation plans.
2.3 Review parameters for water usage and quality.
2.4 Monitor and review environmental factors that impact on surface water.
2.5 Make recommendations for changes to plan objectives and procedures and usage and quality parameters.
2.6 Provide advice and guidance to water users and stakeholders.

3. Report on monitoring and implementation activities

3.1 Identify and report deviations from the management plan.
3.2 Review and report objectives of the management and implementation plans.
3.3 Make recommendations for changes to plan objectives.
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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<th>ACSF levels indicative of performance:</th>
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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP516B Implement and manage surface water management plan.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPIRR072 Implement and coordinate surface water management plan

Modification History

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Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- implementing management plans for surface water to ensure environmental considerations are met and source of supply is maintained
- performing calculations relating to water usage and quality
- reading and interpreting a range of numerical data related to surface water and environmental factors
- gathering, interpreting and synthesising information, including:
  - historical data
  - current legislation and standards
  - stakeholder views
  - water quantity and quality test results
- designing and implementing testing processes and programs
- monitoring and evaluating the outcomes of the surface water management plan
- providing advice about water usage and communicate with stakeholders and users
- preparing reports and recommendations for future action

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant legislation, policies and procedures
- risk management principles
Assessment Requirements for NWPIRR072 Implement and coordinate surface water management plan

- climatic and weather characteristics and impacts
- hydraulic analysis

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPIRR073 Implement and coordinate catchment management plan

Modification History

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<td>- Unit title changed to better reflect unit outcomes</td>
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<td>- Element 4 reworded</td>
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<td>- PC 1.6 removed</td>
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<td>- PC 2.2 and 2.4 merged</td>
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Application

This unit describes the skills required to implement and coordinate activities in water catchments that impact on water yield and/or quality, to ensure performance measures for the catchment management plan are met.

This unit applies to those working as managers in water organisations with responsibility for the management of water catchments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, managing staff, while performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.
Competency Field
Irrigation

Elements and Performance Criteria

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</tr>
<tr>
<td>1. Prepare for catchment management</td>
<td>1.1 Confirm performance measures for the catchment management plan.</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and interpret catchment management requirements.</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify user and customer requirements and environmental factors that impact on the catchment area.</td>
</tr>
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<td>1.4 Gather historical catchment information and evaluate as input to the management process.</td>
</tr>
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<td>1.5 Identify, interpret and assess water quality and quantity requirements.</td>
</tr>
<tr>
<td>2. Implement the catchment management plan</td>
<td>2.1 Inform stakeholders about catchment activity regulations.</td>
</tr>
<tr>
<td></td>
<td>2.2 Develop and coordinate management plan activities.</td>
</tr>
<tr>
<td></td>
<td>2.3 Develop the implementation plan.</td>
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<tr>
<td>3. Monitor the catchment management plan</td>
<td>3.1 Design and implement monitoring and testing programs.</td>
</tr>
<tr>
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<td>3.2 Analyse, interpret and record testing results.</td>
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<td>3.3 Manage the identification and investigation of current and/or potential problems.</td>
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<td>3.4 Report the results of the investigation of problems and make recommendations.</td>
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<td>3.5 Monitor the catchment area usage according to the plan.</td>
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<td></td>
<td>3.6 Manage the identification, investigation and reporting of breaches of usage provisions.</td>
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<tr>
<td>4. Review the catchment management plan</td>
<td>4.1 Review objectives of the management and implementation plans.</td>
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<td>4.2 Make recommendations for changes to objectives and implementation procedures.</td>
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Foundation Skills

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to NWP512B Implement and manage catchment management plan.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPIRR073 Implement and coordinate catchment management plan

Modification History

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Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- designing and managing measuring and testing activities
- analysing test results
- coordinating and overseeing the conduct of investigations
- assessing environmental impact
- reading and interpreting a range of numerical data related to water catchment
- developing implementation plans that reflect management plan objectives and organisational requirements
- implementing and managing activities in water catchments that impact on water yield and quality
- ensuring performance measures for the catchment management plan
- gathering, interpreting and synthesising information (including historical data, current legislation and standards, stakeholder views and water quality test results) to underpin the sound management of the water catchment plan
- consulting widely and effectively
- developing implementation plans that address the objectives and requirements specified in the management plan
- developing, implementing and overseeing testing and other monitoring arrangements to track the performance of the catchment management plan
- preparing reports and recommendations for future action
Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant historical records
- relevant legislation, policies, procedures
- risk management principles

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
NWPSOU028 Prepare and report on data related to flood operations

Modification History

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<td>• New unit, created drawing upon information from deleted units NWP518B and NWP519B</td>
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Application

This unit describes the skills required to analyse and model data relating to flooding, develop effective management and warning systems, and communicate the outcomes concisely and effectively.

This unit applies to those working as planners and managers in water organisations with responsibility for the preparation of flood management strategies and flood warning systems.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities, while performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Source
Elements and Performance Criteria

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1. Analyse rainfall and run-off regimes
   1.1 Access and interpret historical rainfall run-off and flooding regimes of specific catchments.
   1.2 Study records to determine previous rainfall amounts, durations and time taken to reach catchment.
   1.3 Model simulated, hypothetical or estimated rainfall intensity data and model catchment.
   1.4 Collate, manipulate and interpret data.

2. Estimate flooding
   2.1 Estimate and record flood levels, extents and flow rates using organisational techniques and guidelines.
   2.2 Assess and record flood hazard.

3. Determine management and warning systems
   3.1 Evaluate the roles of storage and/or retarding basins safety and flood attenuation strategies.
   3.2 Evaluate current flood classifications and impacts.
   3.3 Formulate planning controls for flood plain or waterway management.
   3.4 Evaluate current flood warning systems.
   3.5 Recommend or develop changes to existing flood plain or waterway management controls and warning systems.

4. Report and communicate recommendations
   4.1 Collate, analyse and record information.
   4.2 Prepare and present reports.
   4.3 Communicate findings and recommendations to stakeholders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.
Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Assessment Requirements for NWPSOU028 Prepare and report on data related to flood operations

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Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using mathematical techniques to analyse and model flood data
- communicating with a range of stakeholders
- analysing and developing flood mitigation warning systems and strategies
- developing critical flood warning systems
- developing strategies to mitigate the impact of potential future floods

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- catchment hydrology principles
- water flow measurement, flow routing
- relevant legislation, by-laws and planning schemes
- mathematical calculation
- cultural environment
- occupational health and safety and environmental legislation, Acts and procedures

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.
Assessment Requirements for NWPSOU028 Prepare and report on data related to flood operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Skills Impact
NWPTRT062 Operate and control reclaimed water irrigation

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>This unit was released in NWP National Water Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to NWP362B Monitor, operate and control reclaimed water irrigation.</td>
</tr>
<tr>
<td></td>
<td>- Unit code updated</td>
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<td></td>
<td>- Content and formatting updated to comply with the new standards</td>
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<td>- All PC transitioned from passive to active voice</td>
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<tr>
<td></td>
<td>- Unit title changed to better reflect unit outcomes</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills required to operate and control reclaimed water irrigation and the use of reclaimed water for irrigation practices.

This unit applies to those working as staff members with a specific responsibility for analysing the critical aspects of reclaimed water reuse management relating to a project or site and implementing reclaimed water reuse irrigation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under indirect supervision, performing routine tasks in a familiar context, ensuring minimum damage to the environment.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Treatment
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>

1. **Assess sites for reclaimed water irrigation**
   - 1.1 Identify soil/water interactions and soil properties important for plant growth.
   - 1.2 Identify soil sampling sites, collect samples and conduct soil testing.
   - 1.3 Classify soils using field texture, pH and structure analysis.
   - 1.4 Monitor and determine the water holding capacity of the soil.

2. **Assess quality of reclaimed water for irrigation**
   - 2.1 Sample and test reclaimed water and interpret quality parameters.
   - 2.2 Determine crops suitable for the quality of reclaimed water and site conditions.

3. **Implement reclaimed water irrigation**
   - 3.1 Identify basic features of irrigation systems.
   - 3.2 Operate and maintain irrigation equipment.
   - 3.3 Identify and apply irrigation scheduling options for reclaimed water.
   - 3.4 Produce water budgets using crop factors and climate data.
   - 3.5 Apply irrigation water and collect and monitor tail water or runoff.

4. **Respond to water or soil quality issues**
   - 4.1 Develop irrigation management options to respond to water quality issues.
   - 4.2 Identify and apply requirements and options for soil ameliorants.
   - 4.3 Monitor infiltration and drainage.

5. **Compile reclaimed water irrigation records**
   - 5.1 Compile reports from system data.
   - 5.2 Report observations outside defined parameters for further action.

**Foundation Skills**

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.
Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

**Unit Mapping Information**

This unit supersedes and is equivalent to NWP362B Monitor, operate and control reclaimed water irrigation.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037
Assessment Requirements for NWPTRT062 Operate and control reclaimed water irrigation

Modification History

<table>
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<td>1</td>
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</tr>
<tr>
<td></td>
<td>• Assessment Requirements created drawing upon specified assessment information from superseded unit</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- monitoring and managing soil
- solving operational problems
- accessing, interpreting and applying relevant legislation
- apply environmental policies, plans and procedures
- assessing environmental risks at the work site
- identifying soil groups
- using safety and personal protective equipment
- sampling and testing soil and water
- monitoring, operating and controlling reclaimed water irrigation
- analysing critical aspects of reclaimed water reuse management relating to the project or site
- implementing reclaimed water reuse irrigation
- identifying environment, health and safety risks and impact on soil, stock and operators
- applying environmental procedures
- participating in and contributing to reviews of reclaimed water reuse procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- key principles of irrigation practices, including irrigation scheduling
Assessment Requirements for NWPTRT062 Operate and control reclaimed water irrigation

- key characteristics of reclaimed water
- relevant legislative requirements
- standard operating procedures
- primary agencies involved in drinking water quality management
- water quality performance indicators
- an overview of the water supply system
- water hazardous agents and preventative strategies
- community and agency roles and responsibilities in monitoring water quality
- best management practices for the use of reclaimed water for irrigation purposes
- reclaimed water usage licensing procedures and requirements
- environmental, landscape and ground structure of work area
- equipment operation, capacity and limitations
- effects of weather and conditions on operation of site or plant
- interpretation and use of material safety data sheets

Assessment Conditions

Competency should be assessed in an actual workplace or in a simulated environment, with access to equipment and infrastructure appropriate to the outcome. Competency should be demonstrated over time to ensure the candidate is assessed across a variety of situations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=26336bc0-04e5-49d9-8c31-46c49b6a0037

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PSPPCY004 Support policy implementation

Modification History

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<td>This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL404A Support policy implementation.</td>
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- Unit code updated
- Content and formatting updated to comply with new standards
- All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify, implement and monitor relevant policy and report on implementation.

This unit applies to public sector staff and other stakeholders working in a role where they are required to support policy implementation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy
Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
<tr>
<td>1. Identify relevant policy</td>
<td>1.1 Identify work situations that are shaped by government or organisation policy.</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and locate policy relating to particular work situations.</td>
</tr>
<tr>
<td>2. Implement policy</td>
<td>2.1 Interpret policy to be implemented to identify and plan for change in work practices.</td>
</tr>
<tr>
<td></td>
<td>2.2 Identify the implications of policy for individual work practices, confirm and adjust practices to reflect policy requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 Support others affected by policy requirements to accommodate those requirements.</td>
</tr>
<tr>
<td>3. Monitor and report on policy implementation</td>
<td>3.1 Gather, record and report information that will assist with the evaluation of the effectiveness of policy implementation.</td>
</tr>
<tr>
<td></td>
<td>3.2 Gather, record and report information that will assist with evaluation of policy impact on organisational outcomes.</td>
</tr>
</tbody>
</table>

Foundation Skills
Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information
This unit supersedes and is equivalent to PSPPOL404A Support policy implementation.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for PSPPCY004 Support policy implementation

Modification History

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</table>
| 1       | These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.  
  - Assessment Requirements created drawing upon specified assessment information from superseded unit |

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- reading complex and formal documents and providing information on their application
- preparing accurate written reports with language and structures suited to the intended audience
- working with legislation drafters and legal advisers
- consulting on and preparing policy guidelines
- adjusting communication to suit different audiences
- gathering and analysing policy feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- practices and procedures for developing policy guidelines
- policy feedback mechanisms
- current organisation policies
- government policies and international policy obligations that impact on organisation policy
- organisation and government procedures and protocols
- public sector codes of ethics and code/s of conduct
Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623
PSPPCY010 Manage policy implementation

Modification History

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<td>This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL603A Manage policy implementation.</td>
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</tbody>
</table>
|         | • Unit code updated  
|         | • Content and formatting updated to comply with new standards  
|         | • All PC transitioned from passive to active voice |

Application

This unit describes the skills required to interpret policy and manage policy implementation process. It includes interpreting and communicating the requirements of policy, and policy implementation.

This unit applies to those working as public sector staff required to manage policy implementation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, with staff supervision responsibilities, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy
Elements and Performance Criteria

<table>
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<tr>
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</tbody>
</table>
| 1. Interpret and communicate requirements of policy | 1.1 Identify the expected outcomes of policy implementation and communicate to staff.  
1.2 Interpret policy relative to workplace responsibilities and accountabilities.  
1.3 Communicate the impact on work activities of policy implementation to staff and other stakeholders.  
1.4 Assist staff with the interpretation of policy and its application to their work. |
| 2. Implement policy | 2.1 Identify potential or impending policy changes and prepare strategies to accommodate and communicate those changes.  
2.2 Prepare work plans consultation with staff and management to ensure that policy is implemented as intended.  
2.3 Monitor staff performance to ensure that it complies with policy.  
2.4 Assist staff in adjusting to changes. |

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL603A Manage policy implementation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623
Assessment Requirements for PSPPCY010 Manage policy implementation

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting complex and formal documents
- providing leadership to the workgroup in the interpretation and implementation of policy
- managing policy implementation on 2 or more occasions or in 2 or more contexts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- range and type of policies relating to the public sector
- public sector code/s of ethics and code/s of conduct
- organisation and government procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.
Links

Companion Volume implementation guides are found in VETNet -

Companion Volume implementation guides are found in VETNet -

Companion Volume implementation guides are found in VETNet -
PSPPM402B Manage simple projects

Modification History

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<tr>
<td>3</td>
<td>PSP12V1</td>
<td>Unit descriptor edited.</td>
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<tr>
<td>2</td>
<td>PSP04V4.2.</td>
<td>Layout adjusted. No changes to content.</td>
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<tr>
<td>1</td>
<td>PSP04V4.1</td>
<td>Primary release.</td>
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Unit Descriptor

This unit covers management of generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project start-up activities, coordinating project implementation, monitoring the project and arranging follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of Procurement and Contract Management.

In practice, managing simple projects overlaps with other generalist and specialist work activities such as applying government processes, using resources, gathering information, managing contracts etc.

This unit, and unit PSPPM405A Administer simple projects, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.
Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 1. Implement start-up activities | 1.1 The *project plan* is updated with confirmed information for key dates and activities, resources and project governance details in accordance with the project implementation strategy.  
1.2 Project *stakeholders’* understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed.  
1.3 *Required systems* are established and maintained throughout the project in accordance with the project plan.  
1.4 A working knowledge of *project management tools* is used to facilitate integration of project activities and achievement of project outcomes. |
| 2. Coordinate project implementation | 2.1 *Integration* and *management* of project activities are handled in accordance with the project plan.  
2.2 Stakeholder input and expectations are managed and their commitment is maintained throughout the life of the project in accordance with organisational policy and procedures and the project plan.  
2.3 Disagreements and disputes are resolved or referred to a higher authority in accordance with organisational policy and procedures.  
2.4 Project *change proposals* are received and changes are recommended/made in accordance with the project plan, and documented in accordance with *policy and procedures*. |
| 3. Monitor project | 3.1 All aspects of the project are continually monitored and corrective action is taken as necessary to maintain progress in |
ELEMENT | PERFORMANCE CRITERIA
--- | ---
 | accordance with the project plan.
3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan when dealing with management, staff and/or contractors, steering committee members or other stakeholders.
3.3 Project governance plans and any related contracts are monitored, reviewed and amended as appropriate, and results are reported in accordance with the communication plan.
3.4 Project progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the contract.
3.5 Programmed review of objectives and achievement is implemented in accordance with the project plan.

4. Arrange project follow-up activities

4.1 Project deliverables are analysed against specifications, performance standards and project objectives, under broad guidance, and the results are reported to stakeholders.
4.2 An initial support package or product manual is produced, if required, to provide guidance for stakeholders who will be required to apply the project results.
4.3 The support package includes options for stakeholders to take account of environmental and cultural factors in applying project results.
4.4 Operational and support authorities are consulted to research any testing/trialling/building requirements resulting from the project, and evaluation of any recommendations are included in the project report.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- leading and mentoring people to achieve project deliverables
- maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
• using project management tools applicable to small scale or low risk projects
• applying ethical decision making and problem solving related to project management of small scale or low risk projects
• writing recommendations and preparing implementation support packages requiring precision of expression
• applying workplace safety procedures in line with project requirements
• accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:
• legislation, organisational policies and procedures that may impact on project management, for example:
  • public sector codes of ethics/conduct
  • occupational health and safety and environment requirements
  • project governance requirements
  • quality standards
• risk management
• procurement guidelines
• human resources
• equal employment opportunity, equity and diversity principles
• project management tools to suit a range of small scale or low risk projects
• project management principles
• organisational and political context

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

• Pre-requisite units that must be achieved prior to this unit: Nil
• Co-requisite units that must be assessed with this unit: Nil
• Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  • PSPETHC401A Uphold and support the values and principles of public service
  • PSPGOV402B Deliver and monitor service to clients
  • PSPGOV403B Use resources to achieve work unit goals
- PSPGOV411A Deal with conflict
- PSPGOV412A Use advanced workplace communication strategies
- PSPGOV422A Apply government processes
- PSPLEGN401A Encourage compliance with legislation in the public sector
- PSPPROC410A Administer contracts
- PSPPM401B Design simple projects
- PSPPM403B Close simple projects
- *Excluded units that may not contribute to the same qualification as this unit:*
  - PSPPM405A Administer simple projects

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

**Resources required to carry out assessment**

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

**Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing projects, including coping with difficulties, irregularities and breakdowns in routine
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
• Aboriginal and Torres Strait Islander people
• women
• young people
• older people
• people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

• case studies
• demonstration
• portfolios
• questioning
• scenarios
• authenticated evidence from the workplace and/or training courses

**For consistency of assessment**

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

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**Range Statement**

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **bold italics** in the Performance Criteria is explained here.

**Project plan** will include some or all of:

• acquisition strategies
• budget and financial management strategy
• contract management
• cost estimates
• evaluation criteria
• expected outcomes/measurable benefits of the project
• facilities
• inclusions and exclusions from project
• information/communication strategy
• intellectual property strategies
• milestones
• objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

**Stakeholders** may include:
- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

**Required systems for project management** may include:
- planning and monitoring system
- financial management including:
  - budget allocation/funding
  - income generated
  - expenditure
- recordkeeping for documented information such as:
  - correspondence
- quality data including survey, needs, test results
- contracts
- time allocated and spent on each aspect of the project
- progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models

**Project management tools** may include:
- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
  - Gantt and bar charts
  - Program Evaluation and Review Technique (PERT) charts
  - Critical Path Method
  - cost schedule control system
  - logistics support analysis
  - life cycle cost analysis
  - spreadsheets
  - recording systems - electronic and manual

**Integration of project activities** may include:
- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

**Management may include:**
- scope management
- communication and reporting
- schedule management
- financial management
- quality management
- resources management
- people management
- logistics management
- risk management
- contract management
Change proposals may include:
- change management
- scope
- administration
- engineering, technical, technology changes
- time
- cost
- resources

Policy and procedures may include:
- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations
  - privacy legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements

Specifications may include:
- functional
- technical
- performance
- material

Unit Sector(s)
Not applicable.

Competency field
Project Management.
PSPPM502B Manage complex projects

Modification History

<table>
<thead>
<tr>
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Unit Descriptor

This unit covers management of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes managing start-up, project implementation, project integration and follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of Procurement and Contract Management.

In practice, managing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.
**Employability Skills Information**

This unit contains employability skills.

**Elements and Performance Criteria Pre-Content**

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Manage start-up activities | 1.1 *Project plans* are refined in consultation with steering committee and team members, and precise details are included for schedules of activities, milestones and resources.  
1.2 *Required systems* are established and maintained throughout the project in accordance with the complexity of the project and in line with the project plan.  
1.3 Project team members' understanding of and commitment to fulfilling the project requirements and their roles and responsibilities for the duration of the project are confirmed.  
1.4 *Project management tools* are selected and applied effectively to achieve project outcomes. |
| 2. Manage project implementation | 2.1 *Integration* and *management* of complex project activities are handled in accordance with the project plan.  
2.2 Leadership and required *development* are provided to the project team, and morale, stress levels and triggers are managed throughout the life of the project in accordance with organisational *policy and procedures*.  
2.3 *Stakeholder* input and expectations are managed throughout the project in accordance with the communication plan.  
2.4 Disagreements and disputes are resolved to the satisfaction of stakeholders or referred to a higher authority in accordance with organisational policy and procedures.  
2.5 Project *change proposals* are negotiated, agreed and documented in accordance with policy and procedures. |
| 3. Manage project integration | 3.1 All aspects of the project and related projects are integrated and links are established to ensure objectives are met in accordance with the project plan. |
ELEMENT PERFORMANCE CRITERIA

3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan and staff and contractors are regularly consulted to discuss progress and ensure effective results.

3.3 Project integration is monitored, and management plans and any related contracts are reviewed and amended as appropriate, with results reported in accordance with mechanisms identified in the communication plan.

3.4 Ongoing progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the project.

3.5 Programmed review of objectives and achievement is planned and implemented in accordance with the project plan.

4. Coordinate project follow-up activities

4.1 Significant judgment is applied in the analysis of project deliverables against specifications, performance standards and project objectives, and the results are reported to stakeholders.

4.2 Support package arrangements are identified and offered to stakeholders who will be required to apply the project results.

4.3 Options for stakeholders to take account of environmental and cultural factors in applying the project results are included in the support package.

4.4 Operational and support authorities are consulted to investigate any testing/trialling/building and evaluation requirements resulting from the project, and funding implications estimated in project report.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- leading and mentoring people to achieve project outcomes
- maintaining agreement of stakeholders and team members to timelines, roles and responsibilities
- negotiating with stakeholders and team members using communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- using project management tools applicable to reasonably complex projects
• applying ethical decision making and problem solving related to project management of reasonably complex projects
• writing recommendations and preparing project reports requiring precision of expression
• applying workplace safety procedures in line with project requirements
• accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

• legislation, organisational policies and procedures that may impact on project implementation, for example:
  • public sector codes of ethics/conduct
  • occupational health and safety and environmental and sustainability requirements
• project governance requirements
• quality standards
• risk management
• procurement guidelines
• financial management and budgetary framework
• human resources
• equal employment opportunity, equity and diversity principles
• project management tools to suit a range of reasonably complex projects in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project
• project management systems
• organisational and political context
• critical analysis in a project management context
• business and commercial issues related to the projects managed

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

• Pre-requisite units that must be achieved prior to this unit: Nil
• Co-requisite units that must be assessed with this unit: Nil
• Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment
process include, but are not limited to:

- PSPETHC501B Promote the values and ethos of public service
- PSPGOV502B Develop client services
- PSPGOV503B Coordinate resource allocation and usage
- PSPGOV504B Undertake research and analysis
- PSPGOV505A Promote diversity
- PSPPM501B Design complex projects
- PSPPM503B Close complex projects
- PSPPROC501A Manage contract risk
- PSPPROC503A Manage contract performance

**Overview of evidence requirements**

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

**Resources required to carry out assessment**

These resources include:

- legislation, guidelines, procedures and protocols relating to project management in the organisation and the public sector
- workplace project documentation
- scenarios and case studies
- examples of project management tools

**Where and how to assess evidence**

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing complete projects, including coping with difficulties, irregularities and breakdowns in routine
- management of complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
• Aboriginal and Torres Strait Islander people
• women
• young people
• older people
• people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
• case studies
• demonstration
• portfolios
• questioning
• scenarios
• authenticated evidence from the workplace and/or training courses

For consistency of assessment
Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement
The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in bold italics in the Performance Criteria is explained here.

Project plans will include some or all of:
• acquisition strategies
• budget and financial management strategy
• contract management
• cost estimates
• evaluation criteria
• expected outcomes/measurable benefits of the project
• facilities
• inclusions and exclusions from project
• information/communication strategy
• intellectual property strategies
• milestones
• objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

*Required systems for project management* may include:

- planning and monitoring system
- financial management including:
  - budget allocation/funding
  - income generated
  - expenditure
- recordkeeping for documented information such as:
  - correspondence
  - quality data including survey, needs, test results
  - contracts
  - time allocated and spent on each aspect of the project
  - progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models
- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
  - Gantt and bar charts
  - Program Evaluation and Review Technique (PERT) charts

*Project management tools* may include:
• Critical Path Method
• cost schedule control system
• logistics support analysis
• life cycle cost analysis
• spreadsheets
• recording systems - electronic and manual

**Integration of project activities** may include:

• scope
• time
• cost
• quality
• human resources
• communications
• risk
• procurement

**Management** may include:

• scope management
• communication and reporting
• schedule management
• financial management
• fraud control
• quality management
• resources management
• people management
• logistics management
• risk management
• contract management
• project implementation
• transition
• change management

**Development** may include:

• regular meetings
• feedback
• encouragement
• mentoring and coaching
• additional physical and human resources (within allocated budget) if and as required

**Policy and procedures** may include:

• government legislation (Federal, State and Local) affecting organisation's administration such as:
  • public sector management acts
  • financial management and accounting legislation and regulations
- privacy legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements
  - environment and sustainability

**Stakeholders may include:**
- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user
- supplier/service provider

**Contract change proposals may include:**
- administration
- cost
- engineering, technical, technology changes
- resources
- scope
- specifications
- time

**Specifications may include:**
- functional
- technical
- performance
- material
Unit Sector(s)
Not applicable.

Competency field
Project Management.
PSPPM503B Close complex projects

Modification History

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</tbody>
</table>

Unit Descriptor

This unit covers closure of projects that may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the projects. It includes reviewing project activity and managing project closure. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of Procurement and Contract Management.

In practice, closing complex projects overlaps with other generalist and specialist work activities such as acting ethically, coordinating resource allocation and usage, developing client services, undertaking research and analysis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.
## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency. Together, performance criteria specify the requirements for competent performance. Text in *bold italics* is explained in the Range Statement following.

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>1. Review project activity</td>
<td>1.1 Evaluation of project process, supplier performance and achievement against objectives is undertaken in consultation with stakeholders and results are reported in accordance with the project plan evaluation framework and organisational policy and procedures. 1.2 The extent to which clients needs were met is evaluated and action to rectify problems is identified and documented. 1.3 Implications of project outputs/outcomes for policies and operating procedures are identified and recommendations are made for their amendment. 1.4 Information obtained from the evaluation of the project is provided in accordance with organisational requirements so it may be used to improve relevant policy and practice.</td>
</tr>
<tr>
<td>2. Manage project closure</td>
<td>2.1 Any funding associated with the project is acquitted against project budget items, and financial records are checked for accuracy and completed in accordance with organisational procedures. 2.2 Project wind-down is managed and documentation, records and approvals are handled in accordance with project plan and organisational policy and procedures. 2.3 Project stakeholders are debriefed, and infrastructure and resources are redeployed in accordance with organisational policy and procedures. 2.4 Project hand-over to user/s is completed in accordance with organisational procedures, and lessons learnt are documented and reported to stakeholders to assist in continuous improvement. 2.5 Stakeholders are advised of procedures and authorities for initial support to apply project results where relevant, and strategies</td>
</tr>
</tbody>
</table>
ELEMENT PERFORMANCE CRITERIA

are provided to manage long-term project momentum in accordance with organisational requirements.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

- analysing results and evaluating outcomes against objectives
- writing recommendations and preparing reports requiring precision of expression
- communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- debriefing stakeholders and redeploying resources and infrastructure
- acquitting and reporting on resource expenditure including time and costs
- using project management tools applicable to reasonably complex projects
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on project finalisation, for example:
  - public sector codes of ethics/conduct
  - occupational health and safety and environmental and sustainability requirements
  - project governance requirements
  - quality standards
  - risk management
  - procurement guidelines
  - financial management
  - human resource management and development
  - equal employment opportunity, equity and diversity principles
  - project specifications and objectives
- project management tools to suit a range of reasonably complex projects in
terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project

- project management principles and systems
- critical analysis in a project management context
- business and commercial issues related to the projects managed
- organisational and political environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- Pre-requisite units that must be achieved prior to this unit: Nil
- Co-requisite units that must be assessed with this unit: Nil
- Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
  - PSPETHC501B Promote the values and ethos of public service
  - PSPGOV502B Develop client services
  - PSPGOV503B Coordinate resource allocation and usage
  - PSPGOV504B Undertake research and analysis
  - PSPGOV505A Promote diversity
  - PSPGOV507A Undertake negotiations
  - PSPGOV512A Use complex workplace communication strategies
  - PSPGOV517A Coordinate risk management
  - PSPPM501B Design complex projects
  - PSPPM502B Manage complex projects
  - PSPPROC504A Finalise contracts

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- reviewing and closing complex projects in a range of (3 or
more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:
- legislation, guidelines, procedures and protocols relating to project close-out
- workplace project documentation
- scenarios and case studies
- examples of project management tools suited to reasonably complex projects

Where and how to assess evidence

Valid assessment of this unit requires:
- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when reviewing and closing complex projects, including coping with difficulties, irregularities and breakdowns in routine
- reviewing and closing complex projects in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:
- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:
- case studies
- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of

Evidence must be gathered over time in a range of contexts to
assessment ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **bold italics** in the Performance Criteria is explained here.

*Stakeholders* may include:

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation’s senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

*Project plan* will include some or all of:

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and
human resource development

- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

**Policy and procedures**
may include:

- government legislation (Federal, State and Local) affecting organisation's administration such as:
  - public sector management acts
  - financial management and accounting legislation and regulations
  - privacy legislation
- government and organisational guidelines and procedures relating to:
  - project governance
  - resourcing
  - security
  - strategic plans
  - recruitment
  - risk management
  - procurement guidelines
  - designation approvals
  - industrial agreements
  - environment and sustainability

**Management of project wind-down**
may include:

- risks
- issues
- assets
- consultants
- project team
- support staff
**Documentation** may include:
- project completion report
- supplier performance reports
- whole-of-life support plans
- transfer documents
- financial reports and acquittals
- evaluation reports
- transition plans

**Approvals** may be required from:
- project sponsor/funding body
- business owner of the project
- program manager
- line manager
- project governance office/personnel in the organisation
- chief executive officer, manager or management representative
- customer or client

**Unit Sector(s)**
Not applicable.

**Competency field**
Project Management.
PSPREG003 Apply regulatory powers

Modification History

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<td>This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG401C Exercise regulatory powers.</td>
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</tbody>
</table>
|         | - Unit code updated  
|         | - Content and formatting updated to comply with new standards  
|         | - All PC transitioned from passive to active voice |

Application

This unit describes the skills required to cover the exercise of powers under the organisation's enabling legislation and other relevant legislation for regulation, monitoring, inspection and investigation.

This unit applies to those working in public sector roles conducting regulatory activities. The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing routine tasks involving a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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</tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>
| **1. Establish regulatory powers** | 1.1 Access and use current information relating to enabling legislation and regulations to maintain up-to-date knowledge of requirements.  
1.2 Confirm powers provided under the legislation and the boundaries of those powers.  
1.3 Identify and confirm compliance requirements of the legislation, related regulations, standards, codes of practice and policy.  
1.4 Identify and confirm acts and omissions that comprise non-compliance or offences under the legislation. |
| **2. Apply enabling legislation** | 2.1 Identify and analyse circumstances where regulatory powers will be exercised to determine response or measures to apply.  
2.2 Identify circumstances requiring the exercise of regulatory powers that are outside own limits and refer to others.  
2.3 Identify risks associated with the exercise of regulatory powers and strategies to manage risks.  
2.4 Apply enabling legislation consistent with the boundaries and powers contained therein. |
| **3. Utilise other legislation and standards** | 3.1 Identify other legislation and standards which impact on powers and confirm their requirements.  
3.2 Resolve or refer apparently conflicting legislative directions. |
| **4. Work with other organisations** | 4.1 Identify organisations that have jurisdictions which may overlap and establish and maintain relationships.  
4.2 Identify organisations available to provide assistance and advice or take referrals and establish relationships for mutual benefit.  
4.3 Follow organisational protocols and procedures when working with other organisations.  
4.4 Refer compliance matters to other organisations for action when required.  
4.5 Follow lead agency protocols and/or lines of authority during operations involving more than one organisation. |
Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG401C Exercise regulatory powers.

Links

Companion Volume implementation guides are found in VETNet -

Companion Volume implementation guides are found in VETNet -

Companion Volume implementation guides are found in VETNet -

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for PSPREG003 Apply regulatory powers

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</tr>
<tr>
<td></td>
<td>- Assessment Requirements created drawing upon specified assessment information from superseded unit</td>
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</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis
- using information technology to access relevant legislation and procedures
- reading complex written materials and applying them to work practices
- using scanning techniques
- engaging in discussion involving exchanges of often complex oral information
- choosing regulatory responses and/or measures to fit the circumstances and justifying those responses against legislation, guidelines, policy and regulations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- full range of regulatory powers and the limits to those powers
- enabling legislation
- offences under the legislation
- aspects of criminal law, administrative law, industrial law, contract law
- statutory time limits
- terminology used in legislation and procedures
- organisational policies, guidelines and regulations
- public sector legislation including, health and safety and environment relating to the exercise of regulatory powers
Assessment Conditions
This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623
PSPREG008 Act on non-compliance

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|         | • All PC transitioned from passive to active voice |

Application

This unit describes the skills required to issue advice, instructions, warnings, notices, fines and other actions in response to non-compliance situations. It includes attending situations where non-compliance is suspected or alleged, and taking action on non-compliance.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in as part of a team under routine guidance, performing routine tasks in a range of mostly familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.</td>
</tr>
</tbody>
</table>
| **1. Attend situations where non-compliance is suspected/alleged** | 1.1 Follow procedure.  
1.2 Maintain personal conduct.  
1.3 Protect the safety of self and others.  
1.4 Make prompt requests for assistance.  
1.5 Carry out activities and actions in accordance with rules of evidence. |
| **2. Take action on non-compliance** | 2.1 Consider mitigating circumstances.  
2.2 Select action on non-compliance to match the seriousness of the offence.  
2.3 Inform clients of the action, justification for it and their rights of appeal.  
2.4 Take action in accordance with legal requirements.  
2.5 Carry out personal actions and/or conduct in accordance with protocols and protect the rights and responsibilities of clients. |

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG405B Act on non-compliance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet -
Assessment Requirements for PSPREG008 Act on non-compliance

Modification History

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<td>1</td>
<td>These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.</td>
</tr>
<tr>
<td></td>
<td>• Assessment Requirements created drawing upon specified assessment information from superseded unit</td>
</tr>
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</table>

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking negotiation and conflict resolution
- applying risk management and self-preservation techniques
- using judgment and decision making
- exchanging often complex oral information in a form to suit diverse audiences
- writing requiring accuracy of expression and formality in structure and format

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation
- organisational parameters for decision-making
- range of appropriate actions possible for different offences
- negotiation in the context of achieving compliance
- awareness of social and cultural issues

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.
Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623
PUACOM012B Liaise with media at a local level

Modification History

<table>
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<tr>
<th>Release</th>
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<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>PUA12 V2.1</td>
<td>Editorial changes.</td>
</tr>
<tr>
<td>2</td>
<td>PUA12 V2</td>
<td>Layout adjusted. Application added.</td>
</tr>
<tr>
<td>1</td>
<td>PUA00 V8.1</td>
<td>Primary release.</td>
</tr>
</tbody>
</table>

Unit Descriptor

This unit covers the liaison with media at a low level incident and providing information about local events.

Application of the Unit

This unit applies to workers of local public safety groups who are delegated the responsibility to liaise with media in both emergency and non-emergency situations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of
performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Determine media requirements | 1.1 Organisational protocols are followed when liaising with the media.  
1.2 The media’s potential interest is assessed and arrangements are made to meet needs where appropriate.  
1.3 Operational responsibilities are balanced against the provision of information to the media. |
| 2. Provide information to the media | 2.1 A positive image of the organisation is maintained when liaising with the media.  
2.2 Every opportunity is used to promote the organisation, its services and personnel.  
2.3 Relevant and succinct information is supplied to media when operational responsibilities are under control and when organisational representative is available to talk to the media. |
| 3. Publicise an event | 3.1 Relationship is established with media contacts.  
3.2 Event details and support materials are gathered and presented in a logical, relevant and concise manner to the media.  
3.3 Information provided to media is recorded and maintained. |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- attention to detail
- communicating facts in a fluent, clear and interesting manner
- empathy with victims and operational personnel
- liaison with media and other organisation personnel
- media presentation
- prioritisation between operational responsibilities and provision of information to
media
- public speaking
- retaining professionalism under duress

**Required Knowledge**

- organisational protocols relating to media liaison, for example legal and organisation requirements relating to:
  - confidentiality
  - libel
  - accuracy
  - discrimination
- role of media in disseminating information
- requirements of media to present information in a newsworthy/informative manner
- requirements of different media:
  - newspapers
  - magazines
  - radio
  - television (local, regional, national media)
- communication skills
- establishing media relationship

**Evidence Guide**

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

It is essential for this unit that competence be demonstrated in providing information to media whilst managing operational responsibilities.

**Consistency in performance**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

**Context of assessment**

On the job or in a simulated work environment.

**Specific resources for assessment**

No special requirements.
Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

**Organisation** may include:
- Fire
- Police
- State Emergency Service
- Emergency Management

**Organisational protocols** may include:
- organisational policies and procedures
- personal presentation being as neat as possible considering the operational circumstances
- ensuring media liaison person is fully briefed and prepared
- acknowledge support of other organisations
- seeking advice from headquarters where appropriate
- limiting comments on role of own service
- relevant Federal and State legislation and regulations

**Liaising with the media** may include:
- print (local, community, daily newspapers, magazines)
- television (live or pre-recorded)
- radio (live or pre-recorded)

**Operational responsibilities** may include:
- preservation of life and property, which is the principal concern to all public safety personnel
- presenting information relevant to the public

**Event** may include:
- long service to organisation
- medal presentation
- awarding of certificates
- donations/sponsorships/fundraising
- recruiting
- new equipment
- VIP visit
- open day
- training
- unusual rescues
- self help information

**Media's potential interest** may include:
- enormous media event
- standard report
- human interest
- in the public’s interest

**Media's requirements** may include:
- deadlines
- capabilities
• visual and verbal requirements
• types of medium
• variation
• journalists
• amenities
• briefing area
• access to media liaison person
• bilingual personnel and bilingual information

*Media* may include:
• representatives from mainstream, community and ethnic television
• print and broadcast media

*Organisational positive image* may include:
• promote the relevance and efficiency of the service
• report the facts
• heroism of personnel
• organisational personnel are co-operative and responsive
• organisational personnel well presented
• handling media in most positive manner in even the most adverse conditions/circumstances

*Media opportunity* may include:
• opportunity to promote the services
• provide educational information to the public
• airplay

*Relevant and succinct information* may include:
• information that according to protocol is available for public release
• report facts and avoid speculation
• do not supply classified information
• use language that can be readily understood by all to avoid misinterpretation

**Unit Sector(s)**

Not applicable.
PUAEMR026 Treat operational risk

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tr>
<td>2</td>
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<tr>
<td>1</td>
<td>PUA12 V2</td>
<td>New unit.</td>
</tr>
</tbody>
</table>

Unit Descriptor

This unit describes the outcomes required to identify, plan and implement treatment options in order to reduce risk.

Application of the Unit

This unit applies to people working in a relatively simple and routine workplace in which they use the organisation’s policy and procedures. They would normally have local supervisory/management responsibility and will apply known solutions to a variety of predictable problems.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAEMR027 Assess operational risk

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the... Performance Criteria describe the required performance...
essential outcomes of a Unit of Competency.

Where *bold italicised* text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make risk decision</td>
<td>1.1 Calculated level of risk is compared to the established <em>risk criteria</em> and determined to be acceptable or unacceptable in consultation with the supervisor.</td>
</tr>
<tr>
<td></td>
<td>1.2 Risk that is determined as unacceptable is documented and noted for treatment.</td>
</tr>
<tr>
<td>2. Identify and select</td>
<td>2.1 <em>Treatment options</em> of known risks are identified and confirmed as contained in <em>organisational standards and guidelines</em> or supervisor’s guidance.</td>
</tr>
<tr>
<td>treatment options</td>
<td>2.2 Treatment options under consideration are evaluated for <em>effectiveness</em> within the given context.</td>
</tr>
<tr>
<td></td>
<td>2.3 Selected treatment options are documented and communicated in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>3. Implement treatment</td>
<td>3.1 <em>Treatment plans</em> incorporating selected options are implemented in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>options</td>
<td>3.2 Treatment plans are communicated in the workplace in accordance with organisational policies and procedures.</td>
</tr>
<tr>
<td>4. Monitor and review risk</td>
<td>4.1 Effectiveness and efficiency of the treatment plan is <em>monitored</em>, reviewed and recorded in accordance with organisational policies and procedures to ensure compliance and validity.</td>
</tr>
<tr>
<td>and the process</td>
<td>4.2 Residual risk is calculated and communicated to supervisors so that a decision can be made whether to accept this risk or to re-establish the risk management process.</td>
</tr>
<tr>
<td></td>
<td>4.3 Treatments are adjusted and communicated following the review process.</td>
</tr>
</tbody>
</table>
Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicating effectively with personnel at all levels of organisation and risk management specialists
- preparing more detailed reports for a range of target groups including OHS or risk committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically treat risks and, where appropriate, access resources
- manage simple project implementation
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on risk
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes

Required Knowledge

- organisational policies, procedures and guidelines relevant to risk
- risk management terminology and language in accordance with relevant standards (risk, hazard, risk assessment, risk management and risk treatment)
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- treatment options for risks relevant in the workplace
- team work principles and strategies
- basic project management strategies
- techniques for giving and receiving feedback in a constructive manner
- concept of common law duty of care
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening
Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholders’ involvement throughout the treatment process and that an informed analysis and selection of treatment options has been undertaken using the methodology and procedures approved by the organisation.

Consistency in performance

Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or under conditions that closely simulate the workplace.

Specific resources for assessment

Access to:

- organisational documentation
- relevant organisational standards
- appropriate tools and methods used within the organisation
- simulated or real-world workplace

Guidance information for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of treating operational risk, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of treating operational risk in a range of 3 or more contexts or occasions, over time

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and should include a combination of two or more of:
• workplace projects
• simulation or role plays
• case studies and scenarios
• observation
• portfolios

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below.

**Risk criteria** may include:
• the nature and types of causes and consequences that can occur and how they will be measured
• how likelihood will be defined
• the timeframe(s) of the likelihood and/or consequence(s)
• how the level of risk is to be determined
• the views of stakeholders
• the level at which risk becomes acceptable or tolerable
• whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered

**Treatment options** may include:
• avoidance of the risk
• removing a risk source
• changing the likelihood of
• an initiating event or source of risk occurring
• a hazard impacting on elements at risk
• changing the consequences of an identified hazard impact
• sharing the risk
• retaining the risk based on an informed decision

**Organisational standards and guidelines** may include:
• AS/NZS ISO 31000:2009 Risk management—Principles and guidelines
• regulatory or legislative requirements
• environmental protection and sustainability regulations
• industry standards and codes of practice
• organisational charter/business plan
• organisational OHS, risk management or resilience
policies or operating procedures

**Effectiveness** may include:
- benefits to the individual
- benefits to the organisation
- cost benefits resulting from the implementation of the treatment
- cost of implementing the treatment option

**Treatment plans** may include:
- budgeting
- expected outcome of treatments
- performance measures
- responsibilities
- review process to be set in place
- schedules

**Monitored** may include:
- critical observation
- identification of changes over time
- regular checking
- regular recording

**Unit Sector(s)**
Not applicable.

**Custom Content Section**
Not applicable.
PUAEMR027 Assess operational risk

Modification History
PUAEMR027 Release 1: Primary release.

Unit Descriptor
This unit describes the outcomes required to identify and assess risk in an operational environment.

No licencing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit
This competency applies to workers at a relatively simple and routine level, in which they use established organisational policy and procedures. Workers would normally have local supervisory or management responsibility and apply known solutions to a variety of predictable problems.

The unit covers the first four steps of the risk management process and provides the skills and knowledge required to conduct a risk assessment.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency.
Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| **1. Establish the risk context** | 1.1 Objectives and scope are identified using organisational risk management standards and guidelines.  
1.2 **Risk criteria** are identified and confirmed as contained in organisational policies, procedures or supervisor guidance.  
1.3 **Structure for the planning** required to conduct a risk assessment is determined.  
1.4 **Stakeholder** aims and objectives are identified and recorded in accordance with workplace procedures and guidelines. |
| **2. Identify risk** | 2.1 All possible sources of risk which may affect the situation or objectives are identified and recorded in consultation with stakeholders.  
2.2 Risks are identified using a **specified methodology or tool** in accordance with workplace procedures and guidelines.  
2.3 Risk statements describing consequences are generated. |
| **3. Analyse risk** | 3.1 Risks are analysed by estimating the likelihood of particular consequences occurring.  
3.2 Levels of risk are determined, documented and communicated in accordance with organisational policies and procedures. |
| **4. Evaluate risk** | 4.1 Levels of risk are prioritised for treatment.  
4.2 Calculated level of risk is compared to the established risk evaluation criteria, and communicated to supervisors.  
4.3 Risks are monitored and reviewed until appropriate treatment measures have been implemented. |

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.
Required Skills

- communicating effectively with risk management specialists and people at all organisational levels
- preparing more detailed reports for a range of target groups including OHS or risk committee, OHS representatives, managers and supervisors
- managing own tasks within time frame
- using consultation and negotiation skills, particularly in relation to developing plans and implementing and monitoring designated actions
- contributing to the assessment of the resources needed to systematically assess risks and, where appropriate, access resources
- analysing relevant workplace information and data, and make observations including of workplace tasks and interactions between people, their activities, equipment, environment and systems
- carrying out simple arithmetical calculations (e.g. % change), and produce graphs of workplace information and data to identify trends and recognise limitations
- interpreting information and data to identify areas for improvement
- using language and literacy skills appropriate to the workgroup and the task
- using basic computer and information technology skills to access internal and external information and data on risk
- undertaking basic research to access relevant information and data
- paying attention to detail when making observations and recording outcomes.

Required Knowledge

- organisational policies, procedures and guidelines relevant to risk
- risk management terminology and language in accordance with relevant standards
- specified methods or tools endorsed by an organisation and provided for use in the identification and analysis of risk
- team work principles and strategies
- techniques for giving and receiving feedback in a constructive manner
- concept of common law duty of care as applies in emergency risk management context
- structure and forms of legislation including regulations, codes of practice, associated standards and guidance material
- roles and responsibilities under OHS legislation of employees, including supervisors and contractors
- techniques/methods used to identify or analyse information
- verbal and non-verbal communication techniques including language style, active listening
# Evidence Guide

## Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to define and identify risk language, definitions and terminology. Evidence must also be provided of stakeholder’s involvement throughout the process and that an informed analysis of the risks has been undertaken using tools and methodology approved by the organisation.

### Consistency in performance

Competency should be demonstrated by gathering evidence over a range of workplace scenarios, using a variety of tools and methodology and should include the assessment of a variety of risks that may adversely impact on the organisation.

## Context of and specific resources for assessment

### Context of assessment

Competency should be assessed in the workplace or under conditions that closely simulate the workplace.

### Specific resources for assessment

Access to:

- organisational documentation
- relevant organisational standards
- appropriate tools and methods used within the organisation
- simulated or real-world workplaces

## Guidance information for assessment

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when applying the principles of operational risk assessment, including coping with difficulties, irregularities and breakdowns in routine
- application of the principles of operational risk assessment in a range of 3 or more contexts or occasions, over time.

Assessment methods should reflect but not exceed workplace demands, such as literacy, and the needs of individuals who might be disadvantaged.

Assessment methods suitable for valid and reliable assessment of this unit must use authenticated evidence from the workplace and/or training courses and may include a combination of two or more of:

- workplace projects
• simulation or role plays
• case studies and scenarios
• observation
• portfolios

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

**Organisational risk management standards and guidelines** may include:

- regulatory or legislative requirements e.g. ohs act
- environmental protection and sustainability regulations
- industry standards and codes of practice
- organisational charter/business plan
- organisational ohs, risk management or resilience policies or operating procedures

**Risk criteria** may include:

- the nature and types of causes and consequences that can occur and how they will be measured
- how likelihood will be defined
- the timeframe(s) of the likelihood and/or consequence(s)
- how the level of risk is to be determined
- the views of stakeholders
- the level at which risk becomes acceptable or tolerable
- whether combinations of multiple risks should be taken into account and, if so, how and which combinations should be considered

**Structure for the planning** may include:

- documentation required
- analysis tools which are required to conduct the assessment
- approach taken to conduct the assessment
- depth of assessment

**Specified methodology or tools** may include:

- a risk matrix
- analysis of risk registers
- brainstorming
- business continuity planning
- examining any available data e.g. audit
results/incident reports
- expert judgement
- focus groups
- nomogram
- scenario analysis

Unit Sector(s)
Not applicable.
PUAFIR204B Respond to wildfire

Modification History

<table>
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<tr>
<th>Release</th>
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<tbody>
<tr>
<td>2</td>
<td>PUA12 V2</td>
<td>Content reviewed</td>
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<tr>
<td></td>
<td></td>
<td>Application of the Unit added</td>
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<tr>
<td></td>
<td></td>
<td>Method of assessment added</td>
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<tr>
<td>1</td>
<td>PUA00 V8.1</td>
<td>Primary release on TGA</td>
</tr>
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</table>

Unit Descriptor

This unit covers the competency required to respond to a wildfire, work as a safe and situationally-aware member of a crew to attack and extinguish a fire, participate in mop-up and patrol operations, and prepare equipment for the next crew.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel who work as a member of a team. Work at this level is undertaken under direct supervision and instruction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR215 Prevent injury

Employability Skills Information

This unit contains employability skills.
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

1. Prepare to respond to fire
   1.1 Information about location of fire, type of wildfire and most effective route to the fire is obtained, taking into account local conditions.
   1.2 Personal protective clothing and equipment, and food and fluid requirements are identified and relevant preparations undertaken prior to departure as per organisational standards.

2. Proceed to fire
   2.1 Location of the fire and type of fuel is confirmed on approach.
   2.2 Access to the area is gained safely without damage to vehicles and equipment, and minimum damage to the environment.
   2.3 Evidence relevant to fire cause is noted and brought to the attention of the supervisor.
   2.4 Indicators of fire behaviour are observed and communicated to supervisor.

3. Obtain and use firefighting equipment and extinguishing media
   3.1 Nominated extinguishing media and firefighting equipment are located and obtained.
   3.2 Equipment is used in accordance with organisational and manufacturer’s procedures.

4. Combat wildfire
   4.1 Instructions are received, firefighting strategies and tactics are confirmed and implemented in accordance with organisational safe work practices and procedures.
   4.2 Suppression techniques, equipment and extinguishing media appropriate to wildfire conditions are used.
   4.3 Control lines are prepared in accordance with supervisor’s instructions.
   4.4 Equipment is positioned, made ready for use and protected from damage in accordance with
organisational procedures.

4.5 Fire is attacked taking into account wildfire hazards as directed and in accordance with organisational procedures.

4.6 Evidence of fire cause and area of fire origin are protected.

4.7 Communication is maintained at all times in accordance with organisational procedures.

5. Observe and react to wildfire and weather conditions

5.1 Conditions at the fire are observed and their effect on fire behaviour and development are noted and reported to supervisor.

5.2 Weather conditions and changes to fire behaviour are observed and reported to supervisor.

5.3 Variations in topography, fuel features and fuel arrangements are observed and effect on fire behaviour is reported to supervisor as required.

5.4 Escape routes and safety zones are identified and maintained at all times.

5.5 Communication is maintained with other firefighting personnel and supervisor throughout operational activities.

6. Participate in mop-up and patrol activities and support operations

6.1 Mopping-up activities are carried out in accordance with organisational procedures.

6.2 Patrol of the perimeter or sector of the fire is maintained in accordance with organisational procedures.

6.3 Activities to support firefighting operations are carried out in accordance with organisational procedures.

7. Recover and store equipment

7.1 Equipment and consumables are recovered as directed.

7.2 Equipment is stored in accordance with organisational procedures.

7.3 Cleaning and maintenance are carried out in accordance with organisational procedures.

7.4 Damaged or lost equipment is reported in accordance with organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.
Required Skills
- detect hot spots, hazardous trees, unsecured wildfire perimeter
- undertake dry and wet wildfire attack
- use wildfire control tools and equipment
- work as a member of a team

Required Knowledge
- communication on the fireground
- extinguishing media, water, foam, suppressants
- fire behaviour (fuel, weather and topography)
- health and fitness requirements
- hygiene and wellbeing
- organisational operating procedures
- safe work practices
- wildfire control tactics and techniques
- wildfire hazards, safety techniques

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit
Assessment must confirm the ability to:
- react to changing wildfire behaviour due to changes in weather, topography and fuel conditions
- use firefighting equipment
- participate in dry wildfire control
- use extinguishing media in wildfire control
- maintain health and safety of self, other workers and people in the immediate work area
- participate in mop-up and patrol
- undertake operational activities safely

Consistency in performance
Competency should be demonstrated over time in a range of actual and/or simulated field-based workplace environments.

Context of and specific resources for assessment
Context of assessment
Competency should be assessed in an agency approved simulated and/or field-based workplace environment.

Specific resources for assessment
Access is required to:
Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated workplace or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

<table>
<thead>
<tr>
<th>Type of wildfire must include:</th>
<th>crown</th>
<th>ground</th>
<th>surface</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of fuel may include:</td>
<td>crop</td>
<td>forest</td>
<td>grass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>heath</td>
<td>peat, coal and combustible soils</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>plantation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>scrub</td>
</tr>
<tr>
<td>Evidence relevant to fire cause may include:</td>
<td>fresh vehicles tracks</td>
<td>items or objects at scene</td>
<td>nature and behaviour of fire at the scene upon arrival</td>
</tr>
</tbody>
</table>
### Indicators of fire behaviour

<table>
<thead>
<tr>
<th>May include:</th>
<th>nature and colour of smoke and number of columns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>people and vehicles leaving the scene</td>
</tr>
<tr>
<td></td>
<td>whether gates on access routes to the fire are closed, opened or locked</td>
</tr>
</tbody>
</table>

### Extinguishing media

<table>
<thead>
<tr>
<th>Must include:</th>
<th>water</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>And may also include:</th>
<th>Class A foam</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>retardants</td>
</tr>
<tr>
<td></td>
<td>soil</td>
</tr>
<tr>
<td></td>
<td>wetting agents</td>
</tr>
</tbody>
</table>

### Firefighting equipment

<table>
<thead>
<tr>
<th>Must include:</th>
<th>drip torch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hand tools</td>
</tr>
<tr>
<td></td>
<td>hose and small gear</td>
</tr>
<tr>
<td></td>
<td>knap sack</td>
</tr>
<tr>
<td></td>
<td>pump</td>
</tr>
<tr>
<td></td>
<td>tanker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>And may also include:</th>
<th>chainsaw</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ropes and lines</td>
</tr>
</tbody>
</table>

### Firefighting strategies

<table>
<thead>
<tr>
<th>Must include:</th>
<th>defensive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>direct attack</td>
</tr>
<tr>
<td></td>
<td>indirect attack</td>
</tr>
<tr>
<td></td>
<td>offensive: parallel attack</td>
</tr>
</tbody>
</table>

### Firefighting tactics

<table>
<thead>
<tr>
<th>May include:</th>
<th>backburning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>burning out</td>
</tr>
<tr>
<td></td>
<td>control line construction</td>
</tr>
<tr>
<td></td>
<td>mopping-up</td>
</tr>
<tr>
<td></td>
<td>patrol</td>
</tr>
<tr>
<td></td>
<td>use of extinguishing media</td>
</tr>
</tbody>
</table>

### Suppression techniques

<table>
<thead>
<tr>
<th>May include:</th>
<th>dry firefighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>wet firefighting</td>
</tr>
</tbody>
</table>

### Wildfire hazards

<table>
<thead>
<tr>
<th>May include:</th>
<th>burns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>disorientation</td>
</tr>
<tr>
<td></td>
<td>electrical installations and powerlines</td>
</tr>
<tr>
<td></td>
<td>embers</td>
</tr>
</tbody>
</table>
- falling branches/trees
- fatigue
- heat related illness
- lack of visibility
- machinery/vehicle
- manual handling
- noise
- radiant heat
- smoke inhalation
- snake or insect bite
- sprain or fracture
- trips and falls
- water bombing operations

**Communication** may include:
- paging
- personal contact
- phone
- radio
- written notes

**Weather conditions** may include:
- atmospheric stability
- relative humidity
- temperature
- variations to wind speed and direction

**Variations in topography** may include:
- aspect
- elevation
- landscape features
- slope

**Fuel features** must include:
- arrangement/distribution
- moisture content
- quantity
- size
- type

**Escape routes** may include:
- prepared tracks
- roads
- trails
- waterways

**Safety zones** may include:
- bare ground
- burnt areas
- clearings
- rivers
- site of a recent wildfire or prescribed burn
- static water bodies
### Support firefighting operations may include:
- providing/transporting food, water and equipment for an incident
- working with earth moving equipment such as bulldozer, grader, tractor with blade

### Consumables may include:
- flagging tape
- fuel
- rubbish
- signs

### Unit Sector(s)
Not applicable.

### Corequisite Unit/s

Co-requisite Unit/s  | Nil
PUAFIR215 Prevent injury

Modification History

<table>
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<tr>
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<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
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<td>PUA12 V2.1</td>
<td>Editorial changes.</td>
</tr>
<tr>
<td>1</td>
<td>PUA12 V2</td>
<td>New unit.</td>
</tr>
</tbody>
</table>

Unit Descriptor

This unit covers the competency required to identify and avoid workplace hazards and risks, to maintain personal safety and to report identified issues to supervisors and team members.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit is designed as an introduction to safe work practices and is specifically relevant to a workplace requiring people to be involved in incidents, prescribed burning and/or operational aspects of emergency management.

This unit applies to personnel who work as a member of a team. Work at this level is undertaken under direct supervision and instruction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.
### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify workplace hazards and risks, and advise others | 1.1 Procedures and practices are followed to identify **hazards and risks** in the **workplace**.  
1.2 Identified hazards and risks in the work area are communicated to team members and supervisors.  
1.3 Identified factors which may create or escalate the immediate risk to life, property or the environment are reported. |
| 2. Implement hazard and risk control procedures | 2.1 Appropriate **personal protective clothing and equipment** is selected and donned in accordance with organisational procedures.  
2.2 Appropriate procedures for dealing with hazards and **controlling risks** in the workplace are followed in accordance with work health and safety guidelines and organisational procedures.  
2.3 Equipment appropriate for dealing with a hazard is selected for use and checked in accordance with standard operating procedures.  
2.4 Personal health and welfare is managed in accordance with organisational policy. |
| 3. Monitor effectiveness of hazard and risk control procedures | 3.1 Situation is monitored to ensure the continued effectiveness of the hazard and risk control procedures.  
3.2 **Changes in incident behaviour and conditions** are reported immediately to supervisor.  
3.3 Activities and **debriefings** regarding hazard and risk control procedures are participated in as appropriate. |
Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply safe work practices in accordance with organisational work health and safety policies and procedures
- identify typical hazards and risks in the workplace, and apply control measures
- select equipment pertinent to incidents, prescribed burning and/or operational aspects of emergency management
- select personal protective clothing

Required Knowledge

- basic principles of risk assessment
- methods of hazard and risk control and reporting, and debriefings
- occupational hazards and risks encountered in the workplace
- organisational health and fitness guidelines
- personal protective clothing and equipment requirements
- risk control measure such as eliminate, isolate and substitute
- signs of fatigue, heat related illness, dehydration, fatigue and stress
- situational awareness
- welfare management, such as signs of occupational stress, limiting stress, dealing with stress and seeking assistance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- correctly identify hazards and risks in the workplace
- apply organisational procedures including the correct selection and use of personal protective equipment and clothing
- advise and report workplace hazards and risks, and apply and monitor control measures

Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of assessment
resources for assessment  Competency should be assessed on-the-job and/or in a range of simulated environments.

Specific resources for assessment  Access is required to:
- appropriate protective clothing and equipment
- organisational procedures.

Method of assessment  In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:
- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement  The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below.

**Hazards** may include:
- aerial retardant drops
- aircraft
- broken terrain
- biological, bites, infections, stings
- chemicals
- confined space
- electricity
- entrapment
- environmental
- falling objects
- explosions
### Risks may include:
- damage to property and environment
- injury to self and/or team members
- loss of life and property

### Workplace may include:
Locations where activities and operations may occur such as:
- confined spaces
- mobile property
- open spaces
- public and private property (including crown land)
- structures
- water

### Personal protective clothing and equipment must include:
- emergency response clothing

and may also include:
- chainsaw chaps
- chemical protective clothing
- eye, ear and head protection
- face shield
- personal accessories kit
- personal distress units
- personal lines
- respiratory protection

### Controlling risks must include:
- adequate food, fluid and other welfare needs during operations
- appropriate training
- eye, sight, hearing protection
- fire blankets/roll over protection
- goggles, face shield, hearing protection and chainsaw chaps
- hierarchy of control
- safety warning signs
- use of clothing and equipment to provide protection

**Changes in incident behaviour and conditions** may include:
- environmental conditions
- escalation of incident

**Debriefings** may include:
- end of incident
- end of shift

**Unit Sector(s)**
Not applicable.

**Custom Content Section**
Not applicable.
PUAFIR303B Suppress wildfire

Modification History

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 2       | PUA12 V2   | Application of the Unit added  
          |            | Unit revised to reflect current work requirements  
          |            | Context of Assessment revised  
          |            | Method of assessment added |
| 1       | PUA00 V8.1 | Primary release on TGA |

Unit Descriptor

This unit covers the competency required to work as a situation-aware member of a crew to apply appropriate fire control strategies and safe work practices to extinguish a wildfire, participate in mop-up and patrol operations, and prepare equipment for the next crew. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel who work as a member of a team. Work at this level is often undertaken without direct supervision and instruction. There may be some level of supervision of other members of the crew at this level.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR204B Respond to wildfire
Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
Elements describe the essential outcomes of a Unit of Competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Receive and report details of wildfire | 1.1 Details of the wildfire including its location, *type*, behaviour and development are received and recorded.  
1.2 Fire details are reported in accordance with organisational procedures. |
| 2. Prepare to respond to fire | 2.1 Location of the wildfire is confirmed and the safest effective *access* route is determined.  
2.2 *Personal protective clothing and equipment*, apparel, food and water are obtained before departure, in accordance with organisational requirements.  
2.3 Most appropriate method of transport to the wildfire is selected and used. |
| 3. Proceed to fire | 3.1 Location of the wildfire is confirmed by observation or from instructions while on approach.  
3.2 Access to area is determined and achieved without injury to personnel or damage to vehicles, equipment or *environmentally sensitive areas*.  
3.3 Evidence observed on approach relevant to wildfire cause is noted and brought to the attention of the appropriate authority.  
3.4 *Navigational aids* are used for planning and operational purposes. |
| 4. Protect people and assets | 4.1 As far as conditions allow, number, location and safety of people and *assets* in the threatened area is determined and assessed. |
4.2 Appropriate **protective procedures** are implemented under direction, to protect persons in the path of a wildfire.

4.3 Access by the public and personnel to hazardous locations is controlled as directed and in accordance with organisational procedures.

4.4 Defensibility of property is considered and, if appropriate, assistance is provided to help occupiers.

4.5 Safety of people and assets in the threatened area is monitored during the course of the fire.

4.6 Safety of people and security of assets in the area is checked and reported after the passing of the fire.

5. **Combat wildfire**

5.1 Access to the area of operations is gained in the safest and most effective manner.

5.2 Notification of arrival and appropriate report is provided.

5.3 Briefing is received including area of operations, strategies and tactics to be employed.

5.4 Most suitable location to commence wildfire control operations is selected.

5.5 **Firefighting media and equipment** are selected and used effectively and safely in accordance with organisational procedures.

5.6 **Fire hazards** are identified and action taken to minimise the risk of injury to the public, personnel and self.

5.7 **Firefighting strategies** are implemented to achieve objectives in accordance with organisational procedures.

5.8 Fire control activities are undertaken to minimise overall damage and impact on assets and the environment.

5.9 **Potential fire behaviour** is considered and acted upon to ensure safety and achievement of objective.

5.10 **Fuel, weather and topographical factors** are observed and potential fire behaviour anticipated.

5.11 Communication is maintained with supervisor and other firefighters in the work area.

5.12 **Fire reports** are provided to supervisor as required.

5.13 Area of origin and **evidence of fire cause** are protected and brought to attention of supervisor or relevant authority.

5.14 **Escape routes and safety zones** are established.
and communicated to personnel.

6. **Conduct mop-up and patrol activities**

6.1 Mop-up activities are carried out in accordance with guidelines and conditions.

6.2 Patrol of the perimeter or sector of the fire is maintained in accordance with organisational procedures and guidelines.

7. **Recover and maintain equipment**

7.1 Equipment is made up and made ready for operational use in accordance with organisational procedures.

7.2 Damaged or missing equipment is replaced, recorded and/or reported in accordance with organisational procedures.

**Required Skills and Knowledge**

This describes the essential skills and knowledge and their level, required for this unit.

**Required Skills**

- communicate effectively in writing and orally
- detect hot spots and hazardous trees
- interpret fire weather, fuels and terrain and predict the likely impact on fire behaviour
- mop-up
- read maps
- receive briefings and confirm instructions
- undertake back burning and burning out
- use wildfire control tools and equipment
- work as part of a team

**Required Knowledge**

- defensive/offensive firefighting strategies and tactics:
  - asset protection
  - backburning and burning out
  - control lines and firebreaks
  - defendable space
  - direct, indirect, parallel attack
  - fire attack procedures
  - lighting patterns
  - standard operating procedures; reporting; patrol; mop-up
  - wet, dry firefighting
  - fire behaviour:
• fire development
• flame height and intensity
• rate of spread,
• junction zones
• spotting
• firefighting protocols
• fireground hazards
• fire weather conditions and impact on fire behaviour:
  • atmospheric stability
  • relative humidity
  • temperature
  • wind speed and direction
• fuel and its impact on fire behaviour
  • moisture content, quantity, type, arrangement and distribution,
  • size, drought effect, curing
• organisational first aid requirements
• organisational procedures for dealing with injury
• protection of area of origin and evidence of fire cause
• safety near vehicles and machines
• terrain and physical feature and their impact on fire behaviour and suppression:
  • aspect
  • fuel variations
  • slope
  • weather variations

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:
• anticipate and react to changing wildfire behaviour
• observe and react to weather behaviour
• accurately assess whether or not it is safe to defend assets
• undertake dry wildfire control activity
• monitor effectiveness of tactics
• use firefighting equipment and extinguishing media
• maintain safety and health of self, other workers and
people in the wildfire area
- use communication equipment
- read maps
- protect area of origin and evidence of fire cause

**Consistency in performance**
Competency should be demonstrated over time in a range of actual and/or simulated workplace environments.

**Context of assessment**
Evidence of performance at a wildfire or prescribed burn is required for attainment of Elements 5 and 6 of this unit.

The remaining elements should be assessed in an agency approved field-based environment or simulation.

**Specific resources for assessment**
Access is required to:
- access to wildfire or prescribed burns and/or approved field-based environment
- firefighting equipment and extinguishing media

**Method of assessment**
In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

**Range Statement**
The Range Statement relates to the Unit of Competency as a whole. It allows for
different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

| **Types** must include: | • crown  
| | • ground  
| | • surface  
| **Access** may include: | • aircraft  
| | • boat  
| | • foot  
| | • vehicle  
| **Environmentally sensitive areas** may include: | • areas of:  
| | • fragile soils  
| | • native flora and fauna  
| | • rare and endangered species  
| | • threat to water quality  
| **Navigational aids** must include: | • maps  
| and may also include: | • aerial photographs  
| | • compass  
| | • global positioning systems  
| **Assets** may include: | • area of rare or sensitive flora and fauna  
| | • buildings  
| | • culturally significant sites  
| | • crops  
| | • plantations  
| | • property  
| | • public lands  
| | • stock  
| | • utilities and infrastructure (rail, power and telephone lines, water supply structures, communications towers, bridges)  
| **Protective procedures** may include: | • alerts and warnings  
| | • in-situ protection  
| | • relocation  
| **Firefighting media** must include: | • water  
| and may also include: | • Class A foam  
| | • earth  
| | • fire suppressants (short and long term)  
| | • retardants  

**Firefighting equipment** must include:
- wetting agent
- driptorch
- hand tools
- hose and small gear
- pump
- tanker

and may also include:
- aircraft
- chainsaw
- earth moving machinery
- knap sack
- ropes and lines

**Fire hazards** must include:
- burns
- disorientation
- environmental
- falling branches and trees
- falling objects
- fatigue
- heat-related illness (heat exhaustion and dehydration)
- lack of visibility
- manual handling
- mine shafts
- rolling objects
- smoke inhalation
- snake or insect bite
- sprain or fracture
- trips/falls
- water bombing operation

**Firefighting strategies** must include:
- combination attack
- combined strategy
- defensive strategy
- direct attack
- indirect attack
- mop-up
- offensive strategy
- parallel attack
- patrol

**Potential fire behaviour** may include:
- fire development
- flame height and intensity
- fuel load and arrangement
- rate of spread
### Fuel may include:
- crop
- forest
- grass
- heath
- plantation:
  - stage 1 – post establishment
  - stage 2 – pre-canopy closure
  - stage 3a – canopy closure (unpruned)
  - stage 3b – canopy closure (pruned)
  - stage 4 – thinned
  - stage 5 – mature
  - stage 6 – harvesting/clear felling
- scrub

### Fuel factors which may impact on fire development must include:
- arrangement/distribution
- effects of drought
- moisture content
- quantity
- seasonal effects
- size
- topography
- type

### Weather factors which may impact on fire development must include:
- anabatic winds
- atmospheric stability
- cold fronts
- diurnal variations
- katabatic winds
- land breezes
- local effects
- relative humidity
- sea breezes
- temperature
- vegetation edge effects
- wind changes
- wind direction and speed

### Topographical factors which may impact on fire development must include:
- aspect
- elevation
- local wind effects
<table>
<thead>
<tr>
<th><strong>Unit Sector(s)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not applicable.</strong></td>
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PUAFIR412 Conduct simple prescribed burns

Modification History

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<td>New unit.</td>
</tr>
</tbody>
</table>

Unit Descriptor

This unit covers the competency required to prepare, conduct and evaluate simple prescribed burns in accordance with approved burn plans.

A prescribed burn is the controlled application of fire under specified environmental conditions to a predetermined area and at the time, intensity and rate of spread required to attain planned resource management objectives.

A simple prescribed burn is characterised by low risk, low intensity, small area, low potential impact on assets, completion in one shift and minimal variation of fuel and terrain.

A prescribed burn plan is an approved plan for the conduct of prescribed burning, includes a map identifying the area to be burned and incorporates the specifications and conditions under which the operation is to be conducted.

Compliance with legislative requirements will be required.

Application of the Unit

This unit applies to personnel responsible for preparing, conducting, and evaluating a simple prescribed burn on public and private land.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR303B Suppress wildfire
Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare to burn</td>
<td>1.1 Burn plan operations are identified for the type of burn required in accordance with organisational procedures and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Contingency plan is developed based on local conditions at the time of burn and communicated to all personnel.</td>
</tr>
<tr>
<td></td>
<td>1.3 Permits are obtained in accordance with organisational procedures and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.4 Burn notifications and plans are issued to person/s or organisations in accordance with organisational procedures and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.5 Resource requirements are identified with reference to burn plan.</td>
</tr>
<tr>
<td></td>
<td>1.6 Control lines are specified and prepared in accordance with organisational procedures.</td>
</tr>
<tr>
<td></td>
<td>1.7 Required preparatory hazard mitigation and asset protection works identified in burn plan are completed.</td>
</tr>
<tr>
<td></td>
<td>1.8 Weather conditions are monitored.</td>
</tr>
<tr>
<td>2. Conduct burn</td>
<td>2.1 Day of burn notifications are issued.</td>
</tr>
<tr>
<td></td>
<td>2.2 Pre burn checks are conducted.</td>
</tr>
<tr>
<td></td>
<td>2.3 Resources are gathered and personnel briefed and deployed in accordance with burn plan.</td>
</tr>
<tr>
<td></td>
<td>2.4 Lighting techniques and patterns are implemented.</td>
</tr>
</tbody>
</table>
2.5 Burning is monitored to ensure safety and operational changes are made as required.
2.6 Contingencies are implemented in accordance with prescribed burn plan as required.
2.7 Burn records are kept in accordance with organisational procedures.
2.8 Burn operations are concluded and burn security is implemented in accordance with organisational requirements.
2.9 Crews are debriefed and resources released from the burn.
2.10 Incidents are reported and investigated in accordance with organisational procedures.

3. Conduct post burn activities

3.1 Outcomes of the burn are assessed and reported.
3.2 Variations from the burn plan are reported in accordance with organisational procedures.
3.3 Restoration and rehabilitation works are identified and/or carried out in accordance with organisational requirements.
3.4 Prescribed burn activities are recorded in accordance with the organisational procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- apply fuel sampling methods
- conduct briefings and debriefings
- establish control lines for prescribed burns
- interpret a simple prescribed burn plan
- interpret existing and forecast weather conditions
- interpret fire behaviour conditions
- monitor patrol activities
- monitor the burn
- plan for contingencies
- use fire prediction tools

Required Knowledge

- fire prediction tools
• fuel sampling methods
• ground ignition patterns and techniques
• legislative and organisational authorisations required for conducting a burn
• legislative and organisational policy and procedures for conducting a prescribed burn
• procedures for monitoring prescribed burns and securing burn
• resource requirements
• safe work practices
• seasonal restrictions on prescribed burns
• types of prescribed burns

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:
• implement a simple burn plan for a designated area
• conduct an effective operational briefing and debriefing
• conduct a safe and effective burn, utilising the appropriate resources and recording actions taken
• conclude activities once the burn is completed

Consistency in performance

Competency should be demonstrated in a range of actual and/or field-based workplace environments.

Context of assessment

Evidence collected from undertaking a simple prescribed burn is required.

Specific resources for assessment

Access is required to:
• simple prescribed burn plans
• fire management plans
• lighting equipment
• suppression equipment
• lighting and suppression crews

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training
environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

**Range Statement**

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below.

| **Burn plan** includes:                        | • approval of the plan for the conduct of prescribed burning  
|                                               | • map identifying the area to be burned  
|                                               | • specifications and conditions under which the operation is to be conducted |

| **Type of burn** must include:                 | • Simple prescribed burn, characterised by low risk, low intensity, small area, low potential impact on assets, completed in one shift and involves minimal variation of fuel and terrain |

| **Contingency planning** may include:          | • dealing with escapes  
|                                               | • resource breakdowns  
|                                               | • resource requirements  
|                                               | • safety considerations (e.g. escape routes and safety zones)  
|                                               | • special resources/secondary control lines  
|                                               | • wind changes |

| **Local conditions at the time of burn** may include: | • actual or anticipated changes in conditions  
|                                                         | • weather conditions (temperature, relative humidity, wind, atmospheric stability, drought index, weather forecasts, fire danger index) |
| **Person/s or organisation/s may include:** | • people or organisations who  
• have an interest in adjacent land to which a burn could spread  
• have an interest in managing the consequences of a burn  
• have an interest in specific assets  
• have an interest in the area to be burned  
• may be concerned by evidence of a burn |
| **Burn notifications may include:** | • verbal notification  
• written notification |
| **Resources may include:** | • contingency resources  
• crews for control and suppression  
• crews for ground ignition  
• equipment and supplies  
• logistical support  
• other vehicles  
• tankers |
| **Assets may include:** | • area of rare or sensitive flora and fauna  
• buildings and other property  
• camps or recreational areas  
• crops  
• cultural values  
• historic relics  
• machinery  
• plantations  
• research plots, reference areas  
• stock  
• utilities (power and telephone lines, water supply structures, communications towers) |
| **Weather conditions must include:** | • relative humidity  
• temperature  
• wind |
| **Lighting techniques and patterns may include:** | • contour lighting  
• echelon  
• grid  
• line  
• multi-line  
• spot |
| **Monitoring burn may include:** | • fire shape and spread  
• flame height  
• fuel moisture content |
- predictions
- rate of spread
- recording
- safety considerations
- smoke development
- weather observation
- wind speed and direction

**Concluding operations and burn security** may include:

- black out
- mitigating hazards for public safety e.g. checking trees for falling limbs
- mop-up
- patrolling burn area
- reopening roads

**Outcomes of the burn** may include:

- achievement of burn objectives
- escapes
- external impacts
- levels of scorch
- percentage of area burnt

**Restoration and rehabilitation works** may include:

- restoring areas disturbed by machinery
- revegetating control lines
- repairing fences
- revegetation of damaged areas
- restoring vehicle track damage

**Unit Sector(s)**

Not applicable.
PUAFIR504B Assist with formulation and implementation of plans and policies

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comments</th>
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<tbody>
<tr>
<td>2</td>
<td>PUA12 V2</td>
<td>Application of the Unit added</td>
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<tr>
<td></td>
<td></td>
<td>Unit revised to reflect current work</td>
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<td></td>
<td></td>
<td>requirements</td>
</tr>
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<td></td>
<td></td>
<td>Method of assessment added</td>
</tr>
<tr>
<td>1</td>
<td>PUA00 V8.1</td>
<td>Primary release on TGA</td>
</tr>
</tbody>
</table>

Unit Descriptor

This unit covers the competency required to consult on, develop, implement and evaluate a policy or plan for an organisation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel required to contribute both individually and as part of a work team to the formulation and implementation of workplace policies and plans.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.
**Elements and Performance Criteria Pre-Content**

Elements describe the essential outcomes of a Unit of Competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitor the administration of organisational policy, procedures and practices</td>
<td>1.1 Requirements stipulated in organisational policy, procedures and practices are adhered to. 1.2 Policy, procedures and practices that cannot be efficiently administered, are identified and recommendations for changes are made.</td>
</tr>
<tr>
<td>2. Identify and consider stakeholder concerns</td>
<td>2.1 Individuals and groups within the community who have a vested interest in the operation of the organisation are identified and consulted. 2.2 Relationships, trust and mutual understanding are formed between the organisation and these individuals and groups. 2.3 Organisation is represented in the best possible manner to <em>external organisations</em>, ensuring policies are correctly interpreted and applied. 2.4 Meetings with <em>stakeholders</em> are conducted on a regular basis.</td>
</tr>
<tr>
<td>3. Facilitate policy change within the organisation</td>
<td>3.1 Policy change is facilitated as an opportunity for improving individual and organisational effectiveness. 3.2 Staff are encouraged to participate in and comment on proposed changes to policies. 3.3 Formal submissions on policy and operational issues are drafted. 3.4 <em>Submissions</em> are concisely written, following correct procedures.</td>
</tr>
<tr>
<td>4. Contribute to the strategic and operational planning process</td>
<td>4.1 Effective contributions are made to organisational forward planning initiatives. 4.2 Corporate mission goals and organisational objectives are reflected in contributions. 4.3 Contributions are focused on activities in the</td>
</tr>
</tbody>
</table>
5. **Assist in the preparation and implementation of organisational business plans**

5.1 Plans are prepared which incorporate the views of others, where appropriate, and contribute to the overall performance of the organisation.

5.2 Organisational business plans are tightly linked to corporate strategic plans.

5.3 Organisational corporate objectives and plans are implemented through the activities and projects of the organisation with consideration of legislation, employment awards and agreements, and organisational policy and procedure.

**Required Skills and Knowledge**

This describes the essential skills and knowledge and their level, required for this unit.

**Required Skills**

- assist in the development of a policy document for a work group
- assist in the evaluation of the development and implementation of a policy
- assist in the implementation of a policy with a work group
- follow consultative processes
- implement strategies to deal with resistance to policy development
- monitor existing policy, processes and practices

**Required Knowledge**

- concepts of policy and policy development
- consultative processes for policy development
- continuous quality improvement programs
- methods for evaluating policy
- methods for implementing policy
- operational plans such as action plans, disaster management plans, hazard assessment plans, pre-incident plans, resource allocations, response priority
- organisational climate and implementing policy development
- organisational objectives
- policy and organisational philosophy/climate
- reasons for resistance to policy development
- role of employees in policy development
- role of management in policy development
- strategies for dealing with resistance
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- assist in the development, implementation and evaluation of a plan or policy for a work group.

Consistency in performance

Competency should be demonstrated over time and in a range of contexts; the evaluation of the development and implementation may require a number of months.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed on-the-job and by exercises/case studies in a simulated workplace environment.

Specific resources for assessment

There are no specific resource requirements for this unit.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised**
wording in the Performance Criteria is detailed below.

| External organisations may include: | • associated industries  
• community groups  
• government departments and organisations  
• other agencies |
| Stakeholders may include: | • community groups  
• emergency service organisations  
• employers  
• equipment suppliers  
• general public  
• insurance industry  
• organisational personnel  
• state/territory and local government  
• unions |
| Submissions may include: | • reports on hazard identification and reduction  
• requests and recommendations of plant/equipment/resource allocation  
• revision of policy |

**Unit Sector(s)**

Not applicable.
PUAFIR601B Develop and administer agency policy, procedures and practices

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 2       | PUA12 V2   | Content reviewed  
Application of the Unit added  
Performance Criteria revised to ensure consistent use of the passive tense  
Method of assessment added |
| 1       | PUA00 V8.1 | Primary release on TGA |

Unit Descriptor

This unit covers the competency required to administer agency policy, procedures and practices to support the achievement of organisational and operational objectives.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to personnel required to lead a team to develop policy and supporting procedures to meet an identified organisational need. Policy developed requires integration into the organisation’s strategic and business planning.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR504B Assist with the formulation and implementation of plans and policies
### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and develop policies, procedures and practices</td>
<td>1.1 Need for new policies, procedures and practices are identified in consultation with <em>stakeholders</em>.</td>
</tr>
<tr>
<td></td>
<td>1.2 Consultative processes are used to exchange information to assist in problem solving and decision-making in line with organisational requirements.</td>
</tr>
<tr>
<td></td>
<td>1.3 Cooperation and input to the decision-making process is obtained from all appropriate stakeholders.</td>
</tr>
<tr>
<td>2. Manage the implementation of policy, procedures and practices</td>
<td>2.1 <em>Organisational policies, practices and procedures</em> are efficiently and effectively implemented and adhered to.</td>
</tr>
<tr>
<td></td>
<td>2.2 General administration procedures are maintained to ensure organisational objectives are met.</td>
</tr>
<tr>
<td></td>
<td>2.3 Effective and efficient <em>flow of information</em> within the organisation is facilitated.</td>
</tr>
<tr>
<td></td>
<td>2.4 <em>Information systems</em> are developed to meet the information needs of the organisation.</td>
</tr>
<tr>
<td></td>
<td>2.5 Information is gathered, stored, secured and confidentiality is maintained in meeting the operational and strategic needs of the organisation.</td>
</tr>
<tr>
<td></td>
<td>2.6 Copyright provisions are observed for all information.</td>
</tr>
<tr>
<td>3. Review policy, procedures and practices</td>
<td>3.1 Policy, procedures and practices are continually reviewed to ensure that information is current, accurate and clear, and meets the requirements of the</td>
</tr>
</tbody>
</table>
3.2 Decisions and actions taken are accurately recorded in accordance with organisational policy, procedures and practices.

**Required Skills and Knowledge**

This describes the essential skills and knowledge and their level, required for this unit.

**Required Skills**

- demonstrated skills in verbal and written communications, presentations and submissions
- liaison/interpersonal skills
- review methods
- negotiation and analytical skills

**Required Knowledge**

- administrative procedures
- agency policies, procedures and practices
- communication methodologies

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Assessment must confirm the ability to:

- develop, implement and review a range of policies and procedures

**Consistency in performance**

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

**Context of assessment**

Competency should be assessed on-the-job and by exercises/case studies in a simulated workplace environment.

**Specific resources for assessment**
There are no specific resource requirements for this unit.

**Method of assessment**

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an agency-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

**Range Statement**

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. *Bold italicised* wording in the Performance Criteria is detailed below.

| Stakeholders may include: | community groups  
|                          | consultants  
|                          | customers  
|                          | executive management  
|                          | industry, national and international associations  
|                          | local, state and federal governments  
|                          | other emergency management and non-government organisations  
|                          | technical advisers  
|                          | work groups and individuals internal to the agency |

| Organisational policies, practices and procedures may include: | agency agreements  
|                                                             | agency performance standards  
|                                                             | agency practices and guidelines  
|                                                             | corporate, strategic and operational plans  
|                                                             | industrial agreements  
|                                                             | ministerial/government directives  
<p>|                                                             | new reforms |</p>
<table>
<thead>
<tr>
<th>Flow of information may include:</th>
<th>Information systems may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• orders and directives</td>
<td>• assets and stock registers</td>
</tr>
<tr>
<td>• procedures or guidelines</td>
<td>• computer databases</td>
</tr>
<tr>
<td>• quality standards</td>
<td>• files</td>
</tr>
<tr>
<td>• relevant legislation</td>
<td>• notes and memos</td>
</tr>
<tr>
<td>• annual reports</td>
<td>• personnel files</td>
</tr>
<tr>
<td>• business plans</td>
<td>• technical data banks</td>
</tr>
<tr>
<td>• chief executive officer reports</td>
<td>• training and assessment records</td>
</tr>
<tr>
<td>• financial reports</td>
<td></td>
</tr>
<tr>
<td>• notes and memos</td>
<td></td>
</tr>
<tr>
<td>• personal letters or memos</td>
<td></td>
</tr>
<tr>
<td>• personnel instructions/directives</td>
<td></td>
</tr>
<tr>
<td>• publications</td>
<td></td>
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<tr>
<td>• service standards</td>
<td></td>
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<td>• standing orders</td>
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<tr>
<td>• technical journals</td>
<td></td>
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<td>• video, television, electronic information</td>
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<td>transfer</td>
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</tbody>
</table>

**Unit Sector(s)**

Not applicable.
PUALAW001B Protect and preserve incident scene

Modification History

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2</td>
<td>PUA12 V1</td>
<td>Layout adjusted. Application reviewed.</td>
</tr>
<tr>
<td>1</td>
<td>PUA00 V8.1</td>
<td>Primary release on TGA.</td>
</tr>
</tbody>
</table>

Unit Descriptor

This unit covers the competency required, on arrival at the scene of an accident or incident, to conduct initial assessment, take action to maintain public safety and preserve the scene, and note and record details and information.

The unit is particularly applicable in cases where organisation personnel are the first to arrive at the scene of an accident or incident.

Application of the Unit

This unit applies to all public safety workers at an incident who need to understand the importance of maintaining the legal integrity of the scene. It is not a specialist Crime Scene Investigation unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.
Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where *bold italicised* text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Secure and preserve scene | 1.1 Initial *assessment* is participated in to identify *factors which will impact* on public safety and scene preservation.  
1.2 *Incident/accident scene* is effectively secured to *preserve the scene* and maintain public safety in line with legislative requirements. |
| 2. Record and report details of incident scene | 2.1 *Details of the scene* are noted, *recorded and reported* according to organisation's policies and procedures.  
2.2 *Witness details* and information volunteered are recorded in accordance with *organisational and legislative requirements*.  
2.3 Information is communicated to *relevant personnel* in line with organisation's procedures. |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

**Required Skills**

- listening
- note taking
- observation
- questioning
- reporting

**Required Knowledge**

- legislative and organisation requirements relating to scene preservation
• methods of securing scene
• organisation requirements for taking witness details and information
• regulatory requirements for taking witness details and information
• techniques for estimating distance
• techniques for removing public from scene
• types of information which may assist in investigations

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Demonstrated ability to effectively secure scene and record and report details in accordance with the organisation’s policies and procedures.

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Context of assessment

Performance at an incident, exercise or simulation is required to demonstrate competence in this unit. Written or verbal questions may be used as supporting evidence.

Specific resources for assessment

No special requirements.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

**Incident scene** may include:
- urban fire
- wild fire
- vehicle fire
- crime scene
- search for missing persons or evidence
- vehicle accident
- natural disaster
- industrial/mining accident
- incident involving death or injury to person or
damage to property

- urban scene
- rural scene
- indoor scene
- outdoor scene
- animal incident
- marine
- aircraft
- train
- explosions
- hazardous materials

**Assessment of scene** may be conducted:

- at scene
- en route to and from scene

**Factors impacting** may include:

- public safety risk factors including factors that could impact on the safety of investigators
- response team
- the security/preservation of the actual site
- the security and preservation of situational evidence
- traffic
- tactical factors affecting the quality of the investigation including environmental circumstances
- chronology of events
- access to scene
- number of persons at scene
- availability of support services
- boundaries

**Persons at scene** may include:

- incident scene specialists
- forensic experts
- potential witnesses
- victims
- other bystanders
- personnel from other organisations
- media
- coroners
- pathologists
- medical practitioners
- undertakers
- forensic accountants
- information technology consultants
- legal officers
- owners and/or occupiers
Security of scene may be affected by:
- topography
- climatic conditions
- human interference
- animal interference
- preservation of life/property
- structural integrity
- availability of personnel

Securing scene may include:
- removing non-emergency personnel from scene
- isolating scene
- erecting barriers

Details of scene may include:
- date
- time
- location
- damage
- persons present
- property involved
- possible causes
- items of evidence
- injuries
- status of utilities services such as broken water pipes
- animal species present
- flora
- fauna
- size and construction of building
- occupancy
- insurance details

Witness details may include:
- name
- contact details
- other details in accordance with organisation’s policies and procedures

Relevant personnel may include:
- supervisor
- team leader
- police
- investigating officer
- other organisation’s personnel

Communication may include:
- verbal
- completing standard forms
- written

Recording and reporting may include:
- taking notes
- completing standard forms
- making sketches
• taking photographs
• taping
• electronic videoing
• preserving evidence and the area of origin

*Preserving scene* may include:

*Organisational and legislative requirements* may vary between sectors and organisations and may include:

• legislation relevant to the operation/incident/response
• legislation relevant to the organisation
• operational
• corporate and strategic plans
• operational procedures
• operational performance standards
• organisation’s personnel practices and guidelines
• organisation’s quality standards

**Unit Sector(s)**

Not applicable.
PUAOPE015A Conduct briefings and debriefings

Modification History

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<td>Primary release on TGA.</td>
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</table>

Unit Descriptor

This unit covers the competency required to lead and manage a briefing and a debriefing. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit applies to people who are required to conduct briefings and debriefings in operational and non-operational situations in a range of environments.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit. Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Plan and prepare for the briefing and debriefing | 1.1 *Content and format* for briefing and debriefing are determined.  
1.2 Briefing and debriefing plan is prepared in accordance with organisational policies and procedures.  
1.3 *Relevant personnel involved in the activity* are identified and informed of briefing and debriefing requirements.  
1.4 *Safe and appropriate location* for the briefing and debriefing is selected. |
| 2. Conduct the briefing and debriefing | 2.1 Purpose and structure of the briefing and debriefing is outlined to incident personnel.  
2.2 Understanding is sought and clarifications are provided, where required.  
2.3 Contributions from personnel during the debriefing and evaluation by personnel of their anticipated or actual roles in the activity is encouraged.  
2.4 Briefing and debriefing is *conducted* in accordance with organisational policies and procedures.  
2.5 Briefing and debriefing *checklist* is used as appropriate. |
| 3. Conclude the briefing and debriefing | 3.1 Contributions of personnel are acknowledged in a positive way.  
3.2 *Briefing and debriefing follow-up action* is identified and acted upon in a timely manner.  
3.3 Debriefing activity is reviewed against the policies, practices and training of the organisation to identify opportunities for continuous improvement and to identify lessons learnt.  
3.4 Briefing and debriefing findings are summarised and recorded, if appropriate, in a format suitable for *subsequent action* by appropriate personnel. |
## Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

### Required Skills

- communicate clearly in a group setting
- lead and manage group processes
- prepare briefing and debriefing plans
- provide feedback and encourage contributions from group members

### Required Knowledge

- organisational policies
- organisational procedures for activity briefing and debriefing
- practices and training processes in relation to activity

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- communicate effectively with personnel
- elicit and encourage contributions to the briefings and debriefings in a constructive and positive way

### Consistency in performance

Competency should be demonstrated over time in a range of actual or simulated workplace environments.

### Context of assessment

Competency should be assessed conducting briefings and debriefings in a variety of actual and/or simulated workplace contexts.

### Specific resources for assessment

There are no specific resource requirements for this unit.

### Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified
assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment. Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the Performance Criteria is detailed below.

**Content and format for briefing and debriefing** may include:
- Collaborative
- Descriptive illustrative
- Facilitator led
- Level of language used
- Predetermined (SMEAC)
- Problem based

**Briefing and debriefing plan** may include:
- Appropriate incident information collected prior to undertaking operational activities
- Location
- Methodology
- Participants
- Purpose
- Subject matter
- Timing

**Organisational policies and procedures** may include:
- Briefing and debriefing formats
- Legislation relevant to the operation/incident/response
- Legislation relevant to the organisation
- Operational, corporate and strategic plans
- Operational performance standards
- Operational policies and procedures
- Organisational personnel and occupational health and safety practices and guidelines
- Organisational quality standards
Relevant personnel may include:
- Organisation's approach to environmental management and sustainability
- Contractors
- Local, state/territory and federal government employees
- Operations personnel
- Support personnel
- Volunteers
- Other agency personnel

Activity may include:
- Incidents
- Meetings
- Public safety campaigns

Safe and appropriate locations may vary according to:
- Ambient conditions (noise, light, smell)
- Distractions
- Timing of the briefing and debriefing which may be before, during or following an activity
- Weather
- Whether briefing and debriefing is under operational or non-operational conditions

Briefing and debriefing may be conducted:
- After a meeting/event
- As soon as possible following an incident
- At convenient time after the incident
- At regular intervals
- At shift change over
- Immediately after the incident
- Prior to undertaking training
- Prior to undertaking workplace projects and other work related activities
- When incident personnel have been relieved
- When personnel return to their home base
- When significant changes are anticipated at an incident

Briefing and debriefing checklist may include:
- Control and command
- Communications
- Damage
- Equipment and plant
- Fatalities
- First aid and medical
- Incident background
- Incident response
- Injuries
- Loss
Briefing and debriefing

Follow-up action may include:

- Resources committed to the incident
- Strategies to improve response
- Stress
- Supporting organisations
- Welfare
- Action taken to address issues identified
- Informing participants on the outcomes of the debriefing
- Reporting to appropriate supervisor or agency
- Reviewing procedures

Subsequent action may include:

Unit Sector(s)

Not applicable.
PUAOPE016A Manage a multi-team sector

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP version</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>PUA12 V2.1</td>
<td>Editorial changes.</td>
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<tr>
<td>2</td>
<td>PUA12 V1</td>
<td>Layout adjusted. Fire specific prerequisites removed.</td>
</tr>
<tr>
<td>1</td>
<td>PUA00 V8.1</td>
<td>Primary release on TGA.</td>
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</table>

Unit Descriptor

This unit covers the competency required to manage a multi-team response to incidents which may be time critical and/or potentially threatening to life, property or the environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit typically applies to Sector/Division Commanders and Level 1 Operations Officer who are responsible for:

- implementing their portion of the Incident Action Plan (IAP)
- allocating resources within their sector
- reporting on incident situation, the progress of operations, emerging risks and the status of resources within the sector
- maintaining situational awareness

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

PUAFIR302B Suppress urban fire (Fire sector specific) OR
PUAFIR303B Suppress wildfire (Fire sector specific)
### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct an assessment of the incident</td>
<td>1.1 Initial briefing is obtained</td>
</tr>
<tr>
<td></td>
<td>1.2 <strong>Risk assessment</strong> of all factors relevant to the sector is conducted</td>
</tr>
<tr>
<td></td>
<td>1.3 <strong>Resources</strong> required to deal with the <strong>incident</strong> are identified</td>
</tr>
<tr>
<td></td>
<td>1.4 <strong>Constraints</strong> which may impede the response are identified</td>
</tr>
<tr>
<td></td>
<td>1.5 <strong>Initial response options</strong> are identified and assessed</td>
</tr>
<tr>
<td>2. Take command of the sector</td>
<td>2.1 Command of all sector personnel is assumed and maintained in accordance with <strong>organisational policies and procedures</strong></td>
</tr>
<tr>
<td></td>
<td>2.2 <strong>Communications systems</strong> are used in accordance with organisational policies and procedures</td>
</tr>
<tr>
<td></td>
<td>2.3 Reporting processes are activated in accordance with organisational policies and procedures to provide continuous monitoring and evaluation of incident</td>
</tr>
<tr>
<td>3. Implement operations portion of the IAP</td>
<td>3.1 <strong>IAP</strong> is communicated to teams in accordance with organisational guidelines</td>
</tr>
<tr>
<td></td>
<td>3.2 Resources are deployed to ensure operations portion of the IAP is implemented in accordance with organisational guidelines</td>
</tr>
<tr>
<td></td>
<td>3.3 Operations are conducted and <strong>monitored</strong> in accordance with IAP</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| **4. Manage and monitor sector operations** | 3.4 Operational reports are issued in accordance with organisational policies and procedures  
3.5 Operations are modified as required by the situation |
| 4.1 Sector is managed in accordance with agency workplace policies  
4.2 Safe work practices, health and welfare arrangements are implemented and monitored  
4.3 Strategies are implemented and tactics are determined in accordance with IAP  
4.4 Team leaders are briefed and tasked in accordance with the IAP  
4.5 Specific tasks are reviewed and modified as required  
4.6 Regular exchange of information is maintained with Operations Officer on incident situation, progress, achievement of incident, objectives and emerging risks  
4.7 All unexpected situations that require a quick and decisive response are recognised and responded to in accordance with operational requirements and procedures  
4.8 Reports are provided to Operations Officer on required modification to the IAP, additional resources required, surplus resources and hazards present  
4.9 Need for additional resources and logistical support is identified and communicated to Operations Officer  
4.10 Activities are coordinated with adjacent sectors |
| **5. Manage post incident operations** | 5.1 Resources are accounted for and demobilised in accordance with organisational policies and procedures  
5.2 Post operational documentation is completed to organisational requirements  
5.3 Sector debrief is conducted in accordance with organisational guidelines  
5.4 Recommendations are made for changes in policies and procedures |
Required Skills and Knowledge

Required Skills:
- access information and support from the control facility
- brief and debrief personnel
- develop and maintain incident situational awareness
- effectively and efficiently deploy human and physical resources
- identify and correctly use equipment
- lead teams
- make decisions, negotiate and resolve conflict
- manage resources

Required Knowledge:
- agency procedures for managing operations
- Australasian Inter-service Incident Management System (AIIMS) structure
- codes of practice and legislation
- emergency site layout
- equipment and personnel capabilities for incident type
- focus of operation of work systems and equipment
- IAP (objectives, strategies and tactics) and development of appropriate tactics
- industrial awards and agreements, and agency personnel practices and guidelines
- organisational command structure
- post operational procedures
- processes for implementing, monitoring, amending and reviewing tactics
- reporting and recording requirements

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:
- assess effectiveness of strategies and tactics on sector
- implement relevant part of the IAP for the sector
- adapt tactics, where required
- provide reports to operational supervisor.
- Consistency in performance
- Competency should be demonstrated over time in a range of actual or simulated workplace environments.

Context of and specific resources for assessment

Context of assessment
Competency should be assessed in an operational environment or in an industry-approved simulated workplace environment.
Specific resources for assessment

Access is required to:

- emergency situations or simulation of emergency situations, in a multi-team response environment
- equipment, personnel, facilities etc. appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control.

Method of assessment

In a public safety environment assessment is usually conducted via direct observation in a training environment or in the workplace via subject matter supervision and/or mentoring, which is typically recorded in a competency workbook.

Assessment is completed using appropriately qualified assessors who select the most appropriate method of assessment.

Assessment may occur in an operational environment or in an industry-approved simulated work environment.

Forms of assessment that are typically used include:

- direct observation
- interviewing the candidate
- journals and workplace documentation
- third party reports from supervisors
- written or oral questions.

Range Statement

Risk assessment may include:

- Adequacy of allocated equipment
- Capability of assigned personnel
- Forecasts
- Hazards
- Information gathered from existing plans/databases
- Meteorological profiles
- Property and environment
- Risk to life
- Type of incident

Resources may include:

- Aircraft
- Amenities
- Communication devices
- Equipment characteristics
- Human:
  - operations personnel
  - specialised personnel such as aviation authorities
  - support personnel/services
  - volunteers
- Local, federal and state/territory governments
- Parking
- Physical:
  - aircraft
  - equipment
  - machinery
  - material
  - safety equipment
  - vehicles
- Technology devices

**Incidents** may include:
- Life threatening situations
- Protection of property and the environment
- Risks to life and property such as:
  - biological agents
  - fauna rescue
  - fire
  - flood
  - hazardous materials
  - landslip
  - severe storm

**Constraints** may include:
- Aboriginal and Torres Strait Islander sacred sites
- Constraints on road closure
- Existing emergency management plans
- Financial
- Hazardous areas
- Legislative
- Military areas
- Other areas requiring permission and/or authorisation to enter
- Other areas of environmental and cultural significance
- Prevailing weather
- Redirection of water course
- Resources
- Restrictions on duration of work or the conditions under which personnel may be employed
- Seasonal factors
- Time
- Wilderness areas

**Initial response options** will be determined by:
- Availability of resources and estimated outcome
- Legislative requirements
- Organisational guidelines
- Regulatory authorities

**Organisational policies and procedures** may include:
- Civil Aviation Orders
- Corporate and strategic plans
- Legislation relevant to the operation/incident/response
- Legislation relevant to the organisation
- Operational performance standards
- Operational procedures
- Organisational performance standards
- Organisational personnel practices and guidelines
- Organisational quality standards
- Organisation’s approach to environmental management and sustainability
- Procedures/action
- Search and rescue time procedures and action

**Communications systems** may include:
- Computer
- Facsimile
- Mobile data terminal
- Pager
- Radio
- Satellite
- Signage
- Signalling
- Telephone
- Warnings

**IAP** may include:
- Area or region
- Aims and objectives of the response/incident/operation
- Consideration or aircraft type
- Contingencies and alternatives
- Coverage of one or more places
- Document (formal or informal)
- Flight plans
- Limitations
- Monitoring and evaluative procedures
- Part of an overall plan
• Performance and suitability
• Possible strategies to achieve objectives
• Possible tactics to implement strategies
• Pre-plans
• Reporting requirements
• Resources required including their availability

Monitoring of operations may include:
• Progress against plan
• Utilisation of resources and potential of incident
• Welfare of personnel

Documentation may include:
• Assessment of safety procedures utilised
• Completion of logs
• Financial statements
• Input to debriefs
• Journal records
• Post-operational report
• Situational reports

Unit Sector(s)
Not applicable.
PUATEA001B Work in a team

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>PUA12 V1</td>
<td>Layout adjusted. Application revised.</td>
</tr>
<tr>
<td>1</td>
<td>PUA00 V8.1</td>
<td>First release in TGA.</td>
</tr>
</tbody>
</table>

Unit Descriptor

This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required.

Application of the Unit

This unit applies to all workers working in the Public Safety industry, but is particularly relevant to new workers in assisting integration with the organisational team culture of the agency.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit. Performance Criteria describe the required performance needed to demonstrate achievement of the element.
Where **bold italicised** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. **Contribute to team activities** | 1.1 Roles and responsibilities of team members are recognised.  
1.2 Contribution is made to identifying team goals and objectives.  
1.3 *Activities* are completed to required standard within timeframe and in accordance with *organisation’s policies and procedures*.  
1.4 *Assistance* in the completion of tasks is requested from other team members where appropriate.  
1.5 Team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation’s policies and procedures.  
1.6 Participation by team members is encouraged and acknowledged.  
1.7 Changes in allocated role and responsibilities are implemented.  
1.8 Team meetings are attended regularly and punctually. |
| 2. **Share knowledge and information** | 2.1 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks in accordance with the organisation’s policies and procedures.  
2.2 Knowledge and skills are shared between team members. |
| 3. **Give and receive support to/from team members** | 3.1 *Feedback/*assistance is given to other team members in an appropriate manner.  
3.2 Team members are supported in achieving workplace goals.  
3.3 Feedback from other team members is acted upon appropriately. |
Required Skills and Knowledge
This describes the essential skills and knowledge and their level, required for this unit.

Required Skills
- encouraging others/team members
- following instructions
- interpersonal skills
- listening and using a variety of communication skills
- providing suggestions and information
- reporting information

Required Knowledge
- composition of workplace teams and roles and responsibilities of team members
- non operational and operational communication processes
- techniques for giving and receiving feedback in a constructive manner
- techniques for supporting others

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit
It is essential for this unit that competence be demonstrated in the effective communication and contribution to the achievement of tasks consistent with agreed goals.

Consistency in performance
Evidence will need to be gathered over time in a variety of team situations including regular work group and occasional or one-off work group.

Context of and specific resources for assessment
Context of assessment
On the job or in a simulated workplace environment.

Specific resources for assessment
No special requirements.

Range Statement
The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below.
Teams comprise • two or more people working towards a shared purpose

Appropriate situation to request assistance may include:
• difficulty meeting timelines
• to comply with occupational health and safety requirements
• unsure of best method to complete task
• to maximise efficiency

Assisting other team members may include:
• own tasks completed
• to comply with occupational health and safety requirements
• assistance requested
• actions of others do not comply with requirements
• other team member appears to be having difficulty completing task

Contribute to workplace goals may include:
• completion of task
• achievement of new competencies
• development of new skills
• attainment of new knowledge
• personal development

Activities may include:
• working with other members of a team in a work environment or responding in a combat or support role to natural emergencies technological/industrial emergencies
• civil/political emergencies and non emergency operations including community events
• public relations – activities
• sporting events
• parades
• festivals

Conditions under which this competency may be required include
• hazardous conditions eg adverse weather
• after dark operations
• difficult terrain
• time pressure
• varying time frames from immediate/short term to long term response operations
• varying access to equipment/resources necessitating the use of improvised techniques
• single or multi organisation responses
• dealing with human behaviours that result from emergency situations
• non-emergency operations and events eg training and community education

Appropriate feedback on
• acknowledging initiative
**Performance** may include:
- aptitude
- ideas
- performance and assistance
- providing constructive criticism

**Organisation’s policy and procedures** may vary between sectors and organisations and may include:
- legislation relevant to the operation/incident/response
- legislation relevant to the organisation
- operational
- corporate and strategic plans
- operational procedures
- operational performance standards
- organisation’s personnel practices
- policy and procedures
- organisation’s quality standards
- organisation’s approach to environmental management and sustainability

**Communication processes** may include:
- established organisation’s procedures for recording and reporting
- the use of logs
- notebooks
- pagers
- radios and telephones
- team members may be geographically dispersed and require communication systems and technology to remain in contact

**Unit Sector(s)**
Not applicable.
RIIHAN309F Conduct telescopic materials handler operations

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with RII Resources and Infrastructure Industry Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to conduct telescopic materials handler operations.

This unit applies to those working in site-based roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors, and must be sourced from state jurisdictions prior to applying this unit.

Unit Sector

Coal mining
Extractive
Metalliferous mining
Drilling
Civil Infrastructure

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan and prepare for telescopic materials handler operations</td>
<td>1.1 Access, interpret and apply telescopic materials handler documentation</td>
</tr>
<tr>
<td></td>
<td>1.2 Obtain, interpret, clarify and confirm work requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify hazards and environmental issues, assess the risks and implement control measures in line with workplace policies</td>
</tr>
<tr>
<td></td>
<td>1.4 Select and wear personal protective equipment required for work</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>ELEMENTS</strong> describe the essential outcomes.</td>
<td><strong>PERFORMANCE CRITERIA</strong> describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| **activities**  
1.5 Identify, obtain and apply signage requirements in line with workplace procedures  
1.6 Select required telescopic materials handler equipment or attachments and confirm the suitability of the work activities  
1.7 Coordinate and communicate planned activities with other at the site prior to commencement of work activity | **2. Operate telescopic materials handler in line with established requirements**  
2.1 Perform pre-start and start-up check in line with workplace procedures  
2.2 Check telescopic materials handler controls, brakes, attachments and other implements for manoeuverability and serviceability and ensure faults are rectified or reported within scope of own responsibility and according to workplace procedures  
2.3 Assess site and operating hazards and apply safe operating techniques  
2.4 Operate telescopic materials handler using techniques suited to equipment capabilities, site and work conditions, and according to workplace procedures |
| **3. Attach, secure, lift, carry and place materials to complete work activity**  
3.1 Use load handling communication methods as per standard operating procedures with all parties  
3.2 Communicate with dogman to establish the weight of the load  
3.3 Communicate with dogman to ensure safe working load requirements have been assessed and appropriate slings and lifting gear has been selected, attached and secured in line with workplace procedures  
3.4 Locate machinery to ensure stable and effective shift of materials according to work requirements  
3.5 Shift the load safely and effectively, using hand, audible and communication signals, in line with workplace procedures  
3.6 Park up, shut down, secure and carry out post operational inspection of equipment in line with workplace procedures | **4. Select, remove, fit and use attachments for a telescopic materials handler**  
4.1 Select attachment for the task and move and fit attachment in line with workplace procedures  
4.2 Test and confirm correct fitting and operation  
4.3 Use attachment within design limits and in accordance with |
RIIHAN309F Conduct telescopic materials handler operations

Date this document was generated: 18 March 2019

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
*Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.*

<table>
<thead>
<tr>
<th>4.4 Remove, clean and store attachment in line with workplace procedures</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5. Relocate the telescopic materials handler</th>
</tr>
</thead>
</table>

| 5.1 Prepare machine and equipment for relocation in line with safe work practices |
| 5.2 Transport machine and equipment safely between worksites, observing relevant site codes and traffic management requirements |

<table>
<thead>
<tr>
<th>6. Conduct housekeeping activities</th>
</tr>
</thead>
</table>

| 6.1 Clean-up work area and dispose or recycle materials according to workplace procedures. |
| 6.2 Manage and/or report hazards to maintain a safe working environment |
| 6.3 Complete and file or distribute documentation in a manner that complies with workplace practices |

**Foundation Skills**

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Identifies and interprets information from workplace procedures, documentation, legislation and regulations</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Uses equipment operating capacity schedule to confirm safe weight load limits</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIIHAN309F Conduct telescopic materials handler operations (Release)</td>
<td>RIIHAN309E Conduct telescopic materials handler operations (Release 1)</td>
<td>Minor updates to reflect changes to operator maintenance and relocation</td>
<td>Equivalent</td>
</tr>
</tbody>
</table>
1) activities, and assessment conditions for attachments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
Assessment Requirements for RIIHAN309F Conduct telescopic materials handler operations

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit.

The candidate must demonstrate completion of telescope materials handler operations that safely, effectively and efficiently follow workplace procedures to carry out work activity on at least two occasions, and include:

- performing pre-start, start-up and shutdown procedures
- checking controls, brakes and attachments for manoeuvrability and serviceability and rectifying or reporting faults
- operating the telescopic materials handler
- attaching and securing appropriate lifting gear
- shifting the load
- selecting, fitting, testing, using and removing attachments, which must be certified and approved in line with workplace procedures
- transporting the machine and equipment between work sites
- parking and securing equipment

In the course of the above the candidate must also:

- locate and apply required documentation, policies and procedures
- select and wear personal protective equipment required for work activities
- apply safe work practices, identifying and reporting potential hazards and environmental issues, and assess risks
- access, interpret and apply technical information
- apply fault finding techniques
- monitor and manage equipment performance using indicators and alarms
- identify common equipment faults
- use a range of communication techniques and equipment essential to the safe completion of work activity, including hand, audible and other signals
- meet written and verbal reporting requirements and procedures associated with telescopic materials handler operations
Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

Key policies and procedures, legislation and established requirements for telescopic materials handler operations, including those relating to:

- isolation and traffic control responsibilities and authorities
- safety data sheet and hazardous materials handling methods
- development and compliance with job safety analyses and safe work method statement
- maintenance and basic diagnostic
- recyclable materials
- housekeeping activities
- environmental management plan

Key factors affecting work activities described in performance evidence above, including:

- telescopic materials handler types, characteristics, technical capabilities and limitations
- calculating safe working loads
- methods of changing machine attachments
- safe operating techniques in varying terrain
- telescopic materials handler and attachment operating techniques

Assessment Conditions

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
  - telescopic materials handler
  - attachments
  - personal protective equipment
- be conducted in a safe environment and,
- be assessed in context of this sector's work environment and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed and
- confirm consistent performance can be applied in a range of relevant workplace circumstances

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment* provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

Assessor requirements
Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory regulatory standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing a high level of RII training product knowledge
- having an understanding and knowledge of legislations and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and
- the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must hold the relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided, and must work alongside a trainer and/or assessor to conduct the assessment. This means the industry subject matter expert should hold the unit being assessed (or an equivalent unit), and must also demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

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<tr>
<th>Industry sector</th>
<th>AQF indicator level***</th>
<th>Required assessor or industry subject matter expert experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Infrastructure</td>
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<td>1 Year</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2 Years</td>
</tr>
<tr>
<td>Drilling, Coal Mining, Extractive (Quarrying), Metalliferous Mining and Civil Infrastructure</td>
<td>3-6</td>
<td>3 Years</td>
</tr>
<tr>
<td>Other sectors</td>
<td>Where this unit is being assessed outside of the Resources and Infrastructure Sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and, where no industry standard is specified, should comply with any relevant</td>
<td></td>
</tr>
</tbody>
</table>
*Guidance on simulated environments has been stipulated in the RII implementation guide located on VETNet.

**Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a Unit of Competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
RIIMPO304E Conduct wheel loader operations

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with RII Resources and Infrastructure Industry Training Package Version 3.0.</td>
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</table>

Application

This unit describes the skills and knowledge required to operate and shift loads using wheel loader operations.

This unit applies to those working in site-based roles

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors, and must be sourced from state jurisdictions prior to applying this unit.

Unit Sector

Coal mining
Extractive
Metalliferous mining

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan and prepare for wheel loader operations | 1.1 Access, interpret and apply wheel loader operations documentation
1.2 Obtain, interpret, clarify and confirm work requirements
1.3 Identify hazards and environmental issues, assess the risks and implement control measures in line with workplace policies
1.4 Select and wear personal protective equipment required for work activities
1.5 Access, interpret and apply geological and survey data required to... |
### ELEMENT | PERFORMANCE CRITERIA
--- | ---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.

| 1. Inspect and prepare work area in coordination with others in line with workplace procedures | complete the work activity
| 1.7 Select required loader equipment and confirm suitability for work activities | 1.6 Inspect and prepare work area in coordination with others in line with workplace procedures
| 1.8 Obtain and interpret emergency procedures for loaders, and be prepared for fires, accidents and emergencies | 1.7 Select required loader equipment and confirm suitability for work activities
| 1.9 Coordinate and communicate planned activities with others at the site prior to commencement of work activity | 1.8 Obtain and interpret emergency procedures for loaders, and be prepared for fires, accidents and emergencies

| 2. Operate the wheel loader in line with established requirements to complete work activity | 2.1 Carry out prestart and start-up checks in line with workplace procedures
| 2.2 Identify faults or defects and rectify or report within scope of own responsibility and according to workplace procedures | 2.1 Carry out prestart and start-up checks in line with workplace procedures
| 2.3 Drive and operate loader using techniques suited to equipment capabilities, site and work conditions, and according to workplace environments | 2.2 Identify faults or defects and rectify or report within scope of own responsibility and according to workplace procedures
| 2.4 Monitor and manage equipment performance using indicators and alarms in line with manufacturers’ specifications | 2.3 Drive and operate loader using techniques suited to equipment capabilities, site and work conditions, and according to workplace environments
| 2.5 Monitor hazards and risks during operations, and ensure safety of self, other personnel, plant and equipment | 2.4 Monitor and manage equipment performance using indicators and alarms in line with manufacturers’ specifications
| 2.6 Park up, shut down, secure and carry out post operational inspection of equipment in line with workplace procedures | 2.5 Monitor hazards and risks during operations, and ensure safety of self, other personnel, plant and equipment

| 3. Conduct housekeeping activities | 3.1 Clear work area and dispose or recycle materials according to workplace procedures
| 3.2 Manage and/or report hazards, and maintain a safe working environment | 3.1 Clear work area and dispose or recycle materials according to workplace procedures
| 3.3 Complete and file or distribute documentation in a manner that complies with workplace practices | 3.2 Manage and/or report hazards, and maintain a safe working environment

### Foundation Skills
*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*
<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>- Identifies and interprets information from workplace procedures, documentation, legislation and regulations</td>
</tr>
<tr>
<td>Numeracy</td>
<td>- Uses equipment operating capacity schedule to confirm safe weight load limits</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<tbody>
<tr>
<td>RIIMPO304E Conduct wheel loader operations (Release 1)</td>
<td>RIIMPO304D Conduct wheel loader operations (Release 5)</td>
<td>Minor updates to reflect changes to operator maintenance activities</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
Assessment Requirements for RIIMPO304E Conduct wheel loader operations

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit.

The candidate must demonstrate completion of wheel loader operations that safely, effectively and efficiently follows workplace procedures to carry out work activity on at least two occasions, and include:

- conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
- driving and operating the wheel loader for operations and adjusting techniques to suit site conditions
- shifting loads, carries the load as close to the ground as possible and deposits load to the correct location
- parking and securing the equipment

In the course of the above work the candidate must also:

- locate and apply relevant documentation, policies and procedures
- select and wear personal protective equipment required for work activities
- carry out vehicle refuelling requirements and procedures where applicable
- apply safe work practices, identifying and reporting all potential hazards, risks and environmental issues
- apply problem solving and troubleshooting techniques
- conduct loading and unloading
- manage changes in the loads centre of gravity during transportation
- select and use the required tools and equipment according to original equipment manufacturer manual
- monitor and manage equipment performance using indicators and alarms
- identify common equipment faults
- inspect and prepare work area
- use a range of communication techniques and equipment essential to the safe completion of work activity, including hand, audible and other signals
- meet written and verbal reporting requirements and procedures associated with equipment operations

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

Key policies and procedures, legislation and established requirements for wheel loader operation without attachments, including those relating to:

- work health and safety, including signs of operator fatigue and how it should be managed
- operational, maintenance and basic diagnostics
- housekeeping activities
- personal protective equipment
- maintenance and basic diagnostics
- fire, accident and emergency

Key factors affecting work activities described in performance evidence above, including:

- equipment processes, technical capability and limitations
- geological and technical data
- loading techniques
- plans, reports, maps, specifications

Assessment Conditions

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
  - wheel loader
  - materials to be shifted
  - personal protective equipment
- be conducted in a safe environment; and,
- be assessed in context of this sector's work environment; and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- confirm consistent performance can be applied in a range of relevant workplace circumstances
Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector’s workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

**Assessor requirements**

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory competency standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing a high level of RII training product knowledge
- having an understanding and knowledge of legislations and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and
- the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must hold the relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided and must work alongside a trainer and/or assessor to conduct the assessment. This means the industry subject matter expert should hold the unit being assessed (or an equivalent unit), and must also demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

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Other sectors

Where this unit is being assessed outside of the resources and infrastructure sectors assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no industry standard is specified should comply with any relevant regulation.

*Guidance on simulated environments has been stipulated in the RII implementation guide located on VETNet.

**Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a Unit of Competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

Links

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RIIMPO312E Conduct scraper operations

Modification History

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<tr>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to operate a scraper to load, haul and dump materials.

This unit applies to those working in site-based roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors, and must be sourced from state jurisdictions prior to applying this unit.

Unit Sector

Coal mining

Extractive

Metalliferous mining

Elements and Performance Criteria

<table>
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<tr>
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1.2 Obtain, interpret, clarify and confirm work requirements  
1.3 Identify hazards and environmental issues, assess the risks and implement control measures in line with workplace policies  
1.4 Select and wear personal protective equipment required for work activities  
1.5 Access, interpret and apply geological and survey data required to complete the work activity |
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<tbody>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
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</tr>
<tr>
<td>1.6 Inspect and prepare work area in coordination with others in line with workplace requirements</td>
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</tr>
<tr>
<td>1.7 Select required scraper equipment and confirm suitability for work activities</td>
<td>1.7 Select required scraper equipment and confirm suitability for work activities</td>
</tr>
<tr>
<td>1.8 Obtain and interpret emergency procedures for scrapers, and be prepared for fires, accidents and emergencies</td>
<td>1.8 Obtain and interpret emergency procedures for scrapers, and be prepared for fires, accidents and emergencies</td>
</tr>
<tr>
<td>1.9 Coordinate and communicate planned activities with others at the site prior to commencement of work activity</td>
<td>1.9 Coordinate and communicate planned activities with others at the site prior to commencement of work activity</td>
</tr>
<tr>
<td><strong>2. Operate scraper in line with established requirements</strong></td>
<td>2.1 Carry out prestart and start-up checks in line with workplace procedures</td>
</tr>
<tr>
<td>2.2 Identify faults or defects and rectify or report within scope of own responsibility and according to workplace procedures</td>
<td>2.2 Identify faults or defects and rectify or report within scope of own responsibility and according to workplace procedures</td>
</tr>
<tr>
<td>2.3 Drive and operate scraper using techniques suited to equipment capabilities, site and work conditions, and according to workplace procedures</td>
<td>2.3 Drive and operate scraper using techniques suited to equipment capabilities, site and work conditions, and according to workplace procedures</td>
</tr>
<tr>
<td>2.4 Monitor and manage equipment performance using indicators and alarms</td>
<td>2.4 Monitor and manage equipment performance using indicators and alarms</td>
</tr>
<tr>
<td>2.5 Monitor hazards and risks during operations, and ensure safety of self, other personnel, plant and equipment</td>
<td>2.5 Monitor hazards and risks during operations, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td><strong>3. Load, haul and dump materials to complete work activity</strong></td>
<td>3.1 Load scraper bowl with material in line with workplace procedures</td>
</tr>
<tr>
<td>3.2 Carry out haulage operations in line with workplace procedures</td>
<td>3.2 Carry out haulage operations in line with workplace procedures</td>
</tr>
<tr>
<td>3.3 Dump material in line with workplace procedures</td>
<td>3.3 Dump material in line with workplace procedures</td>
</tr>
<tr>
<td>3.4 Park up, shut down, secure and carry out post operational inspection of equipment in line with workplace procedures</td>
<td>3.4 Park up, shut down, secure and carry out post operational inspection of equipment in line with workplace procedures</td>
</tr>
<tr>
<td><strong>4. Conduct housekeeping activities</strong></td>
<td>4.1 Clear work area and dispose or recycle materials according to workplace procedures</td>
</tr>
<tr>
<td>4.2 Manage and/or report hazards to maintain a safe working environment</td>
<td>4.2 Manage and/or report hazards to maintain a safe working environment</td>
</tr>
<tr>
<td>4.3 Complete and file or distribute documentation in a manner that complies with workplace practices</td>
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</table>
**Foundation Skills**

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

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<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Identifies and interprets information from workplace procedures, documentation, legislation and regulations</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Uses equipment operating capacity schedule to confirm safe weight load limits</td>
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</table>

**Unit Mapping Information**

<table>
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<tr>
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<tbody>
<tr>
<td>RIIMPO312E</td>
<td>RIIMPO312D</td>
<td>Minor updates to reflect changes to operator maintenance and relocation activities</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>

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**Links**

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Assessment Requirements for RIIMPO312E Conduct scraper operations

Modification History

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit.

The candidate must demonstrate completion of scraper operations that safely, effectively and efficiently follows workplace procedures to carry out work activity on at least two occasions, and include:

- conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
- driving and operating scraper, and adjusting techniques to suit site conditions
- completing a variety of scraper operations including:
  - loading
  - load carrying
  - load discharge
  - equipment positioning
  - towing and pushing
- parking and securing equipment

In the course of the above the candidate must also:

- locate and apply relevant documentation, policies and procedures
- select and wear personal protective equipment required for work activities
- carry out vehicle refuelling requirements and procedures where applicable
- apply safe work practices, identifying and reporting all potential hazards, risks and environmental issues
- demonstrate safe working around overhead power line and live stockpiles
- apply problem solving and troubleshooting techniques when operating equipment
- monitor and manage equipment performance using indicators and alarms
- identify common equipment faults
- apply techniques for load carry and load discharge
• use a range of communication techniques and equipment essential to the safe completion of work activity, including hand, audible and other signals
• meet written and verbal reporting requirements and procedures associated with equipment operations
• organise work activities to meet all task requirements

Knowledge Evidence
The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

Key policies and procedures, legislation and established requirements for scraper operation without attachments, including those relating to:
• isolation requirements
• fires, accidents and emergencies
• work health and safety, including signs of operator fatigue and how it should be managed
• apply operational, maintenance and basic diagnostics
• personal protective equipment
• recyclable materials
• completing housekeeping activities

Key factors affecting work activities described in performance evidence above, including:
• ground conditions
• equipment processes, technical capability and limitations
• geological and technical data

Assessment Conditions
Mandatory conditions for assessment of this unit are stipulated below. The assessment must:
• include access to:
  • scraper
  • materials to be loaded, hauled and dumped
  • personal protective equipment
• be conducted in a safe environment; and,
• be assessed in context of this sector’s work environment; and,
• be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
• confirm consistent performance can be applied in a range of relevant workplace circumstances
Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment* provided it is realistic and sufficiently rigorous to cover all aspects of this sector’s workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

Assessor requirements

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory competency standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing a high level of RII training product knowledge
- having an understanding and knowledge of legislations and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and
- the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must hold the relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided and must work alongside a trainer and/or assessor to conduct the assessment. This means the industry subject matter expert should hold the unit being assessed (or an equivalent unit), and must also demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

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<td>Where this unit is being assessed outside of the resources and infrastructure sectors assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no industry standard is specified should comply with any relevant regulation.</td>
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</table>

*Guidance on simulated environments has been stipulated in the RII implementation guide located on VETNet.

**Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a Unit of Competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

**Links**

RIIMPO318F Conduct civil construction skid steer loader operations

Modification History

<table>
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<tbody>
<tr>
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</table>

Application

This unit describes the skills and knowledge required to operate a skid steer loader to load, haul and distribute materials.

This unit applies to those working in site based roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors, and must be sourced from state jurisdictions prior to applying this unit.

This unit alone does not provide sufficient skill to independently load and unload equipment. To perform this activity safely, personnel must either complete or be assisted by someone who has completed RIIHAN308F Load and Unload Plant or equivalent.

Unit Sector

Civil infrastructure

Elements and Performance Criteria

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<tr>
<th>ELEMENT</th>
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<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Plan and prepare for skid steer loader operations</td>
<td>1.1 Access, interpret and apply skid steer loader operations documentation</td>
</tr>
<tr>
<td></td>
<td>1.2 Obtain, interpret, clarify and confirm work requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify hazards and environmental issues, assess the risks and implement control measures in line with workplace policies</td>
</tr>
<tr>
<td></td>
<td>1.4 Select and wear personal protective equipment required for work activities</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Elements describe the essential outcomes.</strong></td>
<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td>1.5 Obtain, identify and implement traffic signage requirements according to standard operating procedures and safe work practices</td>
<td>1. Select required skid steer equipment and confirm suitability for work activities</td>
</tr>
<tr>
<td>1.6 Obtain and interpret emergency procedures for skid steers, and be prepared for fires, accidents and emergencies</td>
<td>1.7 Obtain and interpret emergency procedures for skid steers, and be prepared for fires, accidents and emergencies</td>
</tr>
<tr>
<td>1.8 Coordinate and communicate planned activities with others at the site prior to commencement of work activity</td>
<td>2. Operate skid steer loader in line with established requirements</td>
</tr>
<tr>
<td>2.1 Carry out prestart and start-up checks in line with workplace procedures</td>
<td>2.2 Identify faults or defects and rectify or report within scope of own responsibility and according to workplace procedures</td>
</tr>
<tr>
<td>2.3 Drive and operate loader using techniques suited to equipment capabilities and site work conditions, and according to workplace procedures</td>
<td>2.4 Monitor hazards and risks during operations, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td>2.5 Monitor and manage equipment performance using indicators and alarms</td>
<td>3. Load, carry and place materials to complete work activity</td>
</tr>
<tr>
<td>3.1 Establish weight of load and ensure it is within safe operational limits of the machine</td>
<td>3.2 Position machinery to ensure stable and effective shift of materials according to work requirements</td>
</tr>
<tr>
<td>3.3 Shift materials safely and effectively, using hand audible and communication signals, in line with workplace procedures</td>
<td>3.4 Park up, shut down, secure and carry out post operational inspection of equipment in line with workplace procedures</td>
</tr>
<tr>
<td>4. Select, remove, fit and use attachments for a skid steer loader</td>
<td>4.1 Select appropriate attachment and required equipment for the task, and in accordance with safe working load requirements</td>
</tr>
<tr>
<td>4.2 Fit attachment in line with workplace procedures</td>
<td>4.3 Test attachment and ensure correct fitting and operation</td>
</tr>
<tr>
<td>4.4 Use attachment within design limits and in accordance with workplace procedures</td>
<td>4.5 Remove, clean and store attachments in designated location in line</td>
</tr>
</tbody>
</table>
## ELEMENT

<table>
<thead>
<tr>
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</table>

### 5. Prepare to relocate the skid steer loader

- 5.1 Prepare for relocation of skid steer loader
- 5.2 Move skid steer loader safely within and/or between work areas, observing relevant codes and traffic management requirements
- 5.3 Assist loading and unloading machine from float/trailer in accordance with safe work practices

### 6. Conduct housekeeping activities

- 6.1 Clear work area and dispose of or recycle materials according to workplace procedures
- 6.2 Manage and/or report hazards to maintain a safe working environment
- 6.3 Complete and file or distribute documentation in a manner that complies with workplace practices

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Identifies and interprets information from workplace procedures, documentation, legislation and regulations</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Uses equipment operating capacity schedule to confirm safe weight load limits</td>
</tr>
</tbody>
</table>

## Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIIMPO318F Conduct civil construction skid steer loader operations (Release)</td>
<td>RIIMPO318E Conduct civil construction skid steer loader operations (Release)</td>
<td>Minor updates to reflect changes to operator maintenance and relocation activities</td>
<td>Equivalent unit</td>
</tr>
<tr>
<td>1)</td>
<td>1)</td>
<td>1)</td>
<td></td>
</tr>
</tbody>
</table>

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
Assessment Requirements for RIIMPO318F Conduct civil construction skid steer loader operations

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with RII Resources and Infrastructure Industry Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit.

The candidate must demonstrate completion of skid steer loader operations that safely, effectively and efficiently follows workplace procedures to carry out work activity on at least two occasions, and include:

- conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
- driving and operating the equipment to site conditions
- completion of operations to specification using at least two different material types (i.e. one different material per occasion) including:
  - stripping/spreading materials
  - backfilling
  - excavations
  - mixing materials
- selecting, fitting, testing, using and removing attachments on at least two occasions (i.e. one attachment per occasion), the attachment must be certified and approved in line with workplace procedures and could include, but not limited to, the following:
  - multipurpose bucket
  - forks
  - dozer blade
  - backhoe
  - auger
  - chain digger
  - power broom
  - profiler
  - tiller/mixer
  - rotary hoe
- hammer
- asphalt cutter/saw
- concrete cutter/saw
- rake
- assisting with loading and unloading skid steer loader from float/trailer
- safely parking and securing equipment

In the course of the above the candidate must also:

- locate and apply relevant documentation, policies and procedures
- select and wear personal protective equipment required for work activities
- apply safe work practices, identifying and reporting all potential hazards, risks and environmental issues
- apply problem solving and troubleshooting techniques when operating equipment
- monitor and manage equipment performance using indicators and alarms
- identify common equipment faults
- apply levelling techniques
- establish weight of load
- manage changes in the loads centre of gravity during transportation
- select and use the required tools and equipment
- apply methods of changing machine attachments
- use a range of communication techniques and equipment essential to the safe completion of work activity, including hand, audible and other signals
- meet written and verbal reporting requirements and procedures associated with equipment operations
- organise work activities to meet all task requirements

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

Key policies and procedures, legislation and established requirements for skid steer loader operations, including those relating to:

- isolation requirements for skid steer loader
- fires, accidents and emergencies
- work health and safety, including signs of operator fatigue and how it should be managed
- traffic control responsibilities and authorities
- project quality requirements
- chain of responsibility for loading and unloading of equipment
- operational, maintenance and basic diagnostics
- personal protective equipment
- recyclable materials
- housekeeping activities
Key factors affecting work activities described in performance evidence above, including:

- equipment processes, technical capability and limitations
- drawings and sketches
- ground conditions
- materials characteristics, including density and viscosity

Key features associated with civil construction works, including:

- civil construction terminology
- basic principles of material technology and material compaction for civil works
- basic earthworks calculations
- civil construction activity sequences of road construction, earthworks and drainage

**Assessment Conditions**

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
  - a skid steer loader
  - materials to be shifted
  - personal protective equipment
- be conducted in a safe environment; and,
- be assessed in context of this sector's work environment; and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- confirm consistent performance can be applied in a range of relevant workplace circumstances

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment* provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

**Assessor requirements**

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory competency standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing a high level of RII training product knowledge
- having an understanding and knowledge of legislations and regulations relevant to the industry and to employment and workplaces
- demonstrating the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and
- the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must hold the relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided and must work alongside a trainer and/or assessor to conduct the assessment. This means the industry subject matter expert should hold the unit being assessed (or an equivalent unit), and must also demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

<table>
<thead>
<tr>
<th>Industry sector</th>
<th>AQF indicator level***</th>
<th>Required assessor or industry subject matter expert experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Infrastructure</td>
<td>1</td>
<td>1 Year</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2 Years</td>
</tr>
<tr>
<td>Drilling, Coal Mining, Extractive (Quarrying), Metalliferous Mining and Civil Infrastructure</td>
<td>3-6</td>
<td>3 Years</td>
</tr>
<tr>
<td>Other sectors</td>
<td></td>
<td>Where this unit is being assessed outside of the resources and infrastructure sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and, where no industry standard is specified, should comply with any relevant regulation.</td>
</tr>
</tbody>
</table>

*Guidance on simulated environments has been stipulated in the RII implementation guide located on VETNet.

**Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting a minimum number of site assessments as determined by the relevant industry sector, across various locations.

***While a Unit of Competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
RIIMPO319E Conduct backhoe/loader operations

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with RII Resources and Infrastructure Industry Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to operate a backhoe/loader to load, distribute and place materials.

This unit applies to those working in site based roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors, and must be sourced from state jurisdictions prior to applying this unit.

Unit Sector

Civil infrastructure

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Plan and prepare for backhoe/loader operations

1.1 Access, interpret and apply backhoe/loader operations documentation

1.2 Obtain, interpret, clarify and confirm work instructions

1.3 Identify hazards and environmental issues, assess the risks and implement control measures in line with workplace policies

1.4 Select and wear personal protective equipment required for work activities

1.5 Identify, obtain and implement signage traffic management requirements according to standard operating procedures and safe work practices

1.6 Select required backhoe/loader equipment and confirm suitability
<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
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<tbody>
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<td><strong>Performance criteria describe the performance needed to demonstrate achievement of the element.</strong></td>
</tr>
<tr>
<td><strong>for work activities</strong></td>
<td>1.7 Obtain and interpret emergency procedures for backhoe/loaders, and be prepared for fires, accidents and emergencies 1.8 Coordinate and communicate planned activities with others at the site prior to commencement of work activity</td>
</tr>
<tr>
<td><strong>2. Operate backhoe/loader in line with established requirements</strong></td>
<td>2.1 Carry out prestart and start-up checks in line with workplace procedures 2.2 Identify faults or defects and rectify or report within scope of own responsibility and according to workplace procedures 2.3 Drive and operate machine using techniques suited to equipment capabilities, site and work conditions, and according to workplace procedures 2.4 Monitor hazards and risks during operations, and ensure safety of self, other personnel, plant and equipment 2.5 Monitor and manage equipment performance using indicators and alarms</td>
</tr>
<tr>
<td><strong>3. Load, carry and place materials to complete work activity</strong></td>
<td>3.1 Establish weight of load and ensure it is within safe operational limits of the machine 3.2 Use lifting gear within safe working load requirements and in line with workplace procedures 3.3 Position and locate machinery to ensure stable and effective shift materials according to work requirements 3.4 Shift materials safely and effectively, using hand, audible and communication signal, in line with workplace procedures 3.5 Park up, shut down, secure and carry out post operational inspection of equipment in line with workplace procedures</td>
</tr>
<tr>
<td><strong>4. Select, remove, fit and attachments for a backhoe/loader</strong></td>
<td>4.1 Select attachment for the task and fit attachment in line with workplace procedures 4.2 Test attachment and ensure correct fitting and operation 4.3 Use attachment within design limits and in accordance with workplace procedures 4.4 Remove, clean and store attachments in designated location in line with workplace procedures</td>
</tr>
<tr>
<td><strong>5. Relocate the</strong></td>
<td>5.1 Prepare backhoe/loader for relocation</td>
</tr>
</tbody>
</table>
### ELEMENT | PERFORMANCE CRITERIA
---|---
Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.
backhoe/ loader | 5.2 Move backhoe/loader safely between worksites, observing relevant codes and traffic management requirements
6. Conduct housekeeping activities | 6.1 Clear work area and dispose of or recycle materials according to workplace procedures  
6.2 Manage and/or report hazards to maintain a safe working environment  
6.3 Complete and file or distribute documentation in a manner that complies with workplace practices

### Foundation Skills
*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Identifies and interprets information from workplace procedures, documentation, legislation and regulations</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Uses equipment operating capacity schedule to confirm safe weight load limits</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

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<tr>
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</thead>
<tbody>
<tr>
<td>RIIMPO319E Conduct backhoe/loader operations (Release 1)</td>
<td>RIIMPO319D Conduct backhoe/loader operations (Release 3)</td>
<td>Minor updates to reflect changes to operator maintenance activities and assessment for attachments</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for RIIMPO319E Conduct backhoe/loader operations

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit.

The candidate must demonstrate completion of loader/backhoe operations that safely, effectively and efficiently follows workplace procedures to carry out work activity on at least two occasions, and include:

- conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
- driving and operating the equipment, and adjusting techniques to suit site conditions
- completion of operations to specification using at least two different material types (i.e. one different material type per occasion) including:
  - mixing materials
  - stripping/spreading materials
  - trench excavation
  - backfilling
  - lifting and carry materials
  - loading dump trucks, wagons, hoppers, chutes, and cutting/boxing
- selecting, fitting, testing, using and removing at least two attachments (i.e. one attachment per occasion), which must be certified and approved in line with workplace procedures and could include, but are not limited to, the following:
  - extending devices
  - tilt bucket
  - buckets
  - compaction wheel
  - ripper
  - plate compactor
  - rock breaker
  - auger
• broom
• mower/slasher
• forklift
  • 4 in 1 bucket and free/rock grab
• parking and securing of equipment

In the course of the above work the candidate must also:

• locate and apply relevant documentation, policies and procedures
• select and wear personal protective equipment required for work activities
• carry out vehicle refuelling requirements and procedures where applicable
• apply safe work practices, identifying and reporting all potential hazards, risks and environmental issues
• apply problem solving and troubleshooting techniques when operating equipment
• monitor and manage equipment performance using indicators and alarms
• identify common equipment faults
• apply levelling techniques
• establish weight of load
• manage changes in the loads centre of gravity during transportation
• select and use the required tools and equipment
• work safely around other machines and personnel
• apply methods of changing machine attachments
• use a range of communication techniques and equipment essential to the safe completion of work activity, including hand, audible and other signals
• meet written and verbal reporting requirements and procedures associated with equipment operations
• organise work activities to meet all task requirements

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

Key policies and procedures, legislation and established requirements for backhoe/loader operations, including those relating to:

• isolation requirements
• fires, accidents and emergencies
• work health and safety, including signs of operator fatigue and how it should be managed
• site isolation and traffic control responsibilities and authorities
• project quality requirements
• operational, maintenance and basic diagnostics
• personal protective equipment
• recyclable materials
• housekeeping activities
Key factors affecting work activities described in performance evidence above, including:

- equipment processes, technical capability and limitations
- drawings and sketches
- ground conditions
- materials characteristics, including density and viscosity

Key features associated with civil construction works, including:

- civil construction terminology
- basic principles of material technology and material compaction for civil works
- basic earthworks calculations
- civil construction activity sequences of road construction, earthworks and drainage

**Assessment Conditions**

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:

- include access to:
  - backhoe/loader
  - personal protective equipment
- be conducted in a safe environment; and,
- be assessed in context of this sector's work environment; and,
- be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- confirm consistent performance can be applied in a range of relevant workplace circumstances

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment* provided it is realistic and sufficiently rigorous to cover all aspects of this sector’s workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

**Assessor requirements**

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory competency standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:

- vocational competencies at least to the level being delivered and assessed
- current industry skills directly relevant to the training and assessment being provided
- current knowledge and skills in vocational training and learning that informs their training and assessment
- formal relevant qualifications in training and assessment
- having knowledge of and/or experience using the latest techniques and processes
- possessing a high level of RII training product knowledge
• having an understanding and knowledge of legislations and regulations relevant to the industry and to employment and workplaces
• demonstrating the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and
• the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.

It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must hold the relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided and must work alongside a trainer and/or assessor to conduct the assessment. This means the industry subject matter expert should hold the unit being assessed (or an equivalent unit), and must also demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

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<td>3 Years</td>
</tr>
<tr>
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<td>Where this unit is being assessed outside of the resources and infrastructure sectors assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no industry standard is specified should comply with any relevant regulation.</td>
</tr>
</tbody>
</table>

*Guidance on simulated environments has been stipulated in the RII implementation guide located on VETNet.

**Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting a minimum number of site assessments as determined by the relevant industry sector, across various locations.

***While a Unit of Competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
RIIMPO324F Conduct civil construction grader operations

Modification History

<table>
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<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with RII Resources and Infrastructure Industry Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to conduct grader operations. This unit applies to those working in site based roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and industry sectors, and must be sourced from state jurisdictions prior to applying this unit.

This unit alone does not provide sufficient skill to independently load and unload equipment. To perform this activity safely, personnel must either complete or be assisted by someone who has completed RIIHAN308F Load and Unload Plant or equivalent.

Unit Sector

Civil infrastructure

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Plan and prepare for grader operations</td>
<td>1.1 Access, interpret and apply grader operations documentation</td>
</tr>
<tr>
<td></td>
<td>1.2 Obtain, interpret, clarify and confirm work instructions</td>
</tr>
<tr>
<td></td>
<td>1.3 Identify hazards and environmental issues, assess the risks and implement control measures in line with workplace policies</td>
</tr>
<tr>
<td></td>
<td>1.4 Select and wear personal protective equipment required for work activities</td>
</tr>
<tr>
<td></td>
<td>1.5 Identify, obtain and implement traffic management signage requirements according to standard operating procedures and safe</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>1.</strong> Select required grader equipment and/or attachments and confirm suitability for work activities</td>
<td></td>
</tr>
<tr>
<td><strong>2.1</strong></td>
<td>Carry out prestart and start-up checks in line with workplace procedures</td>
</tr>
<tr>
<td><strong>2.2</strong></td>
<td>Identify faults or defects and rectify or report within scope of own responsibility and according to workplace procedures</td>
</tr>
<tr>
<td><strong>2.3</strong></td>
<td>Drive and operate grader using techniques suited to equipment capabilities, site and work conditions, and according to workplace procedures</td>
</tr>
<tr>
<td><strong>2.4</strong></td>
<td>Identify and apply operating techniques for grader to achieve optimum output within specified tolerances</td>
</tr>
<tr>
<td><strong>2.5</strong></td>
<td>Perform work activity within the operating capacity of the equipment in accordance with manufacturers’ specifications</td>
</tr>
<tr>
<td><strong>2.6</strong></td>
<td>Monitor hazards and risks during operations, and ensure safety of self, other personnel, plant and equipment</td>
</tr>
<tr>
<td><strong>2.7</strong></td>
<td>Monitor and manage equipment performance using indicators and alarms</td>
</tr>
<tr>
<td><strong>2.8</strong></td>
<td>Park up, shut down, secure and carry out post operational inspection of equipment in line with workplace procedures</td>
</tr>
<tr>
<td><strong>3.</strong> Select attachment for the task</td>
<td></td>
</tr>
<tr>
<td><strong>3.1</strong></td>
<td>Select attachment for the task</td>
</tr>
<tr>
<td><strong>3.2</strong></td>
<td>Fit attachment in line with workplace procedures</td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>Test attachment and ensure correct fitting and operation</td>
</tr>
<tr>
<td><strong>3.4</strong></td>
<td>Use attachment within design limits and in accordance with workplace procedures</td>
</tr>
<tr>
<td><strong>3.5</strong></td>
<td>Remove, clean and store attachments in designated location in line with workplace procedures</td>
</tr>
<tr>
<td><strong>4.</strong> Prepare grader for relocation</td>
<td></td>
</tr>
<tr>
<td><strong>4.1</strong></td>
<td>Prepare grader for relocation</td>
</tr>
<tr>
<td><strong>4.2</strong></td>
<td>Move grader safely within and between work areas, observing relevant codes and traffic management requirements</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>4.3 Assist loading and unloading machine from float/trailer in line with workplace procedures</td>
<td></td>
</tr>
<tr>
<td>5. Conduct housekeeping activities</td>
<td>5.1 Clear work area and dispose of or recycle materials according to workplace procedures</td>
</tr>
<tr>
<td></td>
<td>5.2 Manage and/or report hazards to maintain a safe working environment</td>
</tr>
<tr>
<td></td>
<td>5.3 Complete and file or distribute documentation in a manner that complies with workplace practices</td>
</tr>
</tbody>
</table>

### Foundation Skills

*This section describes those language, literacy, numeracy and employment skills that are essential to performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>• Identifies and interprets information from workplace procedures, documentation, legislation and regulations</td>
</tr>
<tr>
<td>Numeracy</td>
<td>• Uses equipment operating capacity schedule to confirm safe weight load limits</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIIMPO324F Conduct civil construction grader operations (Release 1)</td>
<td>RIIMPO324E Conduct civil construction grader operations (Release 1)</td>
<td>Minor updates to reflect changes to operator maintenance and relocation activities</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
Assessment Requirements for RIIMPO324F Conduct civil construction grader operations

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with RII Resources and Infrastructure Industry Training Package Version 3.0.</td>
</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit.

The candidate must demonstrate completion of grader operations that safely, effectively and efficiently follows workplace procedures to meet carry out work activity on at least two occasions, and include:

- conducting prestart checks prior to commencing operations and shutdown procedures on completion of operations
- driving and operating the equipment to site conditions
- completion of operations to specification using at least two different material types including:
  - cutting and maintaining drains
  - forming/upgrading/maintaining roads
  - mixing/spreading materials
  - scarifying and ripping
  - cutting and trimming of batters
  - trimming of road sub-grades and pavements
  - site clean-up
  - form and carry a windrow
- selecting, fitting, testing, using and removing at least two attachments, the attachment must be certified and approved in line with workplace procedures
- assisting with loading and unloading skid steer loader from float/trailer
- parking and securing of equipment

In the course of the above the candidate must also:

- locate and apply relevant documentation, policies and procedures
- select and wear personal protective equipment required for work activities
- carry out vehicle refuelling requirements and procedures where applicable
• apply safe work practices, identifying and reporting all potential hazards, risks and environmental issues
• apply problem solving and troubleshooting techniques when operating equipment
• monitor and manage equipment performance using indicators and alarms
• identify common equipment faults
• establish weight of load
• apply levelling techniques
• apply cut and fill techniques
• conduct towing of equipment/plant
• select and use the required tools and equipment
• apply methods of changing machine attachments
• use a range of communication techniques and equipment essential to the safe completion of work activity, including hand, audible and other signals
• meet written and verbal reporting requirements and procedures associated with equipment operations
• organise work activities to meet all task requirements

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements and performance criteria of this unit. This includes:

Key policies and procedures, legislation and established requirements for grader operations, including those relating to:
• isolation requirements
• fires, accidents and emergencies
• work health and safety, including signs of operator fatigue and how it should be managed
• site isolation and traffic control responsibilities and authorities
• project quality requirements
• chain of responsibility for loading and unloading of equipment
• operational, maintenance and basic diagnostics
• personal protective equipment
• recyclable materials
• housekeeping activities
• machine guidance systems and laser levelling equipment

Key factors affecting work activities described in performance evidence above, including:
• equipment processes, technical capability and limitations
• drawings and sketches
• ground conditions
• materials characteristics, including density and viscosity

Key features associated with civil construction works, including
• civil construction terminology
• basic principles of material technology and material compaction for civil works
• basic earthworks calculations
• civil construction activity sequences of road construction, earthworks and drainage

Assessment Conditions

Mandatory conditions for assessment of this unit are stipulated below. The assessment must:
• include access to:
  • a skid steer loader
  • materials to be shifted
  • personal protective equipment
• be conducted in a safe environment; and,
• be assessed in context of this sector’s work environment; and,
• be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
• confirm consistent performance can be applied in a range of relevant workplace circumstances

Where personal safety or environmental damage are limiting factors, assessment may occur in a simulated work environment* provided it is realistic and sufficiently rigorous to cover all aspects of this sector’s workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.

Assessor requirements

Assessors must be able to clearly demonstrate current and relevant industry knowledge and experience to satisfy the mandatory competency standards as set out in the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory requirements for assessors current at the time of assessment and any relevant licensing and certification requirements. This includes:
• vocational competencies at least to the level being delivered and assessed
• current industry skills directly relevant to the training and assessment being provided
• current knowledge and skills in vocational training and learning that informs their training and assessment
• formal relevant qualifications in training and assessment
• having knowledge of and/or experience using the latest techniques and processes
• possessing a high level of RII training product knowledge
• having an understanding and knowledge of legislations and regulations relevant to the industry and to employment and workplaces
• demonstrating the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and
• the minimum years of current** work experience after competency has been obtained as specified below in an industry sector relevant to the outcomes of the unit.
It is also acceptable for the appropriately qualified assessor to work with an industry expert to conduct assessment together and for the industry expert to be involved in the assessment judgement. The industry expert must hold the relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided and must work alongside a trainer and/or assessor to conduct the assessment. This means the industry subject matter expert should hold the unit being assessed (or an equivalent unit), and must also demonstrate skills and knowledge from the minimum years of current work experience after competency has been obtained as specified below, including time spent in roles related to the unit being assessed:

<table>
<thead>
<tr>
<th>Industry sector</th>
<th>AQF indicator level***</th>
<th>Required assessor or industry subject matter expert experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Infrastructure</td>
<td>1</td>
<td>1 Year</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2 Years</td>
</tr>
<tr>
<td>Drilling, Coal Mining, Extractive (Quarrying), Metalliferous Mining and Civil Infrastructure</td>
<td>3-6</td>
<td>3 Years</td>
</tr>
<tr>
<td>Other sectors</td>
<td></td>
<td>Where this unit is being assessed outside of the resources and infrastructure sectors, assessor and/or industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and, where no industry standard is specified, should comply with any relevant regulation.</td>
</tr>
</tbody>
</table>

*Guidance on simulated environments has been stipulated in the RII implementation guide located on VETNet.

**Assessors can demonstrate current work experience through employment within industry in a role relevant to the outcomes of the unit; or, for external assessors this can be demonstrated through exposure to industry by conducting a minimum number of site assessments as determined by the relevant industry sector, across various locations.

*** While a Unit of Competency does not have an AQF level, where a unit is being delivered outside of a qualification the first numeric character in the unit code should be considered as the AQF indicator level for assessment purposes.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
RIIWHS202D Enter and work in confined spaces

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The unit replaces RIIOHS202A Enter and work in confined spaces.</td>
</tr>
<tr>
<td>2</td>
<td>Editorial corrections.</td>
</tr>
<tr>
<td>3</td>
<td>Amended Application field.</td>
</tr>
<tr>
<td>4</td>
<td>Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.</td>
</tr>
</tbody>
</table>

Application

This unit describes a participant’s skills and knowledge required to enter and work in confined spaces in the Resources and Infrastructure Industries.

This unit is appropriate for those working in operational roles undertaking work in confined spaces.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Note: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Plan and prepare for working in confined space</td>
<td>1.1 Access, interpret and apply procedures for confined space entry and the environmental management plan and ensure the work activity is compliant</td>
</tr>
<tr>
<td></td>
<td>1.2 Obtain, confirm, clarify and apply work instructions and agreed procedure</td>
</tr>
<tr>
<td></td>
<td>1.3 Obtain, confirm, clarify and apply safety requirements</td>
</tr>
</tbody>
</table>
1.4 Obtain and confirm authorisation (entry permit) meets regulatory requirements
1.5 Confirm the emergency response procedure is with the stand-by person and understood
1.6 Identify, obtain and implement signage and barrier requirements
1.7 Select tools and equipment for the tasks, check for serviceability and rectify or report any faults
1.8 Identify, confirm and apply the environmental protection requirements
1.9 Position rescue equipment by the entry permit

| 2 Work in confined space | 2.1 Gain access to confined space |
| 2.2 Ensure that the atmosphere is tested and monitored for harmful elements |
| 2.3 Correctly apply tagging and lock-out procedures |
| 2.4 Enter the confined space correctly |
| 2.5 Maintain ongoing communication with the stand-by person |
| 2.6 Comply with entry permit requirements |
| 2.7 Monitor and adhere to allocated entry time |

| 3 Exit confined space | 3.1 Exit confined space correctly |
| 3.2 Recover tools, equipment and materials |
| 3.3 Conduct inspection of the confined space |
| 3.4 Secure access to the confined space |
| 3.5 Remove tagging and lock-out |
| 3.6 Accurately complete confined space entry permit |

| 4 Clean up | 4.1 Clear work area and dispose of or recycle materials |
| 4.2 Clean, check, maintain and store tools and equipment |
| 4.3 Remove, clean and store barriers and signs |

**Foundation Skills**

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.
Unit Mapping Information
RIIOHS202A Entering and working in confined spaces

Links
Companion Volume implementation guides are found in VETNet -
Assessment Requirements for RIIWHS202D Enter and work in confined spaces

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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<tbody>
<tr>
<td>1</td>
<td>The unit replaces RIIOHS202A Enter and work in confined spaces.</td>
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<tr>
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<td>Editorial corrections.</td>
</tr>
<tr>
<td>3</td>
<td>Amended Application field.</td>
</tr>
<tr>
<td>4</td>
<td>Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm.</td>
</tr>
</tbody>
</table>

Performance Evidence

Evidence is required to be collected that demonstrates a candidate’s competency in this unit. Evidence must be relevant to the roles within this sector’s work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- demonstrates completion of entering and working in confined spaces that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - obtain appropriate entry permit and instructions for performing work in confined space
  - interpreting and applying safe work method statements
  - apply tagging and lock out
  - selecting, wearing and caring for personal protective equipment applicable to all tasks and environment identified
  - entering the confined space
  - using atmospheric monitoring devices prior to entering the confined space
  - working in the confined space
  - using atmospheric monitoring devices during confined space activity
  - applying safe materials handling methods
  - exiting the confined space
  - remove tagging and lock out
Knowledge Evidence

The candidate must demonstrate knowledge of enter and work in confined spaces through:

- identifying areas that constitute confined spaces
- complying with site and equipment safety requirements
- complying with the entry and exit procedures, risks and regulations
- types of air contaminants and toxic gases
- identifying the limitations of breathing apparatus
- identifying equipment types, characteristics, technical capabilities and limitations
- complying with site isolation and site control responsibilities and authorities
- locations of safety data sheets (SDS) information and application
- using confined space and Industry terminology

Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit is best assessed in the context of this sector’s work environment;
- where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector’s workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:
<table>
<thead>
<tr>
<th>Industry sector</th>
<th>AQF** Level</th>
<th>Required assessor or Industry subject matter expert experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction</td>
<td>1</td>
<td>1 Year</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2 Years</td>
</tr>
<tr>
<td>Drilling, Coal Mining and Extractive (Quarrying)</td>
<td>3-6</td>
<td>3 Years</td>
</tr>
<tr>
<td>Metalliferous Mining and Civil Construction</td>
<td>3-6</td>
<td>5 Years</td>
</tr>
<tr>
<td>Other sectors</td>
<td></td>
<td>Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation.</td>
</tr>
</tbody>
</table>

*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

**Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
RIIWHS204D Work safely at heights

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This unit replaces RIIOHS204A Work safely at heights.</td>
</tr>
<tr>
<td>2</td>
<td>Formatting corrections.</td>
</tr>
<tr>
<td>3</td>
<td>Inserted Application information.</td>
</tr>
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</tr>
</tbody>
</table>

Application

This unit describes a participant’s skills and knowledge required to work safely at heights in the Resources and Infrastructure Industries.

This unit it appropriate for those working in operational roles where they are required to perform work at heights.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Note: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>1. Identify work requirements</th>
<th>1.1 Access, interpret and apply height safety procedures and ensure the work activity is compliant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.2 Inspect site to determine layout and physical condition, condition of structures, prevailing weather conditions, equipment requirements and potential hazards</td>
</tr>
<tr>
<td></td>
<td>1.3 Adhere to WHS requirements</td>
</tr>
</tbody>
</table>

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<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Identify, select and check safety equipment for serviceability</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify, manage and report potential risks and hazards</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Consult with authorised personnel to select materials, tools and equipment and check for serviceability</td>
</tr>
<tr>
<td>2.2</td>
<td>Select, wear and care for personal protective equipment</td>
</tr>
<tr>
<td>2.3</td>
<td>Inspect/install fall protection and perimeter protection equipment</td>
</tr>
<tr>
<td>2.4</td>
<td>Identify approved methods of moving tools and equipment to work area and minimise potential hazards associated with tools at heights</td>
</tr>
<tr>
<td>2.5</td>
<td>Ensure safety system has been installed correctly</td>
</tr>
<tr>
<td>2.6</td>
<td>Select and install appropriate signs and barricades</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>Consult with authorised personnel to ensure anchor fall protection and associated equipment is correctly fitted and adjusted</td>
</tr>
<tr>
<td>3.2</td>
<td>Ensure all required equipment is installed</td>
</tr>
<tr>
<td>3.3</td>
<td>Use recommended methods to access work area for people, tools and equipment</td>
</tr>
<tr>
<td>3.4</td>
<td>Locate tools and materials to eliminate or minimise the risk of items being knocked down</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Check access from ground to work area and ensure it is safe</td>
</tr>
<tr>
<td>4.2</td>
<td>Keep fall equipment in place and adjusted appropriately for movement during work</td>
</tr>
<tr>
<td>4.3</td>
<td>Undertake manual handling of materials and equipment</td>
</tr>
<tr>
<td>4.4</td>
<td>Locate materials and equipment ensuring that they are safely secured and distributed</td>
</tr>
<tr>
<td>4.5</td>
<td>Check safety system periodically for compliance</td>
</tr>
<tr>
<td>4.6</td>
<td>Monitor risk control measures to ensure that they are effective and appropriate</td>
</tr>
<tr>
<td>4.7</td>
<td>Reassess risk control measures, as required, in accordance with changed work practices and/or site conditions and undertake alterations</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Consult with authorised personnel to ensure safety system is dismantled and removed</td>
</tr>
<tr>
<td>5.2</td>
<td>Clear work area and dispose of or recycle materials</td>
</tr>
<tr>
<td>5.3</td>
<td>Clean, check, maintain and store tools and equipment</td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

RIIOHS204A Working safely at heights

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
Assessment Requirements for RIIWHS204D Work safely at heights

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

Evidence is required to be collected that demonstrates a candidate’s competency in this unit. Evidence must be relevant to the roles within this sector’s work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- demonstrates completion of working safely at heights that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - accessing, interpreting and applying technical and safety information for working at heights
  - assessing hazards and risk associated with working at heights and implement control methods
  - selecting wearing and caring for personal protective equipment
  - identifying required safety systems including fall protection and associated equipment
  - checking that fitting, adjusting and anchoring of fall protection and associated equipment is correct
  - performing work safely at heights

Knowledge Evidence

The candidate must demonstrate knowledge of the following when working safely at heights:

- names and functions of equipment, components and materials
- complying with equipment manufacturer’s instructions and specifications
- safe shifting and handling of tools and materials
- adhering to statutory and regulatory authority requirements
- the nature of work undertaken at heights
- complying with heights safety systems
- the processes of providing for safe working practices
- using safety equipment/systems and considerations to facilitate working safely at heights
- complying with safe work methods

**Assessment Conditions**

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit is best assessed in the context of this sector’s work environment;
- where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector’s workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
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- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

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Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
RIIWHS205D  Control traffic with stop-slow bat

Modification History

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Application

This unit describes a participant’s skills and knowledge required to control traffic with stop-slow bat in the Resources and Infrastructure Industries. This unit is appropriate for those working in operational roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

*Note: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.*

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>1. Plan and prepare</th>
<th>1.1 Access, interpret and apply site traffic plan procedures and ensure the work activity is compliant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.2 Obtain, confirm, clarify and apply work instructions</td>
</tr>
<tr>
<td></td>
<td>1.3 Obtain, confirm, clarify and apply safety requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify, obtain and implement signage and devices</td>
</tr>
<tr>
<td></td>
<td>1.5 Select tools and equipment, check for serviceability and rectify or report any faults</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1.6</td>
<td>Identify, confirm, clarify and apply environmental protection requirements</td>
</tr>
<tr>
<td>2. Control traffic</td>
<td>2.1 Position or confirm temporary traffic signs and barriers</td>
</tr>
<tr>
<td></td>
<td>2.2 Direct traffic correctly</td>
</tr>
<tr>
<td></td>
<td>2.3 Control vehicles and pedestrian traffic and ensure safety</td>
</tr>
<tr>
<td></td>
<td>2.4 Monitor traffic, make adjustments for changing conditions and position waiting vehicles for smooth traffic flow</td>
</tr>
<tr>
<td></td>
<td>2.5 Use hand held stop/slow bats</td>
</tr>
<tr>
<td></td>
<td>2.6 Use visibly clear and unobstructed hand signals</td>
</tr>
<tr>
<td></td>
<td>2.7 Report traffic offenders</td>
</tr>
<tr>
<td>3. Operate communication devices</td>
<td>3.1 Adjust communication device controls for optimum reception/transmission results</td>
</tr>
<tr>
<td></td>
<td>3.2 Transmit messages clearly and concisely</td>
</tr>
<tr>
<td></td>
<td>3.3 Maintain communication device power supply</td>
</tr>
<tr>
<td></td>
<td>3.4 Check communications contact after nominated period of non-contact</td>
</tr>
<tr>
<td>4. Clean up</td>
<td>4.1 Remove or cover signs and devices sequentially to provide warning to motorists during shutdown</td>
</tr>
<tr>
<td></td>
<td>4.2 Clean, check, maintain and store tools and equipment</td>
</tr>
</tbody>
</table>

**Foundation Skills**

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

**Unit Mapping Information**

RIIOHS205A Control traffic with stop-slow bat

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aa8-69c76e675272
Assessment Requirements for RIIWHS205D Control traffic with stop-slow bat

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Performance Evidence

Evidence is required to be collected that demonstrates a candidate’s competency in this unit. Evidence must be relevant to the roles within this sector’s work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- demonstrates completion of controlling traffic with a stop-slow bat that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - reading and interpreting the work instruction and planning work activity accordingly
  - positioning signage and barriers
  - directing and controlling vehicle traffic
  - directing and controlling pedestrian traffic
  - communicating to drivers and pedestrians clearly using hand signals
  - using approved communication devices such as hand held radios or phones to transmit message and report of offenders
  - removing or covering signs after work completion

Knowledge Evidence

The candidate must demonstrate knowledge of controlling traffic with stop-slow bat through:

- site and equipment safety requirements
• traffic controlling requirements and procedures
• complying with traffic management plans
• erecting traffic control signage and barricades
• communication device operations
• determine equipment types, characteristics, technical capabilities and limitations
• operational and maintenance procedures for equipment
• detailing site isolation and traffic control responsibilities and authorities
• describing the effects of travel speed and vehicle mass on stopping distances
• interpreting and implementing safe work method statement

Assessment Conditions
• An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
• this unit is best assessed in the context of this sector’s work environment;
• where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector’s workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills; and,
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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
RIIWHS302D Implement traffic management plan

Modification History

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Application

This unit develops a participant’s skills and knowledge required to implement a traffic management plan in Civil construction.

This unit is appropriate for those working in supervisory roles.

Licensing, legislative, regulatory and certification requirements that apply to this unit can vary between states, territories, and Industry sectors. Relevant information must be sourced prior to application of the unit.

Note: The terms Occupational Health and Safety (OHS) and Work Health and Safety (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

Elements and Performance Criteria

<p>| 1 Plan and prepare to implement traffic management plan | 1.1 Access, interpret and apply traffic management documentation and ensure the work activity is compliant |
|                                                      | 1.2 Obtain, read, interpret, clarify and confirm work requirements |
|                                                      | 1.3 Identify, address and report potential risks, hazards and environmental issues and implement control measures |
|                                                      | 1.4 Select and wear personal protective equipment appropriate for the work activity |</p>
<table>
<thead>
<tr>
<th></th>
<th>1.5 Identify, obtain and implement traffic control signage and devices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.6 Select, and check for faults, tools and equipment to carry out tasks</td>
</tr>
<tr>
<td></td>
<td>1.7 Identify, confirm and apply environmental protection requirements</td>
</tr>
<tr>
<td></td>
<td>1.8 Check the designated traffic controllers’ training and qualifications for currency</td>
</tr>
<tr>
<td></td>
<td>1.9 Advise traffic controllers of the traffic flow requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2 Set out the traffic guidance scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1 Select traffic guidance scheme to suit site conditions, traffic volumes and work activities</td>
</tr>
<tr>
<td></td>
<td>2.2 Determine and ensure adherence to work schedule, maximum traffic delays, signals and site communications</td>
</tr>
<tr>
<td></td>
<td>2.3 Ensure signs and devices are correctly positioned on the approaches to the work area</td>
</tr>
<tr>
<td></td>
<td>2.4 Ensure that signs and devices are positioned and displayed on each approach</td>
</tr>
<tr>
<td></td>
<td>2.5 Ensure signs and devices are positioned and displayed laterally</td>
</tr>
<tr>
<td></td>
<td>2.6 Ensure traffic is controlled effectively to protect the work crew</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>3 Monitor traffic guidance scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.1 Ensure traffic flow is monitored and effectiveness of guidance scheme determined</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor work activities and provide guidance to adjust scheme</td>
</tr>
<tr>
<td></td>
<td>3.3 Apply process for dealing with traffic controllers who fail to adhere to approved procedures</td>
</tr>
<tr>
<td></td>
<td>3.4 Apply procedures to deal with offending motorists</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>4 Close down traffic guidance scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.1 Ensure traffic is controlled to protect work crew removing traffic control devices</td>
</tr>
<tr>
<td></td>
<td>4.2 Ensure signs are removed in sequence to provide maximum warning during removal</td>
</tr>
<tr>
<td></td>
<td>4.3 Ensure guidance scheme details are recorded and reported as required</td>
</tr>
<tr>
<td></td>
<td>4.4 Ensure incidents are recorded and reported as required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>5 Clean up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.1 Ensure work area is appropriately cleared</td>
</tr>
<tr>
<td></td>
<td>5.2 Ensure tools and equipment are cleaned, checked, maintained</td>
</tr>
</tbody>
</table>
and stored

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

Unit Mapping Information

RIIOHS302A Implement traffic management plan

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272
Assessment Requirements for RIIWHS302D Implement traffic management plan

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Performance Evidence

Evidence is required to be collected that demonstrates a candidate’s competency in this unit. Evidence must be relevant to the roles within this sector’s work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- works effectively with others to undertake and complete the traffic management plans that meet all of the required outcomes including:
  - complying with written and verbal reporting requirements and procedures
  - communicating clearly and concisely with others to receive and clarify work instructions
  - communicating clearly and concisely with others to resolve coordination requirements prior to commencing and during work activities
- demonstrates completion of implementing traffic management plans that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - complying with State/Territory regulations on three separate live traffic projects, and
  - completing one (1) project controlling site construction vehicles
  - identify and select traffic guidance scheme according to conditions
  - identify and select traffic guidance scheme according to conditions select and implement signage and device requirements, position and display according to site plan
- monitor and adjust scheme according to variances in requirements
- apply procedures to deal with non-compliant crew and motorists

Knowledge Evidence

The candidate must demonstrate knowledge of implementing a traffic management plan through:
- accessing, interpreting and applying legislative, organization and site requirements and procedures for:
  - JSAs/JSEA/Safe work method statement
  - potential hazards and risks
  - controlling traffic
  - basic signalling
  - signs and devices
  - radio operations
- identifying equipment types, characteristics, technical capabilities and limitations
- identifying site isolation and traffic control responsibilities and authorities
- identifying quality requirements
- applying civil construction terminology

Assessment Conditions

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**Links**

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SIRRINV001 Receive and handle retail stock

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to receive and store retail stock. It requires the ability to check stock quality and quantity against order requirements; store or present stock correctly; and maintain cleanliness of stock-handling areas.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles. However, in smaller retail businesses, senior personnel also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Inventory

Unit Sector
Retail

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Maintain stock handling and storage</td>
<td>1.1.Maintain cleanliness of stock handling and storage areas.</td>
</tr>
<tr>
<td></td>
<td>1.2. Ensure correct environmental conditions for storage of</td>
</tr>
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</table>
areas. perishable and other stock to prevent loss or damage as required.
1.3. Remove and dispose of waste to minimise safety risks and environmental impacts.
1.4. Report hazards and potential hazards to relevant personnel to minimise safety risks.

2. Accept stock delivery.
   2.1. Check incoming stock quantities against order documentation.
   2.2. Inspect incoming stock quality, and accurately report quality issues or damage to relevant personnel.
   2.3. Record stock delivery, and report discrepancies with orders as required.
   2.4. Unpack and handle stock according to manufacturer instructions and safe manual handling techniques to avoid personal health risk and stock damage.
   2.5. Store or display stock promptly in designated location.

3. Replenish stock levels.
   3.1. Rotate, replenish and present stock according to organisational requirements for stock levels.
   3.2. Record stock waste or shrinkage according to organisational procedures.
   3.3. Maintain optimal stock levels on retail shop floor.

**Foundation Skills**

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:
- interpret:
  - plain English documents that outline organisational policies and procedures for stock control
  - basic order and delivery documentation and stock labels.

Numeracy skills to:
- calculate stock levels.

Planning and organising skills to:
- complete stock control activities in a logical and time efficient sequence.

Technology skills to:
- use stock control technology to aid stock control processes.

**Unit Mapping Information**

No equivalent unit.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRRINV001 Receive and handle retail stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures, safe work practices and manufacturer instructions to perform each of the following stock control procedures:
  - receive and process incoming stock
  - store retail stock
  - maintain retail stock levels
  - maintain stock delivery records
- follow organisational stock control policies and procedures to process stock in each of the following situations:
  - stock quality is poor
  - stock quantity errors
  - incorrect stock is delivered
- maintain stock handling and storage areas, according to organisational policies and procedures, when completing the above stock control activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- principles of stock control procedures:
  - rotation and replenishment
  - product life cycle
- organisational stock control policies and procedures for:
  - receiving stock from suppliers
  - recording incoming stock
  - recording and reporting stock discrepancies and quality issues
  - recording stock waste and shrinkage
  - stock quality standards
  - unpacking, storage and display of stock
  - damaged or missing stock
• key features of retail products that relate to handling and storage:
  • handling techniques to minimise damage
  • general care
  • optimum storage conditions
  • features of damaged or spoiled stock
  • correct disposal methods
• safe manual handling techniques for moving and storing retail stock
• relevant legislation and standards relevant to receiving and storing retail stock.

Assessment Conditions
Skills must be demonstrated in a retail environment. This can be:
• an industry workplace
• a simulated industry environment.

Assessment must ensure use of:
• manufacturer instructions for stock handling and storage
• organisational policies and procedures for stock handling and control
• retail stock display areas
• range of retail stock
• stock control documentation
  • delivery dockets
  • orders
  • reporting documentation
• stock receiving bay or area
• stock storage areas
• assessment activities that allow the individual to:
  • work within commercial speed, timing and productivity
  • manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRRINV002 Control stock

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.

This unit applies to individuals responsible for stock control. They work within organisational systems and procedures, but make decisions about stock administration and may have responsibility for others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Inventory

Unit Sector
Retail

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor stock receipt and dispatch.</td>
<td>1.1. Implement organisational policies and procedures for receipt, dispatch and secure storage of stock.</td>
</tr>
<tr>
<td></td>
<td>1.2. Allocate tasks and monitor staff to ensure organisational procedures are followed, and documentation is completed</td>
</tr>
</tbody>
</table>
correctly.

1.3. Confirm that stock quantity and quality inspections on receipt meet organisational standards.

1.4. Act on variations to quantity and quality of delivered stock.

1.5. Supervise safe stock handling and storage.


2.1. Monitor stock and maintain stock at required levels.

2.2. Maintain, monitor and adjust stock reorder cycles as required.

2.3. Provide clear information to team members about individual stock recording responsibilities.

2.4. Maintain stock storage and movement records.

2.5. Record and report stock discrepancies.

2.6. Monitor stock performance and identify and report fast and slow-selling items.

3. Process and follow up orders.

3.1. Process and raise stock orders according to organisational procedures.

3.2. Monitor delivery of stock to ensure agreed deadlines and inventory requirements are met.

3.3. Liaise with suppliers to ensure continuity of supply.

3.4. Resolve routine supply problems or refer to appropriate personnel for action.

3.5. Distribute stock within the organisation according to required allocations.

3.6. Handle routine supply problems or refer to management as required by store policy.


4.1. Regularly check storage of stock and ensure its protection.

4.2. Identify, record and report stock losses.

4.3. Identify avoidable losses and establish reasons for them.

4.4. Recommend solutions and implement procedures to prevent future losses.

5. Coordinate stocktake or cyclical count.

5.1. Explain procedures for stocktake and cyclical counts to team members.

5.2. Allocate stocktaking tasks to individual team members ensuring effective use of staff resources to complete task.

5.3. Provide team members with clear directions for performance of each task.

5.4. Produce accurate reports for management on stocktake data, including discrepancies.
Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills</td>
<td>• interpret supplier purchasing agreements, purchase orders, records of</td>
</tr>
<tr>
<td></td>
<td>incoming stock and organisational policies and procedures for stock control.</td>
</tr>
<tr>
<td>Numeracy skills</td>
<td>• calculate:</td>
</tr>
<tr>
<td></td>
<td>• supplier costs and complex order costs</td>
</tr>
<tr>
<td></td>
<td>• complex details of stock on hand and stock losses and produce complex</td>
</tr>
<tr>
<td></td>
<td>numerically-based reports</td>
</tr>
<tr>
<td></td>
<td>• reconcile incoming stock and invoices against purchase orders.</td>
</tr>
<tr>
<td>Technology skills</td>
<td>• use business technology for inventory management.</td>
</tr>
</tbody>
</table>

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRRINV002 Control stock

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- maintain and order stock across one stock cycle according to organisational procedures using all of the following stock processes:
  - receipt
  - dispatch
  - ordering
  - stock level monitoring
  - records maintenance
- produce three different stock control reports
- organise and coordinate one stocktake or cyclical count
- provide clear and correct information to team members involved in stock control processes.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - receipt and dispatch of goods, including inspection for quantity and quality
  - stock ordering and reordering
  - stock replenishment
  - stock rotation
  - reporting of stock discrepancies, damage and loss
  - safe transport, handling and storage of goods
  - stock control
  - stocktaking and cyclical counts
  - pricing, labelling and packaging
  - stock security
- key aspects of legislation and codes of practice relevant to stock control:
  - Australian Consumer Law
  - Work Health and Safety (WHS)
• manual handling
• licensing for mechanical movement of stock
• principles of stock control:
  • rotation and replenishment
  • product life cycle
• impact of business planning and sales forecasts on stock control
• types of stock control systems used in the sector
• reasons for stock loss and damage and methods to control these and protect stock.

Assessment Conditions
Skills must be demonstrated in a retail environment. This can be:
• an industry workplace
• a simulated industry environment.

Assessment must ensure access to:
• current plain English regulatory documents distributed by government regulators outlining
  key aspects of legislation and codes of practice relevant to stock control as listed in
  Knowledge Evidence
• a computerised stock control system
• stock for use in stock control activities
• organisational policies and procedures for stock control
• team members; these can be:
  • individuals in an industry workplace, or
  • individuals who participate in role plays or simulated activities, set up for the purpose
    of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for
assessors.

Links
Companion Volume implementation guides are found in VETNet -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
303188d
SIRRMER001 Produce visual merchandise displays

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to display retail merchandise. It requires the ability to prepare, produce and maintain merchandise displays in accordance with visual merchandising requirements.

This unit applies to all businesses that sell retail merchandise. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles. However, in smaller businesses, senior personnel might also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Merchandising

Unit Sector
Retail

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare to produce visual merchandise display.</td>
<td>1.1. Review visual merchandising display guidelines, and seek clarification as required.</td>
</tr>
<tr>
<td>1.2. Obtain merchandise, materials and equipment required for</td>
<td></td>
</tr>
</tbody>
</table>

© Commonwealth of Australia, 2019
Skills Impact
1. Prepare product labels and price tickets from in-house documents and according to organisational requirements.

2. Unpack merchandise according to manufacturer instructions.

2. Display merchandise.

2.1. Produce display following visual merchandising display guidelines.

2.2. Ensure merchandise is displayed according to manufacturer instructors where specific requirements for display and storage exist.

2.3. Display merchandise labels and price tickets according to organisational requirements.

2.4. Handle and move stock and equipment according to safe manual handling guidelines to prevent injury to self.

2.5. Promptly return excess stock to storage area, and store according to organisational requirements.

2.6. Check and ensure area around the display remains clear of debris.

3. Maintain display.

3.1. Review displays against visual merchandising display guidelines, and refine as required.

3.2. Maintain clear and correct product and pricing information for merchandise.

3.3. Identify damaged or out of date stock, and remove from display as required.

3.4. Rotate and replenish merchandise to maintain optimum stock levels.

3.5. Monitor the display regularly to maintain appearance and cleanliness of display and display area.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to: • interpret plain English documents that outline organisational policies and procedures related to display of merchandise.

Numeracy skills to: • estimate dimensions of display areas and appropriate size of displays from display documentation.

Planning and organising skills to: • prepare for display and complete display activities in a logical and time-efficient sequence.

Technology skills to: • prepare product labels and price tickets.
Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRRMER001 Produce visual merchandise displays

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow merchandising display guidelines and organisational procedures to prepare and produce three merchandise displays, from the following list, of varying sizes and complexities:
  - an existing merchandise range
  - a new merchandise range
  - a seasonal merchandise range
  - a promotional event
  - discounted merchandise
- maintain each of the above displays and display area, adequate stock level and appearance of display.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic principles of visual merchandising as they relate to producing retail visual merchandise displays
- visual merchandise display guidelines and how they are used in creating a retail displays
- organisational procedures for:
  - correct manual handling techniques for protection of self and merchandise
  - correct storage of merchandise and equipment
  - damaged or out of date stock
  - maintenance of display areas
  - merchandise rotation and replenishment
  - product labelling and pricing
  - unpacking merchandise.

Assessment Conditions
Skills must be demonstrated in a retail environment. This can be:
• an industry workplace
• a simulated industry environment.

Assessment must ensure access to:
• a range of retail merchandise
• display areas
• retail display equipment and props
• product labels and price tickets
• ticketing and pricing equipment
• organisational visual merchandise display guidelines
• organisational procedures for:
  • manual handling techniques for protection of self and merchandise
  • storage of merchandise and equipment
  • damaged or out of date stock
  • maintenance of display areas
  • merchandise rotation and replenishment
  • product labelling and pricing
  • unpacking merchandise
• assessment activities that allow the individual to:
  • work within commercial speed, timing and productivity
  • manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRRMER003 Coordinate visual merchandising activities

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to coordinate store visual merchandising activities and ensure adherence to organisational standards, policies and procedures for the display of merchandise.

It applies to individuals working in frontline roles in a diverse range of retail industry sectors and business contexts that display retail products for sale. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Merchandising

Unit Sector
Retail

Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Coordinate visual merchandise requirements.</td>
<td>1.1. Access and interpret organisational visual merchandising guidelines, and policies and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2. Communicate visual merchandising standards and display</td>
</tr>
</tbody>
</table>
requirements to team members.

1.3. Plan appropriate timing for producing and dismantling visual merchandise displays.

1.4. Communicate roles and responsibilities for visual merchandising to team members.

1.5. Plan and coordinate promotional and special event displays as directed by management.

2. Supervise visual merchandise activities.

2.1. Supervise construction and maintenance of displays to achieve balance and visual impact.

2.2. Ensure display information accurately depicts product or service being promoted.

2.3. Ensure displays are completed with minimum disruption to customer service and traffic flow.

2.4. Ensure displays meet organisational standards and visual merchandising guidelines.

2.5. Regularly monitor replenishment of merchandise and rotation of stock and take action to ensure optimal stock levels as required.

3. Review impact of visual merchandise activities.

3.1. Evaluate promotions or special event displays and determine impact on sales results.

3.2. Report on visual merchandising activities to relevant personnel and make suggestions for improvements as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

**SKILLS**  
**DESCRIPTION**

Problem solving skills to:

- overcome difficulties relevant to the display of merchandise.

Unit Mapping Information

No equivalent unit.
Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRRMER003 Coordinate visual merchandising activities

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow merchandising display guidelines, and organisational policies and procedures to coordinate visual merchandise activities for two of the following:
  - an existing merchandise range
  - a new merchandise range
  - a seasonal merchandise range
  - a promotional event
  - discounted merchandise
- for each of the above visual merchandising activities:
  - communicate requirements with team members
  - monitor visual merchandising displays and standards
- report on the effectiveness of the above merchandising activities.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - merchandise labelling and pricing
  - required stock levels
  - merchandise rotation and replenishment
- organisational visual merchandise standards and guidelines and their application to visual merchandising activities
- key aspects of relevant industry codes of practice, legislation and statutory requirements for coordinating merchandise presentation:
  - Australian Consumer Law
  - Work Health and Safety (WHS)
- objectives and use of visual merchandise displays
- interpretation of scaled versions of store design, layout and fixture placements
- techniques for creating effective visual merchandise displays:
  - types of displays and their impact
• display location
• display lighting
• display signage
• fundamental elements and principles of visual design and their use in the display and merchandise of products
• commercial impact of incorrect pricing both favourable and unfavourable:
  • customer complaints
  • profitability
• safe work practices for displaying merchandise with particular emphasis on:
  • safe use of equipment
  • safe manual handling techniques for bending, lifting and shifting heavy items
• product knowledge relevant to visual merchandise activities:
  • price
  • features
  • benefits.

**Assessment Conditions**

Skills must be demonstrated in a retail environment. This can be:

• an industry workplace
• a simulated industry environment.

Assessment must ensure access to:

• retail merchandise
• display areas
• retail display equipment and props
• product labels and price tickets
• ticketing and pricing equipment
• relevant documentation:
  • organisational visual merchandise display guidelines
  • organisational policies and procedures for:
    • merchandise labelling and pricing
    • required stock levels
    • merchandise rotation and replenishment
  • relevant industry codes of practice, legislation and statutory requirements for coordinating merchandise presentation:
    • Australian Consumer Law
    • Work Health and Safety (WHS)
• team members; these can be:
  • individuals in an industry workplace, or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRRRTF001 Balance and secure point-of-sale terminal

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment, clear registers, count money, calculate non cash transactions, and reconcile and record takings.

It applies to individuals working in frontline operational roles in a diverse range retail industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Retail Financials

Unit Sector
Retail

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Balance and secure takings.</td>
<td>1.1. Perform register or terminal balance at designated times. 1.2. Separate cash float from takings prior to balancing and secure takings.</td>
</tr>
</tbody>
</table>
1.3. Supply change to register or terminal and accurately record.
1.4. Obtain and interpret register or terminal reading or print-out.
1.5. Secure cash and non-cash documents according to organisational procedures.

2. Reconcile takings.
2.1. Count cash accurately.
2.2. Calculate non-cash documents accurately.
2.3. Determine balance between register or terminal reading and sum of cash and non-cash transactions.
2.4. Investigate or report discrepancies between register or terminal reading and sum of cash and non-cash transactions to relevant personnel.
2.5. Record takings and file records according to organisational procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRRTF001 Balance and secure point-of-sale terminal

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consistently apply organisational policies and procedures to:
  - balance a register or terminal on three occasions with complete accuracy
  - reconcile three different sets of takings comprising both cash and non-cash with complete accuracy
  - identify and resolve three different types of balancing discrepancies
  - process three different types of takings according to organisational policies and procedures.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and importance of the balancing process
- techniques for identifying and resolving discrepancies
- functions and procedures for operating point-of-sale equipment:
  - opening and closing
  - balancing
  - clearance of terminal and transference of tender
  - recording takings
  - consumables required by system
  - security
- cash handling procedures:
  - counting cash
  - handling cash floats
  - change required, denominations of change and tendering change
  - security
- organisational policies and procedures for non-cash transactions:
  - credit cards
  - EFTPOS
• vouchers
• organisational policies and procedures for:
  • exchanges
  • refunds
  • lay-by
  • cash handling
  • cash float
  • operation of point-of-sale equipment
  • register or terminal balance
  • security of cash and non cash transactions.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:
• an industry workplace
• a simulated industry environment.

Assessment must ensure access to:
• organisational policies and procedures related to point-of-sale
• point-of-sale equipment and consumables
• financial transaction documentation for non-cash sales
• cash
• assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRXADM002A Coordinate retail office

Modification History
The version details of this endorsed unit are in the table below. The latest information is at the top.

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Release</td>
<td>Editorial updates</td>
</tr>
</tbody>
</table>

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to coordinate a retail office. It involves maintaining office procedures, processing data in response to information requests, composing reports and correspondence, maintaining recording and filing systems and maintaining digital storage media and computer filing systems.

Application of the Unit
This unit applies to team member who coordinate a retail office, responding accurately and appropriately to requests for information and maintaining records and filing systems, including computerised records, according to store policy and procedures. Those with managerial responsibility undertake this unit.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.
## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</td>
</tr>
</tbody>
</table>
| 1. Maintain office procedures. | 1.1. Monitor, record and order office supplies as required according to store policy and procedures.  
1.2. Implement store policy and procedures in regard to special requests and requirements, according to set timeframes. |
| 2. Process data in response to information requests. | 2.1. Document requests for information and identify responses according to store policy.  
2.2. Identify relevant external information sources.  
2.3. Obtain access to identified sources.  
2.4. Access and extract relevant information.  
2.5. Identify and offer options and alternatives where available information does not match defined needs.  
2.6. Accurately copy or summarise extracted information.  
2.7. Compile and update appropriate records required for regulatory compliance to maintain security and confidentiality of contents. |
| 3. Compose reports and correspondence. | 3.1. Collate relevant information and edit as required.  
3.2. Use clear, concise, easily understood language when writing text.  
3.3. Use correct spelling, punctuation and grammar.  
3.4. Draft and set out correspondence and reports according to store policy.  
3.5. Produced edited report and dispatch to relevant personnel.  
3.6. Copy and securely file final report according to store policy. |
| 4. Maintain existing recording and filing systems. | 4.1. Maintain recording and filing systems according to store policy.  
4.2. Allocate new documents to designated category.  
4.3. Monitor the issue and return of documents to ensure the integrity of the system is maintained.  
4.4. Archive, remove and update documents to ensure appropriate space available for current records.  
4.5. Identify and locate required files and dispatch to nominated person or section within designated time limits. |
4.7. Maintain documents in good condition and in correct location.
4.8. Separate confidential files from general files, with access available to nominated personnel only.
4.9. Monitor security system to ensure issued files are traceable at all times.

5. Maintain computer storage media.
5.1. Maintain storage media and filing system according to store policy and procedures.
5.2. Format digital storage media using correct procedures.
5.3. Create back up files to ensure safety, security and confidentiality of files is maintained.
5.4. Store back up files in the designated manner and location.
5.5. Regularly perform virus checks on the system and back up storage media.
5.6. Store hardware according to manufacturer instructions.
5.7. File and store software according to organisational procedures.
5.8. Observe Work Health and Safety (WHS) guidelines relating to screen based equipment and ergonomic work stations.

6. Maintain computer filing system.
6.1. Determine document filing requirements.
6.2. Create a filing system that reflects the size, nature and complexity of the workplace.
6.3. Implement security checks where necessary.
6.4. Add file names to the filing system as required.
6.5. Update the filing system regularly by deleting or archiving old files.
6.6. Exit programs according to screen prompts to preserve data.

**Required Skills and Knowledge**

This section describes the essential skills and knowledge and their level, required for this unit.

**Required skills**

- literacy and numeracy skills to:
  - process, record and document information
  - write reports
  - use various computer software packages
- interpersonal communication skills to:
  - deal with information requests through clear and direct communication
  - ask questions to identify and confirm requirements
- share information
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication

**Required knowledge**

- store policy and procedures in regard to:
  - store administration and financial systems
  - systems and methods for organisation of work routine
  - appropriate clerical or office systems
  - mail procedures
  - transport procedures, including cab charge and courier systems
  - systems and procedures for processing information
- types and functions of records management systems
- types and functions of office technology, including:
  - computer
  - printer
  - software packages
  - installation of hardware and software packages
  - software licensing requirements
- relevant WHS requirements in relation to the retail office
- principles and techniques in interpersonal communication skills

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- consistently implements workplace office procedures
- responds accurately and appropriately to requests for information according to store policy
- consistently applies procedures for maintaining records and filing system, including computerised records.

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a retail work environment
- sample policy and procedures in regard to:
  - store administration and clerical or office systems
  - processing of information
• format and technical vocabulary
• WHS legislation and codes of practice
• a range of office equipment, including:
  • computer
  • printer
  • software packages
  • a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

• observation of performance in the workplace
• third-party reports from a supervisor
• answers to questions about specific skills and knowledge
• review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

**Ordering** procedures may include:

• fax
• phone
• email
• internet.

**Store policy and procedures** in regard to:

• store administration and clerical systems
• document format and technical vocabulary.

**Special requests and requirements** may include:

• mail
• ordering of stock
• bill payment
• taxation paperwork
• courier service
• transport, e.g. taxi, cab charge
• special mail procedures.

**External information sources**
may include:
- suppliers
- manufacturers
- technical support personnel
- maintenance personnel.

Modes of access to identified sources may include:
- contact person
- contact details.

Relevant information may include:
- orders
- files
- letters
- correspondence
- warranties.

Options and alternatives may be limited by:
- regulatory requirements
- cost-effectiveness
- store policy.

Relevant personnel may include:
- relevant managers
- supervisor
- team leader.

Recording and filing systems may be:
- paper-based
- electronic.

Digital storage media may include:
- floppy disk
- USB drive
- zip disk
- CD-ROM
- DVD-ROM
- digital tape
- external hard drive.

Hardware may include:
- computer
- keyboard or typewriter
- printer
- scanner
- monitor
- mouse
- storage media.

OHS guidelines may include:
- lighting
- seating
- posture
- ventilation
- glare and reflection
- keyboard equipment and radiation
- eye strain.
• setting up work stations.

Unit Sector(s)
Cross-Sector

Competency field
Administration
SIRXCEG001 Engage the customer

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to interact and communicate with a diverse range of customers to assist with basic enquiries and contribute to a service culture.

It applies to individuals working in frontline customer service roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Customer Engagement

Unit Sector
Cross-Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Engage customers.</td>
<td>1.1. Greet customers in a polite and friendly manner within designated response times and make them a priority over other workplace duties.</td>
</tr>
</tbody>
</table>
1.2. Clearly communicate with customers using appropriate verbal and non-verbal communication.
1.3. Adapt communication style to appropriately communicate with customers from diverse backgrounds.

2. Assist customers.
2.1. Identify and act on opportunities to assist customers and be available to assist customers when needed.
2.2. Question and actively listen to customers to determine their needs.
2.3. Resolve routine customer problems according to individual responsibility level and organisational policies and procedures.
2.4. Address general customer enquiries and provide accurate information in a clear and courteous manner.

3. Contribute to a service culture.
3.1. Act in line with organisational service standards to ensure quality customer service.
3.2. Show interest in customer’s needs and maintain a welcoming customer environment free of complacency.
3.3. Seek assistance from relevant personnel when customer’s needs are beyond scope of own responsibility.
3.4. Identify and take opportunities to improve customer service standards.
3.5. Refer customer service issues and feedback to relevant personnel for action.

Foundation Skills
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information
No equivalent unit.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRXCEG001 Engage the customer

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- contribute to a customer service culture by providing customer service, in line with organisational service standards, across four different customer interactions
- for the above four customer interactions, individually or cumulatively involve:
  - customers from diverse backgrounds
  - resolution of two routine customer problems
  - provision of accurate information to address two general customer enquiries
  - referral of unresolved customer enquiry
  - use of effective communication techniques and positive body language.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational service standards and procedures for:
  - designated customer service response times
  - interacting with customers
  - solving routine customer problems
  - providing information to customers
- basic principles for achieving positive customer service
- verbal and non-verbal communication
- techniques for effective communication:
  - open and closed questioning
  - paraphrasing
  - effective listening
  - voice tonality and volume
- body language and its role in customer service
- effective communication strategies for interacting with customers of diverse backgrounds
- commercial impact of:
  - positive customer service
  - poor customer service
organisational information and sources of information to assist customer with customer enquiries.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational service standards and procedures for:
    - designated customer service response times
    - interacting with customers
    - solving routine customer problems
    - providing information to customers
- customers from a diverse range of backgrounds; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1e-49699303188d
SIRXCLM402 Manage store facilities

Modification History
The version details of this endorsed unit are in the table below. The latest information is at the top.

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Release</td>
<td>This is a revised unit, based on and equivalent to SIRXCLM002A Manage store facilities.</td>
</tr>
</tbody>
</table>

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to manage store facilities in a retail environment. It involves managing the store maintenance and housekeeping program, negotiating and monitoring maintenance contracts, and identifying and locating facilities requirements.

The unit covers the application of store policies and relevant legislation to the planning, coordination and implementation of activities associated with monitoring and maintaining premises, fittings, fixtures and equipment in a retail environment.

Application of the Unit
This unit applies to staff with managerial responsibility in a retail environment.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.
Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</td>
</tr>
</tbody>
</table>

1. **Manage store maintenance program.**  
   1.1. Monitor and maintain premises, fittings, fixtures and equipment, according to **store policy and procedures and relevant legislation.**  
   1.2. Identify deficiencies in store maintenance procedures and take remedial action as required.  
   1.3. Obtain **expert or specialist advice** as required, according to store policy.  
   1.4. Initiate contingency plan within scope of authority in the event of maintenance problems.

2. **Manage retail equipment maintenance.**  
   2.1. Develop and implement procedures to ensure retail equipment is maintained according to store policy.  
   2.2. Monitor and implement maintenance program for retail equipment, according to manufacturer design specifications and store policy.  
   2.3. Identify and rectify equipment faults where possible, without undue delay.  
   2.4. **Report** equipment faults or failures, according to service agreements and store policy.

3. **Negotiate maintenance contracts.**  
   3.1. Negotiate maintenance **contracts** with contractors and suppliers according to store policy and procedures.  
   3.2. Negotiate and implement contract terms and conditions to maximise benefits for the store, and communicate to **relevant personnel.**  
   3.3. Monitor maintenance procedures to ensure products and tasks meet contract specifications.

4. **Identify facilities and space requirements.**  
   4.1. Identify facilities and space requirements to reflect business needs and volume, according to store policy and budget requirements.  
   4.2. Locate suitable facilities and space to facilitate expansion or change of use in line with store policy and procedures.  
   4.3. Consult, as required, with senior manager or business owner to determine optimum strategy for store space and location.
4.4. Maximise use of space, with consideration to existing configuration, to optimise the merchandising of existing and incoming stock.

**Required Skills and Knowledge**

This section describes the skills and knowledge required for this unit.

**Required skills**

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - ensure listening and understanding
  - negotiate contracts and relay contractual requirements to staff
  - obtain expert or specialist advice
  - report faults
  - share information
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- negotiation skills to negotiate maintenance contracts with contractors and suppliers
- literacy and numeracy skills to:
  - apply accounting processes and record data
  - develop, document and record procedures
  - estimate measurements and volumes
  - maintain records
  - read and interpret manufacturer instructions
  - work within a budget

**Required knowledge**

- store policy and procedures in regard to:
  - maintenance of store facilities
  - maintenance of retail equipment
  - maintenance contract terms and options
  - contract specifications
  - relevant legislation and statutory requirements relating to managing store facilities, including:
    - work health and safety (WHS) legislation
    - food safety legislation and regulations
  - relevant industry codes of practice relating to managing store facilities
  - principles and techniques in:
- monitoring performance of contracts
- negotiating, in particular contract negotiation
- interpersonal communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans, coordinates and implements activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to store policy and procedures
- initiates contingency plans in response to maintenance problems as required
- proactively negotiates, monitors and implements maintenance contracts according to store policy and procedures
- identifies and uses space and facilities effectively
- evaluates and reports on effectiveness of maintenance contracts.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - maintenance contracts
  - store policy and procedures on maintenance of facilities, and contract negotiation
  - relevant legislation and statutory requirements
  - WHS
  - legislation and industry codes of practice
- a team
- equipment and technology.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- case study or research report
- written or verbal questioning to assess knowledge and understanding
• review of portfolios of evidence and third-party workplace reports of on-the-job performance.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

---

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

**Store policy and procedures in regard to:**

- store maintenance
- facilities management
- reporting mechanisms
- WHS
- food safety.

**Relevant legislation may include:**

- federal, state or territory and local legislation
- food safety regulations
- WHS.

**Expert or specialist advice may be sought regarding:**

- point-of-sale terminals
- EFTPOS terminals
- computers, scanners and printers
- pricing equipment
- electronic bar coding equipment
- portable data entry
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines
- thermometers
- security tag systems
- trolley return equipment
- fixtures and fittings
- food preparation equipment.

**Faults may be reported:**

- verbally
- in writing
- by email
- to service personnel
• to contractors
• to relevant managers
• to supervisor.

Contracts:
• may be negotiated internally and externally
• may involve:
  • quality standards
  • building maintenance services
  • cleaning
  • security
  • electrical services
  • plumbing services
  • equipment maintenance.

Relevant personnel may include:
• managers
• supervisors
• specialist staff.

Unit Sector(s)
Cross-Sector

Competency Field
Cleaning and Maintenance
SIRXIND002 Organise and maintain the store environment

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to organise, clean and maintain the work environment to ensure optimal workplace appearance and safety.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Working in Industry

Unit Sector
Cross-Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Clean the store environment.</td>
<td>1.1. Clean work areas according to work health and safety requirements and organisational procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2. Use and store cleaning products and equipment according to manufacturer instructions.</td>
</tr>
</tbody>
</table>
1.3. Complete cleaning tasks safely and efficiently with minimum inconvenience to customers and team members.

2. Maintain the store environment.

2.1. Store products and equipment in designated storage areas to minimise hazards and maintain the store appearance.

2.2. Sort, recycle, and dispose of waste according to organisational procedures.

2.3. Ensure customer services and point of sale areas are adequately stocked to minimise disruption when serving customers.

2.4. Identify and remove potential workplace hazards within scope of responsibility, and report any unresolved hazards to relevant personal.

**Foundation Skills**

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills to:</td>
<td>• interpret manufacturers’ instructions, warning labels and instructions for the use of chemicals and hazardous substances.</td>
</tr>
<tr>
<td>Numeracy skills to:</td>
<td>• follow simple dilution ratios for cleaning products.</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRXIND002 Organise and maintain the store environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- organise and maintain a designated work area, within a store environment, during three shifts
- correctly use cleaning products and equipment to perform two cleaning tasks within the store environment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common cleaning product labels that identify chemicals and hazardous substances and their meaning
- organisational policies and procedures relevant to the organisation and maintenance of the store environment:
  - work health and safety (WHS)
  - general housekeeping
  - personal hygiene
  - reporting problems and faults
  - point of sale stock requirements
  - use, maintenance and storage of cleaning products and equipment
  - use of hazardous cleaning substances
  - waste disposal, recycling and environmental protection.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for:
• work health and safety
• general housekeeping
• personal hygiene
• reporting problems and faults
• point of sale stock requirements
• use, maintenance and storage of cleaning products and equipment
• use of hazardous cleaning substances
• waste disposal, recycling and environmental protection
• cleaning products and equipment
• manufacturer instructions for use of cleaning equipment, cleaning materials and hazardous substances
• workplace waste for disposal
• work areas to be maintained
• assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRXINV004A Buy merchandise

Modification History
Not applicable.

Unit Descriptor
Unit descriptor
This unit describes the performance outcomes, skills and knowledge required to buy merchandise in a retail environment. It involves analysing the market, planning the product range, establishing supplier relationships, negotiating supply of goods, introducing the product range, maximising profit and rationalising stock.

Application of the Unit
Application of the unit
This unit requires the consistent application of store policy and legislative requirements in regard to market analysis, planning merchandise and service ranges, procurement and rationalisation of stock, maintenance of supplier relations, quality control and staff merchandise training. The team member is required to recognise known and unknown loss and how it affects buying and ordering patterns, and to interpret and apply market trends to the store situation to create opportunities to improve sales and service while maximising profits.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Prerequisite units
Nil
Prerequisite units

Nil

Employability Skills Information

Employability skills

The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Analyse market.</td>
<td>1.1 Identify and analyse <em>store merchandise and marketing policy and procedures</em>.</td>
</tr>
<tr>
<td></td>
<td>1.2 Monitor <em>customer requirements</em> formally and informally in order to evaluate market trends and customer needs.</td>
</tr>
<tr>
<td></td>
<td>1.3 Research new products and services.</td>
</tr>
<tr>
<td></td>
<td>1.4 Identify, evaluate, implement and review opportunities to improve sales.</td>
</tr>
<tr>
<td></td>
<td>1.5 Monitor <em>merchandise range</em> to identify the demand for individual items and seasonal variations.</td>
</tr>
<tr>
<td></td>
<td>1.6 Monitor market competition.</td>
</tr>
<tr>
<td><strong>ELEMENT</strong></td>
<td><strong>PERFORMANCE CRITERIA</strong></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>2 Analyse factors affecting stock levels and range requirements.</td>
<td>2.1 Apply mathematical calculations to measure analyse and report on existing and potential stock loss and dissipation and its <em>impact on business operations</em>.</td>
</tr>
<tr>
<td></td>
<td>2.2 Analyse store or department sales figures to determine contribution rates of product lines.</td>
</tr>
<tr>
<td></td>
<td>2.3 Determine store or department space requirements and brand product mix according to store policy.</td>
</tr>
<tr>
<td></td>
<td>2.4 Determine future directions for merchandise ranges according to store policy.</td>
</tr>
<tr>
<td>3 Plan merchandise ranges.</td>
<td>3.1 Develop and implement buying plan according to outcomes of analysis and store policy.</td>
</tr>
<tr>
<td></td>
<td>3.2 Determine future directions for merchandise ranges according to store policy.</td>
</tr>
<tr>
<td></td>
<td>3.3 Liaise with <em>relevant personnel</em> to coordinate promotional and marketing activities.</td>
</tr>
<tr>
<td></td>
<td>3.4 Analyse store or department sales figures to determine contribution rates of product lines.</td>
</tr>
<tr>
<td></td>
<td>3.5 Determine investment levels with reference to previous years' sales figures, predicted demand and projected gross profit.</td>
</tr>
<tr>
<td></td>
<td>3.6 Identify and act upon contribution improvement opportunities.</td>
</tr>
<tr>
<td></td>
<td>3.7 Determine store or department space requirements and brand product mix according to store policy.</td>
</tr>
<tr>
<td></td>
<td>3.8 Determine stock levels according to peak seasons, special events and supplier lead time.</td>
</tr>
<tr>
<td></td>
<td>3.9 Analyse, evaluate and amend merchandise range and sources of supply according to management, staff and customer <em>feedback</em>.</td>
</tr>
<tr>
<td>4 Establish supplier relations.</td>
<td>4.1 Develop cooperative relationships with supplier representatives according to store policy.</td>
</tr>
<tr>
<td></td>
<td>4.2 Continuously review existing suppliers in regard to quality, profitability, service and delivery status.</td>
</tr>
<tr>
<td></td>
<td>4.3 Identify new suppliers and delete existing suppliers according to <em>performance indicators</em>.</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 5 Negotiate supply of goods. | 5.1 *Negotiate* and implement arrangements with suppliers according to store policy and procedures, and communicate to relevant personnel.  
5.2 Authorise special *pricing arrangements* and customer payment agreements and communicate to relevant staff and management personnel according to store policy.  
5.3 Monitor records of suppliers and stock for accuracy and legibility and take appropriate action where necessary.  
5.4 Identify *market factors* affecting supply and communicate to relevant personnel.  
5.5 Convey complete and accurate records of negotiations and agreements to relevant personnel within designated timelines.  
5.6 Take immediate corrective action where potential or actual problems with supply are indicated.  
5.7 Identify and develop new suppliers to maintain and improve sales and service delivery.  
5.8 Analyse, evaluate and amend stock range and source of supply according to management, staff and customer feedback. |
| 6 Monitor quality control. | 6.1 Establish merchandise quality standards with suppliers according to *legal requirements*, customer requirements and store policy.  
6.2 Monitor and ensure quality of merchandise during supply, manufacture and delivery processes.  
6.3 Record and analyse stock return figures against target figure. |
| 7 Introduce product ranges. | 7.1 Inform relevant personnel of new product ranges and advise on preferred location of merchandise.  
7.2 Implement *staff training* in product knowledge to introduce product range.  
7.3 Demonstrate or display new ranges to *staff* according to store merchandising plan. |
ELEMENT PERFORMANCE CRITERIA

8 Maximise profit.

8.1 Calculate or estimate individual product range contributions against budget and targets.

8.2 Develop and implement product range assessment checks against budget and targets.

8.3 Calculate or estimate overall selling space contributions according to store merchandising plan.

8.4 Maximise profit margins in negotiations with suppliers.

8.5 Determine store pricing policies according to stated net profit margin in store merchandising plan and consumer law.

8.6 Negotiate specifications for *terms of trade*.

9 Rationalise stock.

9.1 Review and update stock range at regular intervals.

9.2 Identify stock lines to be *deleted* and take action to minimise adverse effect on profit.

9.3 *Consolidate stock* as required to maximise sales potential.

**Required Skills and Knowledge**

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- evaluating and analysing:
  - market trends and projections
  - sales figures and investment levels
  - space requirements
- negotiation skills
  - interpersonal communication skills to:
    - liaise with relevant personnel
    - establish supplier relationships, negotiate supply of goods
    - provide information and training on product range
    - provide feedback and coaching through clear and direct communication
REQUIRED SKILLS AND KNOWLEDGE

- ask questions to identify and confirm requirements
- give instructions
- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- group presentation skills
- report writing
- using and applying technology, including electronic data interchange
- literacy and numeracy skills in relation to:
  - developing pricing policies
  - calculating and estimating product range contributions
  - calculating the cost of stock loss and dissipation
  - analysing stock figures.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - marketing
  - buying
  - profit margins
  - quality control
  - stock inventory levels: current and future
  - stock location and allocated areas
- staff product knowledge training
- industry and store information, including:
  - market needs
  - range of merchandise available
  - market competition
  - existing and possible new suppliers
  - channels of distribution
- relevant legislation and statutory requirements
- relevant industry codes of practice
- pricing procedures, including GST requirements.

Evidence Guide

EVIDENCE GUIDE
EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures, industry codes of practice, statutory requirements and regulations in regard to buying, merchandising and marketing practices
- applies market analysis, planning, procurement and rationalisation of stock and merchandise and service ranges, maintenance of supplier relations and quality control
- interprets market trends and applies these to the store situation to create opportunities to improve sales and services, while maximising profits
- analyses market and plans the introduction of a product and service range
- identifies suppliers, negotiates supply of goods, rationalises stock and monitors quality control
- trains and communicates information to and from staff or team members in regard to stock and merchandise and service range.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant information and documentation, including:
  - store policy and procedures
  - legislation and statutory requirements
  - industry codes of practice
  - merchandise and supplier data.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
EVIDENCE GUIDE

- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

**Store merchandise and marketing policies** may include:
- store culture
- current market position
- target market.

**Customer requirements** may be monitored by:
- questionnaires
- surveys
- observation.

**Merchandise range** may include:
- existing stock
- new stock.
RANGE STATEMENT

Impact on business operations may include:
- buying
- ordering patterns
- planning
- budgeting.

Relevant personnel may include:
- frontline staff
- relevant managers
- supervisor
- team leader
- specialist staff.

Feedback may be sought and given:
- verbally
- in writing
- in groups
- individually.

Performance indicators may include:
- price
- quality
- performance
- supply reliability
- merchandise range.

Negotiation process may include:
- face-to-face
- correspondence
- meetings
- telephone or electronic media.

Pricing arrangements may include:
- cash on delivery (COD)
- cheque
- credit card
- invoice
- GST.

Market factors may include:
- fashion trends
RANGE STATEMENT

- product availability
- sales performance.

Legal requirements may include:
- sale of second-hand goods
- Trade Practices and Fair Trading Acts
- licence, patent or copyright arrangements
- pricing procedures, including GST requirements.

Staff training may include:
- on-the-job
- off-the-job
- one-on-one coaching
- any combination of the above.

Staff may include:
- full-time, part-time, casual or contract staff
- people from a range of social, cultural and ethnic backgrounds
- people with varying degrees of language and literacy levels.

Terms of trade may include:
- special buys
- payment terms
- promotional deals with supplier.

Stock lines may be deleted due to:
- changes in store policy and culture
- sales performance
- customer requirements
- fashion trends
- product availability
- problems with supply.

Methods to consolidate stock may include:
- movement of stock between departments or stores.
Unit Sector(s)

Sector  Cross-Sector

Competency field

Competency field  Inventory
SIRXMER004A Manage merchandise and store presentation

Modification History
Not applicable.

Unit Descriptor
Unit descriptor
This unit describes the performance outcomes, skills and knowledge required to manage merchandise and store presentation.

Application of the Unit
Application of the unit
This unit requires the team member to apply knowledge of store merchandising to plan and manage store advertising and promotions, manage store pricing policies and housekeeping. It includes interpretation of and compliance with store layout and visual merchandising policies, developing and implementing procedures to manage merchandise pricing, and managing all aspects of store housekeeping, including contingency procedures. This role applies to frontline retail managers.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Prerequisite units
Nil
Employability Skills Information

Employability skills

The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1       | Manage store merchandising.  
 1.1 Ensure layout and presentation support market position and promote customer flow according to store visual merchandising policies and plans.  
 1.2 Develop and implement layout assessment checks.  
 1.3 Define standards for visual presentations and displays and clearly communicate to all staff  
 1.4 Consult floor staff to assess customer response to space allocations.  |
| 2       | Plan and manage store advertising and promotions.  
 2.1 Manage and implement store policies and procedures, in regard to store promotional activities.  
 2.2 Organise activities in line with anticipated or researched customer requirements.  
 2.3 Manage promotions in order to achieve maximum customer impact.  |
ELEMENT | PERFORMANCE CRITERIA
---|---
2.4 | Negotiate arrangements with suppliers in regard to special promotional activities.
2.5 | Coordinate store activities to complement shopping centre or retail complex promotions.
2.6 | Develop and implement assessment checks to measure effectiveness of promotions, including layout, visual impact and customer response.
2.7 | Document and report on promotional activities.

3 | Manage store pricing policies.
3.1 | Maintain store pricing according to organisation pricing policies and procedures in regard to pricing.
3.2 | Maintain accurate information on pricing trends and changes and communicate to relevant staff.
3.3 | Develop and implement procedures for pricing according to store policies and legislative requirements.

4 | Manage housekeeping.
4.1 | Develop and implement store policies and procedures in regard to store housekeeping and maintenance.
4.2 | Develop and manage rosters or schedules, ensuring store housekeeping standards are monitored and maintained.
4.3 | Initiate contingency plan in the event of merchandise or store presentation problems.

**Required Skills and Knowledge**

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- providing feedback on performance
- interpersonal communication skills to:
  - communicate store standards and expectations to staff
  - consult floor staff
  - negotiate arrangements with suppliers, through clear and direct communication
  - ask questions to identify and confirm requirements
REQUIRED SKILLS AND KNOWLEDGE

- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- roster development
- report writing
- literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing rosters
  - preparing reports
  - documenting results

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - layout and presentation
  - advertising and promotions
  - pricing or marking down of goods, including risk assessment
  - housekeeping for premises, fittings, fixtures and equipment
  - store merchandise and service range
  - store merchandising plan
  - range and availability of new products and services
  - customer demand and market trends
  - product quality standards
- OHS legislation and codes of practice
- relevant legislation and statutory requirements
- relevant industry codes of practice
- pricing procedures, including GST requirements
- principles and techniques in:
  - visual merchandising
  - project management

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.
EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- collaboratively plans layout and presentation of merchandise according to store policies and procedures
- assesses effectiveness of layout and presentation according to sales targets or predetermined objectives
- collaboratively plans, coordinates and implements advertising and promotions activities according to store policies and procedures
- assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures
- collaboratively plans, coordinates and implements pricing activities according to store policies and procedures
- collaboratively plans, coordinates and implements housekeeping activities according to store policies and procedures and OHS legislation, regulations and codes of practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - store merchandising plan
  - legislation and statutory requirements
  - OHS legislation, regulations and codes of practice
- a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Holistic assessment with other units relevant to the
EVIDENCE GUIDE

industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

Visual merchandising policies and plans may include:

- target market
- market research
- store image
- store layout and space availability
- seasonal lines
- pricing policy.

Promotional activities may involve:

- external and in-store activities
- corporate or locally based activities
- dealing with advertising agencies and consultants.

Promotions may include:

- advertising
- catalogues
- newspapers
- posters
RANGE STATEMENT

- radio or TV
- suppliers
- internet
- website.

Organisation pricing policies and procedures may include:
- marking down of slow moving stock
- soiled or damaged goods
- goods close to use-by date
- end of season stock
- pricing policies, including GST requirements.

Legislative requirements may include:
- Trade Practices and Fair Trading Acts
- consumer law.

Store housekeeping and maintenance may include:
- store premises
- fittings
- fixtures
- equipment.

Contingency plan may include:
- major spillages
- flood, storm or cyclone
- breakages
- blackout
- break-in.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising
SIRXMER201 Merchandise products

Modification History
The version details of this endorsed unit are in the table below. The latest information is at the top.

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Release</td>
<td>This is a revised unit, based on and equivalent to SIRXMER001A Merchandise products.</td>
</tr>
</tbody>
</table>

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

Application of the Unit
This unit applies to frontline retail personnel.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.
## Elements and Performance Criteria Pre-Content

**Elements and Performance Criteria**

<table>
<thead>
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<th>Element</th>
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</tr>
</tbody>
</table>

1. Place and arrange merchandise.
   1.1. Unpack *merchandise* according to *store policy and procedures* and *legislative requirements*.
   1.2. Place merchandise on floor, fixtures and shelves in determined locations according to work health and safety (WHS) legislative requirements.
   1.3. *Display* merchandise to achieve a balanced, fully-stocked appearance and promote sales.
   1.4. Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedures.
   1.5. Place stock range in line with fixtures, ticketing, prices and bar codes.
   1.6. Rotate stock according to stock requirements and store procedure.
   1.7. Ensure stock presentation conforms to special *handling techniques* and other *safety requirements*.

2. Prepare and apply labels and tickets.
   2.1. Prepare *labels and tickets* for window, wall or floor displays according to store policy.
   2.2. Prepare tickets using electronic equipment or neatly by hand according to design specifications and store procedures.
   2.3. Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action according to store procedures.
   2.4. Use, maintain and store electronic ticketing and labelling equipment according to manufacturer’s instructions and store procedures.
   2.5. Place labels and tickets visibly and correctly on merchandise.
   2.6. Replace labels and tickets according to store policy.

3. Maintain displays.
   3.1. Reset or dismantle unsuitable or out-of-date displays and *special promotion areas* as directed.
   3.2. Assist supervisor in selection of merchandise for display.
   3.3. Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures.
   3.4. Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and
3.5. Identify optimum stock levels and replenish stock according to store policy.

3.6. Remove excess packaging and maintain display areas in a clean and tidy condition.

4. Protect merchandise.

4.1. Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

**Required Skills and Knowledge**

This section describes the skills and knowledge required for this unit.

**Required skills**

- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - read and interpret store procedures and guidelines
  - read and interpret manufacturer instructions
- self-management skills to complete tasks in a set timeframe
- technology skills to operate and maintain manual and electronic labelling and ticketing equipment

**Required knowledge**

- store policies and procedures in regard to:
  - availability and use of display materials
  - correct storage of stock
  - correct storage procedures for labelling and ticketing equipment and materials
  - location of display areas
  - merchandise range
  - merchandising, ticketing and pricing of stock
  - scheduling for building or rotating displays
  - stock replenishment
  - stock rotation
  - store promotional themes, including advertising, catalogues and special offers
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant WHS regulations, including:
  - manual handling
  - hygiene and sanitation
- hazardous substances
- labelling of workplace substances
- relevant legislation and statutory requirements relating to merchandising product
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice relating to merchandising product

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
cleaning materials
relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and WHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant legislation and industry codes of practice.

Method of assessment
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment
Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSL201 Sell products and services
- SIRXLS002A Advise on products and services.

Range Statement
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Merchandise may be characterised by:
- type
- brand
- size
- customer needs
- colour
- price.

Store policy and procedures in regard to:
- merchandising of stock
- preparing and displaying labels and tickets
- maintaining displays.

Legislative
- pricing requirements, including GST requirements
requirements may include:
- industry codes of practice
- discounted items
- Australian Consumer law.

Display may include:
- setting new displays
- maintaining existing displays.

Handling techniques may vary according to:
- stock characteristics
- store policy
- legislative requirements
- industry codes of practice.

Safety requirements may relate to:
- transport, storage and handling of goods
- hazardous substances
- labelling of workplace substances.

Preparation of labels and tickets may involve:
- pricing gun
- shelf tickets
- shelf talkers
- written labels
- swing ticketing
- bar coding
- price boards
- header boards.

Special promotion areas may be:
- permanent or temporary
- interior or exterior
- publicly accessible
- windows
- shelves
- wall fixtures
- on floor.

Unit Sector(s)
Cross-Sector

Competency Field
Merchandising
SIRXMER406 Monitor in-store visual merchandising display

Modification History
The version details of this endorsed unit are in the table below. The latest information is at the top.

<table>
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<tr>
<th>Release</th>
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</tr>
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<tbody>
<tr>
<td>First Release</td>
<td>This is a revised unit, based on and equivalent to SIRXMER003A Monitor in-store visual merchandising display.</td>
</tr>
</tbody>
</table>

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to interpret organisational visual merchandising plans and manuals and monitor in-store displays to ensure that they reflect and maintain current organisational visual merchandising directions.

It involves applying fundamental design principles, making decisions with regard to merchandise for display, and ensuring that displays contribute to the visual merchandising standards of the organisation and are constructed and located to ensure customer and staff safety.

Application of the Unit
This unit applies to frontline visual merchandising team members and other staff with a responsibility for monitoring displays to ensure they reflect and maintain current organisational visual merchandising directions.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.
Elements and Performance Criteria

Elements and Performance Criteria

<table>
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</tr>
<tr>
<td>1. Interpret a visual merchandising plan.</td>
<td>1.1. Identify design requirements of visual merchandising plan or manual.</td>
</tr>
<tr>
<td></td>
<td>1.2. Source resources required to implement plan.</td>
</tr>
<tr>
<td></td>
<td>1.3. Identify factors that may affect the plan.</td>
</tr>
<tr>
<td></td>
<td>1.4. Apply organisation’s visual merchandising standards to the plan.</td>
</tr>
<tr>
<td>2. Monitor display requirements.</td>
<td>2.1. Regularly monitor display to ensure it meets the requirements of the visual merchandising plan.</td>
</tr>
<tr>
<td></td>
<td>2.2. Identify damage or changes to the display.</td>
</tr>
<tr>
<td></td>
<td>2.3. Take action to rectify unwanted changes to the display.</td>
</tr>
<tr>
<td>3. Maintain displays in line with organisational requirements and plan.</td>
<td>3.1. Maintain display so that it is clean and tidy.</td>
</tr>
<tr>
<td></td>
<td>3.2. Make additions or changes to display to ensure it consistently adheres to the visual merchandising plan.</td>
</tr>
<tr>
<td></td>
<td>3.3. Maintain organisation’s requirements for visual merchandising in the display.</td>
</tr>
<tr>
<td>4. Contribute to the visual merchandising standards of the organisation.</td>
<td>4.1. Interpret visual merchandising standards of the organisation.</td>
</tr>
<tr>
<td></td>
<td>4.2. Identify opportunities for improving visual merchandising standards.</td>
</tr>
<tr>
<td></td>
<td>4.3. Make contributions to the visual merchandising standards as appropriate.</td>
</tr>
</tbody>
</table>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

**Required skills**

- artistic interpretation skills to create displays according to visual merchandising standards
- communication skills to share ideas
- creative thinking skills to generate ideas for improving visual merchandising standards
- literacy skills to interpret visual merchandising manuals
• observation skills to identify damage to displays or deviations from visual merchandising standards
• practical skills to maintain and update displays according to the visual merchandising plan

**Required knowledge**

• basic design principles
• basic principles of visual merchandising
• work health and safety (WHS) requirements relating to monitoring displays
• organisation’s visual merchandising principles
• resources required to implement visual merchandising plans
• procedures for safe use of tools, equipment and materials used in visual merchandising displays

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

• interprets and identifies the design requirements of a visual merchandising plan
• monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation’s visual merchandising standards
• contributes appropriately to the ongoing development of the organisation’s visual merchandising standards.

**Context of and specific resources for assessment**

Assessment must ensure access to:

• a real or simulated retail visual merchandising work environment
• relevant documentation, such as:
  • store policy and procedures manuals
  • store visual merchandising standards.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

• observation of performance in the workplace
• third-party reports from a supervisor
• customer feedback
• answers to questions about specific skills and knowledge.

**Guidance information**

Holistic assessment with other units relevant to the industry sector,
for assessment workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

**Design requirements** may include:
- colours used
- functionality
- layout of display
- location of display in store
- merchandise for display
- size of display.

**Resources required** may include:
- fixtures and fittings
- lights
- materials
- people
- supports
- time.

**Factors that may affect the plan** may include:
- availability of display stands and structures
- availability of staff
- budget requirements
- merchandise availability
- store promotions
- time requirements.

**Visual merchandising plan** may include:
- display location
- retail image
- store plan and design.

**Damage or changes to the display** may include:
- changes in the appearance of the display
- damage to fixtures, fittings or display supports
- damage to items on display.

**Unit Sector(s)**

Cross-Sector
Competency Field

Merchandising
SIRXMPR001A Profile a retail market

Modification History
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<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Release</td>
<td>Editorial updates</td>
</tr>
</tbody>
</table>

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to profile a retail market.

Application of the Unit
This unit applies to personnel responsible for reviewing the image of the store, researching market demands, profiling store customers and implementing methods to attract customers to the store.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.
Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Review the image of the store.
   1.1. Analyse the *components of the store image*.
   1.2. Access and analyse relevant *store documentation* in relation to store image.
   1.3. Promote the store image in an appropriate manner.

2. Research market demands for the store.
   2.1. Select an *appropriate area for research* of market demands.
   2.2. Use appropriate *market research techniques* according to *store policy*.
   2.3. Plan market research according to store policy and procedures.
   2.4. Collect, analyse and present *data* in an appropriate manner.

3. Profile the store’s customers.
   3.1. Research the demography of the store’s *customers*.
   3.2. Develop a demographic *profile*.
   3.3. Access information about *changing trends* and relate to *customer demands*.

4. Implement methods to attract customers to store.
   4.1. Access and analyse information about the customer.
   4.2. Generate *ideas* to develop *methods for attracting customers*.
   4.3. Select and develop a suitable idea in collaboration with others in the organisation.
   4.4. Present and discuss the idea with *relevant personnel*.
   4.5. *Evaluate* the idea to ensure that it meets the requirements for the target customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - carry out market research
  - generate ideas and discuss with relevant personnel through clear and direct communication
• ask questions to identify and confirm requirements
• use language and concepts appropriate to cultural differences
• use and interpret non-verbal communication
• collaborate with team members
• literacy and numeracy skills to:
  • interpret store policy and procedures
  • conduct research
  • analyse data
  • generate reports

Required knowledge
• store policy and procedures in regard to:
  • accessing documentation
  • promoting store image
• market research methods
• evaluation methods
• creative thinking techniques
• techniques in interpersonal communication

Evidence Guide
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
• analyses components of the store image by accessing relevant store documentation
• promotes the store image in an appropriate manner
• researches market demands using appropriate market research techniques
• accurately profiles store customers
• generates ideas for attracting customers to store
• selects and develops a suitable idea in collaboration with others
• presents and discusses idea with supervisor
• evaluates idea to ensure that it meets requirements for target customers
• implements the idea according to store policies and budgetary requirements.
Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - store documentation in relation to store image
  - market data.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- case studies
- research reports
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

Components of the store image may include:

- logo
- products
- services
- layouts
- displays
- tickets
- visual merchandising
- promotional events and themes.

Store documentation may include:

- sales reports
- customer surveys
- market research.

Appropriate areas for research

- location
may focus on:  

- consumer  
- product  
- brand  
- price  
- layout  
- advertising.

**Market research techniques**  
may include:  

- interviews  
- observations  
- surveys  
- questionnaires.

**Store policy** may relate to:  

- marketing  
- market research.

**Data** may include:  

- internal: customer orders, random surveys, complaints, returns  
- external: ABS statistics, books, newspaper reports, supplier information.

**Customers** may include:  

- new or repeat contacts  
- external and internal contacts  
- business customers or individuals  
- customers with routine or special requests  
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Demographic *profile* may include:  

- age  
- buying power  
- family structures  
- employment patterns  
- education levels  
- tourism  
- mobility  
- occupations  
- marital status  
- cultural and ethnic background  
- income levels  
- population size.

**Changing trends** may include:  

- tourism  
- immigration  
- technology  
- selling approaches.
Customer demands may vary according to:

- leisure time
- environmental issues
- discount operators
- quality demands
- advances in technology.

Ideas may be generated using techniques such as:

- preference
- health factors
- age
- cultural group
- dietary issues
- price.

Methods for attracting customers may include:

- product association
- brainstorming
- visualising
- telling stories
- creative writing
- lateral thinking
- mind mapping, drawings
- using prompts.

Relevant personnel may include:

- team leader
- supervisor
- manager.

Methods used to evaluate ideas may include:

- developing checklists
- discussing the process with colleagues or supervisors
- writing a report of the outcomes.

Unit Sector(s)

Cross-Sector
Competency field
Marketing and Public Relations
SIRXPDK001 Advise on products and services

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers.

This unit applies to individuals working in frontline customer service and sales roles in a diverse range of industry and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Product Knowledge

Unit Sector
Cross-Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop product and service knowledge. | 1.1. Identify and access sources of information on products and services.  
1.2. Interpret information about availability, features and benefits of products and services. |
1.3. Compare products and services based on product information.
1.4. Identify and use opportunities to update knowledge for the product and service range.

2. Respond to customer requests.
   2.1. Answer customer questions about products and services with current and accurate information.
   2.2. Use questions to clarify customer information needs.
   2.3. Explain product and service details using clear communication.
   2.4. Source additional information when answer to customer request is unknown or refer to relevant colleagues.

3. Enhance information provided.
   3.1. Identify situations where additional information may assist the customer.
   3.2. Advise on alternative products or services that may meet customer needs when requested item is not available.
   3.3. Recommend complementary products, specials, new lines and promotions to customers according to their needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy skills to:</td>
</tr>
<tr>
<td>DESCRIPTION</td>
</tr>
<tr>
<td>• interpret pricing information.</td>
</tr>
</tbody>
</table>

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRXPDK001 Advise on products and services

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
- access and interpret sources of information on four different products or services
- respond to four different customer inquiries for product or service information that individually or cumulatively require provision of information on all of the following:
  - features and benefits
  - price
  - alternative products or services
  - complementary products or services.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:
- organisational policies and procedures for:
  - interactions with customers
  - product or service pricing
- basic key aspects of legislation that impact provision of information for the product or service range:
  - Australian Consumer Law
  - product or service specific legislation
- interpersonal communication techniques:
  - active listening and questioning
  - communication methods which convey information clearly and concisely
- product and service information for the product or service range:
  - features and benefits
  - price
  - care and handling of products
  - availability
  - storage requirements, shelf life and use by date
  - warranties
• ingredients or materials contained in product
• origins
• alternative products and services
• complementary products and services.

**Assessment Conditions**

Skills must be demonstrated in a services industries environment. This can be:

• an industry workplace
• a simulated industry environment.

Assessment must ensure access to:

• a product or service range
• sources of product information
• relevant documentation:
  • current plain English regulatory documents distributed by government regulators outlining factors that impact provision of information for the product or service range
  • price lists
  • organisational policies and procedures relevant to product and service advice
• customers; these can be:
  • customers in an industry workplace, or
  • individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRXPRO007A Improve supply and distribution chains

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Release</td>
<td>Editorial updates</td>
</tr>
</tbody>
</table>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and implement ways to improve supply and distribution chains for a retail or wholesale business.

Application of the Unit

This unit applies to personnel who are responsible for identifying, evaluating and implementing ways to continuously review and improve the supply and distribution of products or services for a retail or wholesale business. It includes maintaining continuity of supply whereby inventory can meet requirements for production, sales, distribution and service commitments provided to another business or directly to the end customer.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.
Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes of a unit of competency.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</td>
</tr>
</tbody>
</table>
| 1. Confirm features of specific supply chains. | 1.1. Determine position of the business in the supply chain.  
1.2. Analyse features and impact of business relationships with suppliers to the business.  
1.3. Establish benchmarks of supply chain efficiency. |
| 2. Maintain information on suppliers. | 2.1. Obtain and store information on suppliers of products and services to a retail or wholesale business according to business policy and procedures.  
2.2. Update and regularly review information on suppliers of products and services to a business.  
2.3. Store information on nature and feature of business relationship with suppliers to a retail or wholesale business and report, according to confidentiality, security, and business requirements. |
3.2. Review factors affecting supply of retail or wholesale products and services. |
| 4. Devise policy and procedures for distribution and supply. | 4.1. Establish policy and procedures for supply and distribution to business customers and end consumers.  
4.2. Establish procedures to collect and analyse information on distribution chain management. |
| 5. Forecast future contingencies affecting supply chain management. | 5.1. Analyse forecasted market demand to confirm future requirements.  
5.2. Communicate forward supply needs for the business to suppliers according to policy and contract provisions.  
5.3. Confirm factors affecting forward purchasing and supply arrangements.  
5.4. Set standards for supply of products and services to the business in qualitative and quantitative terms.  
5.5. Communicate procedures for enforcing quality of supply to the business to relevant internal and external personnel. |
| 6. Improve supply and distribution chain | 6.1. Evaluate supply chain against agreed benchmarks and overall |
effectiveness. impact on business performance.

6.2.Benchmark comparative performance of supply chain against best in class or competitors.

6.3.Assess factors affecting future distribution and supply of products.

6.4.Make recommendations to relevant personnel to respond to opportunities for improvements in customer supply and distribution relationships.

6.5.Confirm impact of proposed improvements to supply and distribution activities against budget and operational plans.

6.6.Use prevailing trading terms to enhance supply and distribution chain management.

6.7.Generate reports on business relationships with suppliers to the business using available business technology and agreed measures.

6.8.Complete reports to relevant personnel (internal and external to operational unit) to promote recommended implementation of improvement to supply and distribution chain.

---

**Required Skills and Knowledge**

This section describes the essential skills and knowledge and their level, required for this unit.

**Required skills**

- interpersonal skills to:
  - communicate forward business needs to suppliers
  - communicate procedures to relevant internal and external personnel through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication

- literacy and numeracy skills to:
  - interpret a range of workplace documentation
  - access and maintain information on suppliers
  - generate reports and recommendations for supply and distribution chain improvement to relevant personnel

- analytical skills to collect, organising and evaluate information

- management skills to:
  - implement benchmarks of supply chain efficiency
  - devise effective policy and procedures
Required knowledge

- relevant business policy and procedures
- principles and techniques in analysis, assessment, development and implementation
- approval processes and key personnel
- supply cycle
- supply chain for business and typical supply chain models used in different industry sectors and businesses
- procedures for collecting and analysing distribution chain management
- position of the business in the supply chain
- factors affecting supply and distribution management
- work and team priorities
- current forecasts and trends
- market information and data collection
- sales plans
- principles and techniques for measuring supply chain efficiency and quality standards
- Work Health and Safety (WHS) aspects of job
- relevant commercial law and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- evaluates and seizes opportunities to improve supply chain for a product or service within an operational context
- identifies and understands a range of current and emerging supply chain management models
- applies tools to measure and quantify supply chain quality standards and efficiency for a retail or wholesale business
- develops clear and effective policy and procedures for wholesale or retail distribution or supply activities
- develops and implements realistic and measurable performance benchmarks for supply and distribution into a business.

Context of and specific Assessment must ensure access to:
resources for assessment

- a retail or wholesale work environment
- relevant sources of supply chain information
- relevant documentation, such as:
  - policy and procedure manuals
  - supply and distribution reports
  - supplier records
- a range of suppliers.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

**Business relationships** may be influenced by:

- due diligence requirements
- risk sharing
- market position
- planning cycles and timing
- cost and price analysis
- terms and conditions agreed
- intellectual property and technology rights
- value management
- continuous improvement
- supply chain management
- infrastructural and capital outlay requirements
- organisational systems integration and compatibility.

**Suppliers** may be:

- commercial companies
• public agencies or organisations
• governments
• community and not-for-profit organisations
• internal.

**Benchmarks** may include:

• Australian standards
• international standards
• professional standards
• industry standards
• performance indicators
• quality measures and criteria
• planning milestones and timeframes
• manufacturer and supplier standards.

**Information on suppliers** may include:

• representative’s name and contact details
• range of products and/or services
• transaction records
• contact history
• account terms
• prices
• dispatch and shipping procedures
• records of supplier performance
• details of items supplied or returned.

**Business policy and procedures** may relate to:

• purchasing
• supply and distribution of products or services
• approval processes
• storage and transport of goods.

**Methods used to store information** may be:

• manual
• electronic or digital.

**Factors affecting future distribution and supply** of retail or wholesale products and services may include:

• merchandise availability
• transport availability
• time requirements
• budget requirements
• logistics.

**Relevant personnel** may include:

• manager or supervisor
• colleagues
• business or area manager
• specialist or technical personnel.

**Reports** may be delivered:

• verbally
• in writing
• in groups
• individually.

Unit Sector(s)
Cross-Sector

Competency field
Product Management
SIRXRSK002 Maintain store security

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to maintain store security in a retail environment.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Risk Management and Security

Unit Sector
Cross-Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Monitor and maintain store security.</td>
<td>1.1. Implement organisational policies and procedures to ensure store security is maintained.</td>
</tr>
<tr>
<td></td>
<td>1.2. Monitor and review security procedures continually and act on opportunities to improve store security.</td>
</tr>
<tr>
<td></td>
<td>1.3. Maintain security of merchandise, cash, points of sale and</td>
</tr>
</tbody>
</table>
1. Ensure store security equipment is used and in correct working order.
2. Facilitate security awareness.
   2.1. Inform team members of organisational policies and procedures for security.
   2.2. Provide team members with feedback on their implementation or non-implementation of security procedures.
   2.3. Provide team members with ongoing supervision and training to facilitate security awareness.

**Foundation Skills**

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRXRSK002 Maintain store security

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- maintain store security over three different work shifts by:
  - monitoring adherence to organisational security policies and procedures
  - responding to two occurrences of non-adherence to security policies and procedures
  - communicating security policies and procedures to one team member
  - ensuring security equipment is utilised and in correct working order
  - reporting on opportunities for improved store security.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - use of security equipment
  - suspicious customer behaviour
  - suspicious team member behaviour
  - armed robbery
  - cash and non-cash security
  - merchandise security
  - theft
  - responding to security breaches
  - reporting security risks and breeches
  - surveillance of merchandise
  - personal security
  - general store security
  - team members’ security training
  - security for opening and closing premises
  - reporting problems and faults
  - security of visitors, sales representatives, contractors and vendors
  - security risks likely to endanger customers or team members
• legislation as relevant to store security and own level of responsibility:
  • privacy laws
  • Australian Consumer Law
  • reporting procedures
• impacts of security breaches on individuals and organisation:
  • emotional distress
  • financial loss
  • commercial impacts
• common security risks within the retail workplace and techniques to:
  • identify risk
  • minimise risk
• types of store alarms and security systems used in industry.

**Assessment Conditions**

Skills must be demonstrated in a services industry environment. This can be:

• an industry workplace
• a simulated industry environment.

Assessment must ensure access to:

• relevant equipment:
  • alarm systems
  • surveillance equipment
  • point-of-sale equipment
  • communication equipment
• relevant documentation:
  • current plain English regulatory documents distributed by government regulators
  • legislation as relevant to store security and own level of responsibility as listed in Knowledge Evidence
  • organisational policies and procedures as listed in the Knowledge Evidence
• customers and team members; these can be:
  • individuals in an industry workplace, or
  • individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRXRSK404 Control store security

Modification History
The version details of this endorsed unit are in the table below. The latest information is at the top.

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Release</td>
<td>This is a revised unit, based on and equivalent to SIRXRSK004A Control store security.</td>
</tr>
</tbody>
</table>

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to control store security according to organisational policy and relevant legislation.

It involves developing and implementing security procedures for the prevention of theft, ensuring the safety of all personnel in the event of a robbery, and monitoring all security procedures.

Application of the Unit
This unit applies to team members responsible for facilitating the detection and prevention of theft and stock loss and the safety and security of staff and customers in the event of robbery.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.
## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong> describe the essential outcomes of a unit of competency.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</td>
</tr>
</tbody>
</table>
| 1. **Develop store security procedures.** | 1.1. Consider store requirements and identify *security procedures* required to maximise safety of staff, customers and assets.  
1.2. Develop procedures to facilitate the detection and prevention of internal or external theft according to *organisational policy and procedures*.  
1.3. Develop procedures to ensure maximum safety and security of *staff* and customers in the event of robbery.  
1.4. Develop procedures for opening and closing premises and cash registers, *cash security* and *non cash transactions*.  
1.5. Finalise, document and process security procedures according to *organisational policy*. |
| 2. **Implement and monitor store security procedures.** | 2.1. *Communicate security procedures* to staff according to *organisational policy* and procedures.  
2.2. Implement and monitor security procedures to facilitate the detection and prevention of internal or external theft according to *organisational policy and procedures*.  
2.3. Implement and monitor procedures to ensure maximum safety and security of *staff* and customers in the event of robbery.  
2.4. Develop and implement procedures for opening and closing premises and cash registers, *cash security* and *non cash transactions*.  
2.5. Monitor and maintain implementation of security procedures. |
| 3. **Minimise stock loss and dissipation.** | 3.1. Measure and analyse existing, and extrapolate potential, stock loss or dissipation through theft.  
3.2. Report on stock loss or dissipation through theft, its *impact on business operations* and possible solutions.  
3.3. Establish and implement *stock control procedures* to monitor, control and minimise stock loss through theft. |
Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - converse clearly and directly with staff
  - use and interpret non-verbal communication

- literacy and numeracy skills to:
  - access and interpret store policy documents
  - calculate the cost of stock loss
  - document security procedures
  - handle cash
  - maintain records

- research and analysis skills to:
  - analyse stock control data
  - develop procedures

- problem-solving skills to establish and implement stock control procedures

Required knowledge

- organisational policy and procedures that relate to the development of store procedures for:
  - security
  - detection and apprehension of thieves
  - non-cash transactions
  - cash handling
  - stock control

- principles and techniques for:
  - detecting and preventing theft
  - ensuring safety of personnel in the event of robbery

- relevant codes of practice, legislation and statutory requirements, including:
  - industry codes of practice
  - retail case law or common law
  - state laws relating to property offences
  - work health and safety (WHS) legislation
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- develops and implements security procedures to facilitate the detection and prevention of theft
- develops and implements procedures to ensure safety and security of internal and external clients in the event of robbery
- calculates, analyses and reports on the cost and potential impact of identified loss and dissipation on:
  - buying
  - ordering patterns
  - planning
  - budgeting
- develops and implements procedures for:
  - opening and closing premises
  - cash security
  - non-cash transactions
  - stock control to minimise loss and dissipation
- communicates procedures to staff and monitors implementation.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures on:
    - security
    - cash handling and non-cash transactions
    - stock control, including buying, ordering, planning and budgeting
  - relevant legislation and statutory requirements
  - industry codes of practice
  - WHS legislation and codes of practice
- a team
- a range of security equipment.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
• observation of performance in the workplace
• role play
• case studies
• written or verbal questioning to assess knowledge and understanding
• review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment
Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Security procedures may relate to:
• armed robbery
• cash and cash movement
• customers
• equipment
• events likely to endanger customers or staff
• opening and closing of premises
• premises
• records
• staff and staff property
• stock
• theft
• visitors, sales representatives and contractors.

Organisational policy and procedures in regard to:
• cash handling
• non-cash transactions
• security
• stocktaking.

Staff may include:
• full-time, part-time, casual or contract staff
• people from a range of cultural, social and ethnic backgrounds
• people with a range of responsibilities and job descriptions
• people with varying degrees of language and literacy
• small work teams
Non-cash transactions may include:
- store team.
- cheques
- customer refunds
- EFTPOS and credit cards
- gift vouchers.

Techniques used to communicate security procedures may include:
- mentoring and coaching
- on-the-job or off-the-job training
- posters and pamphlets
- simulated events.

Impact on business operations may include:
- budgeting
- buying
- ordering patterns
- planning.

Stock control procedures may include:
- minimising out-of-date stock
- minimising theft
- monitoring stock levels
- quality control
- stocktaking and cyclical counts.

Unit Sector(s)
Cross-Sector

Competency Field
Risk Management and Security
SIRXSLS001 Sell to the retail customer

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Sales

Unit Sector
Cross-Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish customer needs.</td>
<td>1.1. Connect with the customer within designated response times and establish rapport.</td>
</tr>
<tr>
<td></td>
<td>1.2. Use questioning and active listening to facilitate effective two-way communication.</td>
</tr>
</tbody>
</table>
1. Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues.

1.4. Determine and clarify customer preferences, needs and expectations.

2. Provide advice on products and services.

2.1. Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable.

2.2. Clearly explain and promote product and service features and benefits where relevant.

2.3. Advise on promotional events where relevant.

2.4. Provide additional information to address customer questions and objections.

2.5. Offer comparisons to competitor product or service range as required.

2.6. Collaborate with the customer to determine product or service option most suited to their needs.

2.7. Take opportunities to upsell and cross sell products and services that enhance customer request and maximise profitability of sale.

3. Facilitate the sale of products and services.

3.1. Select and use appropriate techniques to close sale.

3.2. Direct the customer to designated point-of-sale and process sale, as required, according to organisational procedures.

3.3. Farewell customer on leaving, and invite to return.

3.4. Provide any required after sales service according to organisational procedures.

**Foundation Skills**

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to: • interpret:
  • detailed in-house and supplier product information documents
  • plain English documents that outline organisational customer service policy and procedures.

Numeracy skills to: • interpret basic fee information from in-house documents and complete basic pricing calculations.

Problem-solving skills to: • respond to customer objections and provide appropriate solutions to satisfy customer needs.

Technology skills to: • use technologies equipped with search functionality and information systems to source product and service information.
Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRXLS001 Sell to the retail customer

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interact with four different retail customers to initiate and close the sale of different retail products or services
- demonstrate the following during the above customer interactions:
  - appropriate communication
  - establishment and clarification of customer needs, wants and expectations
  - product and/or service knowledge
  - appropriate sales approach to sell benefits and features of products and/or services
  - overcome objections and close sales
  - upsell and/or cross sell additional products and/or services that complement the sale
  - promotion of customer loyalty and repeat sales.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- appropriate body language for customer service
- basic principles of positive customer service and sales
- open and closed questioning techniques related to the sale of product and services
- verbal and non-verbal cues indicating customer understanding of information
- techniques for effective communication with customers of diverse backgrounds:
  - cultural diversity
  - special needs
- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques
primary components of consumer protection laws that relate to selling products and services, especially organisational responsibility for supplying products and services as described or substituting suitable products and services when unable

primary components of privacy law, and actions that retail business must take to protect privacy of customer information

for the specific retail sector:
- professional service standards and protocols for retail industry personnel
- attitudes and attributes expected by the retail industry to work with customers
- different customer service needs and expectations

for the particular retail organisation:
- product and service knowledge:
  - product and service range offering
  - product specifications, features and benefits
- designated response times for providing customer service
- customer service procedures including recording of and storing customer details.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:
- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:
- relevant documentation:
  - organisational policies and procedures for:
    - customer service
    - sale of products and services
    - resolving customer complaints
    - collection and storage of customer details
  - organisational product information and price lists
  - supplier brochures, information sheets and price lists
  - promotional activity information
  - current plain English regulatory documents distributed by government regulators for:
    - consumer protection law
    - privacy law

- customers with whom the individual can interact to sell products and services; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
• assessment activities that allow the individual to:
  • work within commercial speed, timing and productivity
  • manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRXLS002 Follow point-of-sale procedures

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to follow point-of-sale work systems, process transactions and complete sales.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Sales

Unit Sector
Cross-Sector

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Follow point of sale work systems.</td>
<td>1.1. Open and close point-of-sale terminal at designated times and according to organisational procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2. Clear point-of-sale terminal and transfer cash.</td>
</tr>
<tr>
<td></td>
<td>1.3. Handle cash according to organisational policies and procedures.</td>
</tr>
</tbody>
</table>
procedures.

1.4. Maintain supplies of change at agreed levels in point-of-sale terminal to agreed levels.

1.5. Maintain adequate supplies of consumables.


2.1. Identify transaction type and required procedure to be followed.

2.2. Correctly interpret sale price information.

2.3. Make accurate calculations for pricing and collection of payment.

2.4. Enter accurate sale information into point-of-sale equipment.

2.5. Confirm price to customer and check customer payment against sale value.

2.6. Provide correct change for cash payments.

2.7. Identify transaction errors, follow procedures for resolution and complete accurate records.

3. Complete sales.

3.1. Generate and complete documentation associated with the sale.

3.2. Confirm and process any purchase follow up activities.

3.3. Acknowledge and thank customer in line with organisational policy.

### Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy skills to:</td>
<td>• interpret numerical information from various sources and calculate accurately with or without the use of a calculator.</td>
</tr>
<tr>
<td></td>
<td>• measure or estimate quantities to calculate costs.</td>
</tr>
<tr>
<td></td>
<td>• calculate percentage discounts.</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

No equivalent unit.
Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
Assessment Requirements for SIRXSLS002 Follow point-of-sale procedures

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow procedures for set up, maintenance and close of point-of-sale area/terminal on three different occasions
- perform three point-of-sale transactions for each of the following:
  - cash sales
  - non-cash sales
- perform three point-of-sale transactions for each of the following:
  - refunds
  - exchanges
- make six accurate financial calculations relating to product pricing that individually or cumulatively involve:
  - multiple products
  - products of varying prices
  - products with percentage discounts
- follow procedures to complete four sales that require post purchase activity.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - exchanges
  - refunds
  - lay-by
- basic key aspects of legislation that impact point-of-sale activities:
  - Australian Consumer Law
- features of products sold by the organisation
- functions and procedures for operating point-of-sale equipment:
  - opening and closing
  - clearance of terminal and transference of tender
- recording takings
- consumables required by system
- security
- cash handling procedures:
  - counting cash
  - handling cash floats
  - change required, denominations of change and tendering change
  - security
- procedures for non-cash transactions:
  - credit cards
  - EFTPOS
  - vouchers
- types of purchase follow up activities and associated organisational policies and procedures:
  - placing of orders
  - delivery
  - issuing of invoices
  - issuing of receipts
  - wrapping and packing.

**Assessment Conditions**

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for point-of-sale activities
- current plain English regulatory documents distributed by government regulators outlining key aspects of legislation that impact point-of-sale activities as listed in the Knowledge Evidence
- point-of-sale equipment and consumables
- financial transaction documentation for non-cash sales
- cash
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d
SIRXLS03 Build relationships with customers

Modification History
The version details of this endorsed unit are in the table below. The latest information is at the top.

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Release</td>
<td>This is a revised unit, based on and equivalent to SIRXSL3004A Build</td>
</tr>
<tr>
<td></td>
<td>relationships with customers.</td>
</tr>
</tbody>
</table>

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to develop and maintain expert knowledge to provide accurate product information to customers, including post-sales support.

It also covers communication, analysis and sales techniques to plan and implement sales presentations, build positive relationships with customers, and resolve customer complaints to ensure positive business outcomes.

Application of the Unit
This unit applies to senior sales personnel.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Nil

Employability Skills Information
This unit contains employability skills.
## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

1. Develop relationships with customers.

   1.1. Establish rapport with customers and express genuine interest to clarify customer requirements and enhance outcomes.
   1.2. Maintain professional ethics with the customer to promote store image and credibility.
   1.3. Identify customer needs and preferences to maximise sales opportunities.
   1.4. Maximise sales opportunities by use of add-on and complementary sales techniques.
   1.5. Give customer space and time to evaluate purchase decision, while using time to maximum advantage for customer and store.
   1.6. Use effective methods to close sales.

2. Apply expert knowledge.

   2.1. Provide customer with accurate information regarding product and service appraisals, correct statements and warranties according to legislative requirements.
   2.2. Provide detailed knowledge of supplier or manufacturer information according to customer needs and commercial confidentiality guidelines.
   2.3. Provide evaluation of product range, demonstrate features and benefits of products or services where appropriate, and make recommendations to the customer to maximise sales potential.
   2.4. Maximise customer interest in product or service through price negotiation where applicable and offer payment and credit options according to store policy.
   2.5. Calculate prices and discounts according to pricing determinants and store policy.

3. Provide post-sales support.

   3.1. Provide evidence of ongoing support as sale is concluded.
   3.2. Explain back-up service and reassure customer according to legislative requirements and store policy.
   3.3. Provide customer with store or salesperson’s contact details to ensure customer follow-up according to store policy.
   3.4. Enter customer and transaction details into customer database according to store policy.
4. Plan sales presentations.
   4.1. Plan presentation to complement *product characteristics*.
   4.2. Select client group according to product characteristics and store merchandising policy.
   4.3. Access *promotional materials* where required and distribute to client group.
   4.4. Select and prepare a range of products or services for presentation to reflect store image, demographics and merchandising plan.

5. Implement sales presentations.
   5.1. Ensure sufficient numbers of adequately briefed support staff, where required, for presentation.
   5.2. Apply communication skills to effectively create interest, focus attention, and encourage customer interaction with individuals or groups.
   5.3. Demonstrate products or services to create a buying environment.
   5.4. Measure results of sales presentation according to predetermined criteria, review overall performance and results, and apply information to enhance future *sales presentations*, according to store sales policy.

6. Maintain and use a customer database.
   6.1. Maintain customer confidentiality as required by store policy and legislative requirements.
   6.2. Develop and maintain accurate *customer records* and store securely according to store policy and procedures.
   6.3. Identify and follow up regular customers according to store marketing policy.
   6.4. Use customer records to advise customers on products and services of possible interest.
   6.5. Implement *customer loyalty schemes* where required according to store promotional activities.

7. Deal with difficult customers.
   7.1. Acknowledge customer complaints and problems and reassuringly support difficult customers to produce positive outcome.
   7.2. Use questioning and active listening to encourage customer to verbalise issue and minimise customer frustration.
   7.3. Develop customer’s confidence in the candidate and product or service to promote long-term trust and commitment to store.
   7.4. Establish mutually acceptable resolution of complaint.

**Required Skills and Knowledge**

This section describes the skills and knowledge required for this unit.

**Required skills**
• communication and interpersonal skills to resolve conflict
• literacy and numeracy skills to:
  • access and read relevant product information
  • calculate prices and discounts
  • read store policies and procedures
  • record client and sales information
• sales skills to apply selling techniques, including:
  • add-ons and complementary sales
  • identifying buying signals
  • opening and closing techniques
  • overcoming customer objections
  • presenting product information
  • promoting enhanced sustainability features of selected products and services
  • using strategies to focus customer on specific merchandise

Required knowledge
• customer types and needs, including:
  • customer buying motives, customer behaviour and cues
  • functional and psychological needs
  • individual and cultural differences, demographics, lifestyle and income
• work health and safety (WHS) requirements relating to:
  • manual handling
  • plant and equipment
  • hazardous substances and dangerous goods
  • workers compensation
• relevant industry codes of practice, legislation and statutory requirements relating to building relationships with clients
• store policies and procedures in regard to:
  • efficient use of resources
  • establishing, maintaining and using customer records
  • methods of maintaining customer confidentiality and secure storage of customer details
  • price negotiation and payment and credit options
  • pricing, including GST requirements
  • resolving customer complaints
  • updating and maintaining customer mailing lists
• store and area merchandise and service range
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies:
  - detailed knowledge of manufacturer and supplier supply, back-up service and warranty information to enhance customer support
  - industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
  - store policies and procedures in regard to selling products and services, dealing with customers, planning and implementing sales presentations, and providing after-sales support
  - develops customer commitment to store and builds return customer base by establishing rapport and relationship with customer, maintaining professional ethics, and discerning customer buying motives, requirements and preferences
  - establishes, records and maintains customer records and details, maintaining customer confidentiality, ensuring secure storage of data, and using customer records to maximise customer interest and create a buying atmosphere
  - evaluates personal or team sales performance to maximise future sales
  - maximises sales opportunities by using effective selling techniques, applying detailed product knowledge, and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
  - plans, prepares and conducts sales presentations and briefs
  - supports staff where required, to create a buying environment and maximise sales performance
  - resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution
  - uses effective questioning, listening and observation skills to determine customer requirements.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
• policy and procedures manuals  
• industry codes of practice and relevant legislation  
• WHS legislation and codes of practice  
• a range of customers with different requirements  
• an appropriate range of products and equipment  
• a customer database system.

Method of assessment  
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace  
- customer feedback  
- written or verbal questioning to assess knowledge and understanding  
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment  
Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Customers may include:

• a single customer, couples, families or groups  
• customers with routine or special requests  
• internal and external contacts  
• new or repeat contacts  
• people from a range of social, cultural and ethnic backgrounds  
• people with varying physical and mental abilities.

Clarification of customer requirements may be achieved by:

• active listening  
• appropriate questioning  
• empathy  
• observation  
• reassurance and confirmation.

Outcomes may include:

• credibility of store  
• customer commitment
- customers’ trust
- increased return customer base.
- confirmed appraisals of products and services
- honesty
- positive statements.

Maintaining professional ethics with the customer may include:

Customer needs and preferences may include:
- brand
- customer physical needs
- price
- product characteristics
- product type
- size.

Sales techniques will include:
- add-on and complementary products and services
- selling up or down
- suggestive selling
- variety of methods of closing sales.

Legislative requirements may include:
- environmental protection legislation
- health and welfare law specific to local government, state and federal legislation
- liquor laws
- WHS
- pricing procedures, including GST requirements
- privacy laws
- sale of second-hand goods
- tobacco laws
- Australian Consumer Law and fair trading Acts
- transport, storage and handling of goods.

Store policy and procedures in regard to:
- dealing with difficult customers
- maintaining and using client records
- promotional, marketing, discounting and reward programs
- resolving customer complaints
- selling products and services.

Back-up service may include:
- delivery specifications
- financial products and services
- installation
- returns policies
- technical support
- warranties and guarantees.

Customer database may be:
- computer-based
- manual.
**Product characteristics** may include:
- features and benefits
- price range
- supplier or manufacturer information
- target group.

**Promotional materials** may include:
- brochures
- business cards
- pamphlets
- posters
- promotional merchandise
- vouchers.

**Sales presentations** may be:
- at client site
- in-house
- verbal
- visual.

**Customer records** may include:
- anniversaries and special dates
- details of items bought or returned
- name and contact details
- personal preferences
- transaction records.

**Customer loyalty schemes** may include:
- credit or discount facilities
- customer clubs
- customer reward schemes
- special offers.

**Unit Sector(s)**
Cross-Sector

**Competency Field**
Sales
SIRXSL406 Manage sales and service delivery

Modification History
The version details of this endorsed unit are in the table below. The latest information is at the top.

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>First</td>
<td>This is a revised unit, based on and equivalent to SIRXSL005A Manage sales and service delivery.</td>
</tr>
</tbody>
</table>

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets, and marketing products and services within the culture of the overall store policy.

The unit requires the team member to develop and maintain excellence in sales and service delivery by ensuring the provision of a well-resourced working environment for fellow staff. The team member is required to proactively pursue the continuous improvement of operations by seeking, evaluating and reporting feedback from customers and colleagues on sales and service delivery and working conditions; and locating and negotiating adequate supply of stock and other necessary resources according to store policy.

Application of the Unit
This unit applies to staff with managerial responsibility.

Licensing/Regulatory Information
No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites
Nil
**Employability Skills Information**

This unit contains employability skills.

**Elements and Performance Criteria Pre-Content**

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</tbody>
</table>
| 1. Establish and respond to customer requirements. | 1.1 Plan and develop strategies to enhance provision of customer service according to store policy.  
1.2 Research and **analyse customer needs** in regard to local geographic and cultural issues.  
1.3 Resolve **customer complaints** referred by **staff**, according to store policy.  
1.4 Monitor sales and service targets and plans to ensure that customer requirements are met, and take appropriate remedial action if required.  
1.5 Encourage staff to take responsibility for meeting customer requirements.  
1.6 Seek and use feedback from customers to improve future operations. |
| 2. Monitor, maintain and improve sales and service delivery. | 2.1 Implement, communicate and review **policies and procedures for sales and service delivery** on a regular basis.  
2.2 Maintain adequate **resource** allocation for client service provision in line with **store policy and procedures**.  
2.3 Ensure sales and service targets and plans are consistent with quality and functional **specifications**.  
2.4 Communicate sales and service targets and plans to **relevant personnel** according to implementation schedules.  
2.5 Provide **feedback** to staff on operations and outcomes.  
2.6 Take corrective measures to minimise **factors that may cause disruption to operations**.  
2.7 Monitor and evaluate effectiveness of corrective actions for future operational planning.  
2.8 Ensure current and accurate **records** on sales are available to authorised personnel. |
2.9. Interpret and act on relevant reports as required.


3.1. **Negotiate** and implement *arrangements with suppliers*, according to store policies and procedures, and communicate to relevant personnel.

3.2. Authorise and communicate special pricing arrangements and customer payment agreements to relevant staff and management personnel according to store policy.

3.3. Monitor records of suppliers and stock for accuracy and legibility and take appropriate action where necessary.

3.4. Identify and communicate market factors affecting *supply* to relevant personnel.

3.5. Convey complete and accurate records of negotiations and agreements to appropriate personnel within designated time limits.

3.6. Take immediate corrective action where potential or actual *problems with supply* are indicated.

3.7. Identify and develop new suppliers to maintain and improve sales and service delivery.

4. Provide productive work environment.

4.1. Establish and maintain a sufficient supply of resources of the necessary quantity and quality to meet customer requirements.

4.2. Regulate and monitor access to and use of resources for maximum efficiency and sustainability.

4.3. Maintain staff working conditions to meet requirements of *relevant legislation* and store policy.

4.4. Ensure that maintenance frequency and use of equipment conform to recommended schedules and procedures.

4.5. Replace, repair or adapt resources that do not meet requirements as soon as practicable and with minimum disruption to work activity.

4.6. Communicate *recommendations* for improving conditions to relevant personnel within designated timeframe.

4.7. Maintain complete, accurate records and make them available to authorised personnel.

---

**Required Skills and Knowledge**

This section describes the skills and knowledge required for this unit.

**Required skills**
• communication and interpersonal skills to:
  • ask questions to identify and confirm requirements
  • communicate with staff through clear and direct communication
  • negotiate with suppliers and customers
  • present information
  • share information
  • use and interpret non-verbal communication
  • use language and concepts appropriate to cultural differences
• literacy and numeracy skills to:
  • calculate costs and pricing arrangements
  • document results
  • estimate volume
  • interpret and maintain data
  • prepare reports
  • research, analyse and interpret a broad range of written material
• technical skills to use new technology

**Required knowledge**

• customer demand and market trends
• principles and techniques for:
  • interpersonal communication
  • purchasing and supply specifications
  • stock control
• product quality standards
• range and availability of new products and services, especially those with enhanced sustainability features
• relevant industry codes of practice applicable to the sales environment
• relevant legislation and statutory requirements, including work health and safety (WHS) requirements applicable to the sales environment
• store merchandise and service range
• store merchandising plan
• store policies and procedures in regard to:
  • efficient and sustainable use of resources
  • pricing procedures, including GST requirements
  • quality assurance and control
  • sales and service delivery
  • stock maintenance and control
  • supply specifications
Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintains, monitors and evaluates sales and service delivery
- communicates sales and service targets and plans and provides feedback on operations and outcomes to relevant personnel according to store policy
- proactively improves sales and service delivery operations
- interprets and maintains data on sales and services delivery
- negotiates and arranges supply of goods according to store policy and procedures
- authorises pricing and payment agreements according to store policy and procedures
- maintains, monitors and evaluates supply of stock.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - policy and procedures manuals
  - sales and service delivery targets and plans
  - records of sales and service
  - legislation and statutory requirements
  - industry codes of practice
  - WHS legislation and codes of practice
  - suppliers
  - a team.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- customer feedback
- research report
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Methods used to analyse customer needs may be:
- qualitative
- quantitative.

Customer may include:
- customers with routine or special requests
- internal and external contacts
- new or repeat contacts
- people from a range of social, cultural and ethnic backgrounds
- people with varying physical and mental abilities.

Staff may include:
- full-time, part-time, casual or contract staff
- people from a range of social, cultural and ethnic backgrounds
- people with varying degrees of language and literacy levels.

Policies and procedures for sales and service delivery may involve:
- customer complaints
- customer service and sales training
- service standards
- staff induction
- staff presentation.

Resource may include:
- equipment and technology
- finances
- materials
- people
- time.

Store policy and procedures in regard to:
- interaction with customers
- interaction with other team members
- WHS
- quality assurance and control
- acquisition and sale of products and services.

Specifications may include:
- customer agreements
- operational means for meeting agreements
- specific functional duties within the organisation.

Relevant personnel may
include:

- members of own or other work teams
- supervisors.

**Feedback** may be sought and given:

- in groups
- in writing
- individually
- verbally.

**Factors that may cause disruption to operations** may include:

- operational resources
- quality of materials
- supply.

**Records** may be:

- electronic
- hard copy.

Techniques used to **negotiate** with suppliers may include:

- correspondence
- email
- face-to-face contact
- meetings
- telephone.

**Arrangements with suppliers** may relate to:

- credit levels
- delivery
- partnerships and exclusivity
- pricing.

**Sources of supply** may include:

- external organisations
- internal departments and teams
- internal and external personnel.

**Problems with supply** may involve:

- cost
- coverage or content
- quality
- quantity
- time schedules or scales.

**Relevant legislation** may include:

- equal employment opportunity and anti-discrimination laws
- federal, state and local legislation
- WHS.

**Recommendations** may be communicated to:

- colleagues, specialists, staff from other departments
- external organisations with a health, safety or environmental responsibility
- government bodies
- higher-level managers
- subordinates.
Unit Sector(s)

Cross Sector

Competency Field

Sales
SISXRES001 Conduct sustainable work practices in open spaces

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to plan and conduct work in open spaces while upholding sustainable practices. This unit requires the ability to conduct research of the current land condition, capability, uses and practices, and develop and implement strategies to achieve sustainable practices for outdoor programs and activities.

This unit applies to operation or program managers who are responsible for planning, implementing and evaluating sport, recreation or fitness programs and activities across a range of activity areas. They work autonomously with responsibility for management of resources and upholding of sustainable work practices.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Resource Management

Unit Sector
Cross-Sector

Elements and Performance Criteria

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<td>Elements describe the essential outcomes</td>
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</tr>
<tr>
<td>1. Plan sustainable</td>
<td>1.1 Determine opportunities and options for using open space</td>
</tr>
</tbody>
</table>
1. Conduct sustainable work practices in open spaces within the local community.

1.2 Review and document relevant codes of practice and local government requirements for use of open space.

1.3 Consult with colleagues and other stakeholders about issues of responsibility for environmental and social sustainability.

2. Conduct minimal impact activities.

2.1 Select and use minimal impact techniques and procedures appropriate to the area.

2.2 Conduct activities using positive sustainable outcomes for local communities and environments.

2.3 Advise clients of appropriate behaviours in open space environments and address any unacceptable behaviours.

3. Monitor impacts and changes.

3.1 Monitor and record changes in the natural environment using appropriate technology.

3.2 Collect environmental information on behalf of environmental agencies or local government as required.

3.3 Advise appropriate authorities of environmental and social change promptly.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills to:</td>
<td>• analyse data on conservation strategies</td>
</tr>
<tr>
<td></td>
<td>• research usage and potential usage.</td>
</tr>
<tr>
<td>Writing skills to:</td>
<td>• develop a plan to improve efficiency while drawing on data analysis.</td>
</tr>
<tr>
<td>Learning skills to:</td>
<td>• maintain currency of information related to sustainable practices in open spaces.</td>
</tr>
<tr>
<td>Problem-solving skills to:</td>
<td>• assess threats and opportunities</td>
</tr>
<tr>
<td></td>
<td>• compare conservation strategies and select appropriate strategies</td>
</tr>
<tr>
<td></td>
<td>• monitor and evaluate the effectiveness of strategies and develop alternative strategies where appropriate</td>
</tr>
<tr>
<td></td>
<td>• identify current use of resources</td>
</tr>
<tr>
<td></td>
<td>• develop strategies to maximise efficiency of resource use.</td>
</tr>
<tr>
<td>Planning and organising skills to:</td>
<td>• work within identified timeframes and budgets</td>
</tr>
<tr>
<td></td>
<td>• plan, implement and monitor strategies for optimal resource use.</td>
</tr>
</tbody>
</table>
Self-management skills to:

- establish criteria to evaluate open spaces.
- apply sustainable work practices on an ongoing basis.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b
Assessment Requirements for SISXRES001 Conduct sustainable work practices in open spaces

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and conduct at least three sessions in two or more open space environments to minimise environmental impacts of sport, fitness or recreation activities
- for each of the sessions incorporate:
  - local government requirements
  - industry codes of practice
  - provision of advice to clients regarding the use of open spaces
  - management of client behaviour in open spaces
- provide feedback on the environmental impact of at least five sport, fitness or recreation activities conducted in open spaces.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation, regulations and land management requirements and guidelines:
  - permits in national parks or on land under control of traditional owners
  - restrictions on camp site operations and use of open fires
- global environmental issues, in particular a layperson understanding of the science associated with:
  - climate change
  - energy
  - land management
  - waste and consumption
  - water
- environmental and social impacts of sport, fitness or recreation industry in relation to global environmental issues in particular sites and communities
- practical sustainability considerations for sport, fitness or recreation operations, incorporating those related to:
  - environmentally or culturally sensitive areas and associated minimal impact practices
  - handling and disposal of waste, including human waste
Assessment Requirements for SISXRES001 Conduct sustainable work practices in open spaces

Date this document was generated: 18 March 2019

- industry codes of practice
- use of water sources
- minimal impact techniques and procedures in relation to:
  - activity-specific guidelines
  - energy use
  - group size
  - interaction with wildlife
  - local customs and courtesies
  - noise
  - setting of camps
  - souveniring
  - use of tracks
  - waste disposal
- biophysical and socio-cultural elements in an environment and the relationship between them
- information collection techniques for monitoring environmental and social impact, including what is observed and measured and how specific data is recorded.

Assessment Conditions

Skills must be demonstrated in:

- an outdoor space that could be used for sport, recreation or fitness work purposes.

Assessment must ensure access to:

- areas or locations containing natural systems or components of these systems
- resources and information relevant to the natural system
- relevant information impacting on conservation of natural systems
- relevant stakeholder and local government information regarding the use of open spaces
- industry code of ethical practice
- organisational documentation relevant to open space planning.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
SITTGDE001 Interpret aspects of local Australian Indigenous culture

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to share information about a specific local Australian Indigenous culture. It is this localised focus that distinguishes this unit from SITTGDE007 Research and share information on Australian Indigenous cultures.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of local cultural knowledge, appropriate behaviour and local community consultation.

This unit applies to those people who are able to share local Australian Indigenous cultural knowledge with others. They may work at many different levels, as cultural knowledge has no direct relationship with organisational levels of responsibility.

The local Australian Indigenous cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders or who are authorised by local elders on behalf of their communities.

There are many different Indigenous language groups in Australia, therefore the focus of cultural interpretation will vary and should ultimately be decided in consultation with elders on behalf of the local community.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
Pre-requisite Unit
Nil

Competency Field
Guiding

Unit Sector
Tourism

Elements and Performance Criteria

<table>
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<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</table>

1. Consult with local Australian Indigenous community.
   1.1. Liaise with community members regarding tourism activities, and ways in which cultural information can be used to make these activities authentic to the local area.
   1.2. Prepare for and conduct activities according to the needs and wishes of the local Australian Indigenous community.
   1.3. Identify potential conflicts with the local Australian Indigenous community and seek solutions.

2. Share information about local Australian Indigenous culture.
   2.1. Share an appropriate level of information about aspects of Australian Indigenous culture with customers.
   2.2. Advise customers about culturally appropriate behaviour.
   2.3. Show respect for Australian Indigenous cultures and values through appropriate behaviour during activities.
   2.4. Show customers traditional and contemporary practices when appropriate.
   2.5. Use local language and share with customers when appropriate.
   2.6. Invite customers to actively participate and share in the Australian Indigenous cultural experience when appropriate.
Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Writing skills to:</td>
<td>• make notes about Australian Indigenous culture, to share with others.</td>
</tr>
<tr>
<td>Learning skills to:</td>
<td>• develop own knowledge and understanding of Australian Indigenous cultures.</td>
</tr>
<tr>
<td>Teamwork skills to:</td>
<td>• work effectively with the local Australian Indigenous community or with those who are authorised by elders on behalf of the community with regard to the preparation of appropriate information and activities.</td>
</tr>
</tbody>
</table>

Unit Mapping Information

SITTGDE101 Interpret aspects of local Australian Indigenous culture

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITTGDE001 Interpret aspects of local Australian Indigenous culture

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- liaise with local Australian Indigenous community elders or persons approved by relevant local Indigenous community elders on at least three occasions and in a culturally appropriate manner to identify acceptable protocols for sharing aspects of local Indigenous culture with others
- share information on aspects of local Australian Indigenous culture with customers on at least three different occasions and at three different sites.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culturally acceptable practices and protocols within a specific local Australian Indigenous community that address:
  - the type of information that can be shared
  - who can give information
  - who can receive the information
  - what activities are appropriate
  - who should be involved in activities
- aspects of a specific local Australian Indigenous culture as appropriate to specific community:
  - art
  - bush foods and medicine
  - dance
  - music
  - storytelling
  - tools and implements
- copyright and intellectual property issues associated with providing information about local Australian Indigenous cultures.
Assessment Conditions

Skills must be demonstrated in an Australian Indigenous tourism environment. This can be:

- an industry workplace where research is conducted and shared on Australian Indigenous cultures
- a simulated activity involving the researching and sharing of information on Australian Indigenous cultures.

Assessment must ensure access to:

- sites where Indigenous cultural experiences take place:
  - cultural centre
  - gallery
  - natural setting
- involvement of relevant local Indigenous community elders or persons approved by relevant local Indigenous community elders in the assessment process
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:

- have worked in the tourism industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SITTGDE002 Work as a guide

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to work effectively as a guide. It covers key legal, ethical, safety, environmental and professional development issues that guides must consider in their day-to-day work.

This unit applies to guides who may work across multiple industry sectors as employees, volunteers, or independent contractors. They may operate within a single site, or in a particular city, region or tourist precinct, but often move across sites, cities and regions.

Guides apply discretion and judgement within established organisational procedures, and when guiding a tour or activity they take a lead role without supervision. Sometimes guides are the owner-operators of small tour operations.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Guiding
**Unit Sector**

Tourism

**Elements and Performance Criteria**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Plan guiding activity. | 1.1. Identify key guide information sources and contacts.  
1.2. Review required roles and responsibilities for prospective guiding activity.  
1.3. Plan resource, labour and logistical aspects of the guiding activity.  
1.4. Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers. |
| 2. Communicate with tourism industry operators. | 2.1. Liaise with internal and external stakeholders to organise all aspects of the guiding activity.  
2.2. Achieve mutual understanding and agree on details relevant to guiding activities.  
2.3. Provide accurate information and explanations about customer requirements and special requests.  
2.4. Identify nature and key facts of operational problems and provide appropriate solutions in consultation with tourism operator. |
| 3. Guide tours or activities. | 3.1. Conduct guiding activities according to legal, industry and safety requirements.  
3.2. Actively participate in risk assessment as an integral part of work activities.  
3.3. Take account of ethical considerations for particular contexts.  
3.4. Support sustainable work practices. |
| 4. Develop guiding skills and knowledge. | 4.1. Identify and use opportunities to update knowledge and skills required by guides.  
4.2. Maintain knowledge of technologies used by guides.  
4.3. Identify and access sources of guide support when required.  
4.4. Share knowledge with colleagues to enhance quality of service provided to customers. |
Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills to:</td>
<td>• read and interpret industry codes of practice and regulations.</td>
</tr>
<tr>
<td>Writing skills to:</td>
<td>• complete risk assessment documentation.</td>
</tr>
<tr>
<td>Problem-solving skills to:</td>
<td>• evaluate legal, ethical, safety and sustainability issues and requirements for guiding activities</td>
</tr>
<tr>
<td></td>
<td>• make decisions on appropriate behaviours and actions.</td>
</tr>
<tr>
<td>Initiative and enterprise skills to:</td>
<td>• make contingency plans when required, to deal with unexpected circumstances.</td>
</tr>
<tr>
<td>Teamwork skills to:</td>
<td>• work effectively with industry operators.</td>
</tr>
</tbody>
</table>

Unit Mapping Information

SITTGDE301 Work as a guide

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITTGDE002 Work as a guide

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and conduct three guiding activities with different customers or groups which involve:
  - liaising with one or more tourism industry operators
  - identifying potential operational problems and appropriate solutions
  - incorporating client requirements and special requests
- undertake a full risk assessment for each of the above guiding activities that:
  - identifies inherent risks
  - identifies hazards
  - reports on hazards
- demonstrate how legal, ethical, safety and sustainability requirements have been met in the planning of each of the above guiding activities.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- interrelationship between tour operations and wholesaling sectors and the role of guiding in the tourism industry
- cultural considerations in dealing with industry colleagues, customers, suppliers and local communities
- roles and responsibilities for guides, and the specific roles of each of these guides:
  - adventure guides
  - city hosts
  - driver guides
  - meet and greet guides
  - site guides
  - tour guides
  - tour managers
- roles and services provided to guides by peak guiding bodies and industry associations to assist in developing guiding knowledge
- industry and legal compliance requirements that affect guiding operations:
• consumer protection laws
• occupational licensing and industry accreditation
• contents of various guiding codes of conduct or practice and the impacts of non-compliance
• public liability and the guide’s duty of care
• environmental laws
• permit requirements for operating in protected areas
• Queensland Tourism Services Act 2003 requirements for guides when working in Queensland
• work health and safety
• different types of technologies and their uses:
  • presentation technologies
  • radio-frequency identification (RFID) codes for handheld devices
  • social networking
• opportunities to update own knowledge as a guide:
  • familiarisation tours
  • industry seminars
  • participation in industry accreditation schemes
  • participation or membership in professional guide associations
  • research
  • social networking
  • training courses
• tourism operators that work in collaboration with guides:
  • inbound tour operators
  • other guides
  • retail outlets:
    • factory outlets
    • opal or souvenir outlets
    • tax free stores
• suppliers of any tourism product or service that is a component of the touring itinerary:
  • accommodation providers
  • airlines
  • attraction or theme parks
  • coach companies
  • cultural sites
  • event venues
  • food and beverage outlets
  • tour operators and cruise operators
• safety issues that affect guiding operations in particular contexts, particularly those related to customer safety in different environments
- ethical considerations for guides:
  - compliance with industry codes of conduct
  - cultural considerations
  - dealings with local communities
  - dealings with Indigenous communities
  - provision of services as promoted or confirmed
  - relationships with industry colleagues, customers and suppliers
  - avoiding unconscionable conduct
- sustainable work practices includes considerations for:
  - economic:
    - business profitability
  - environmental:
    - minimal impact practices
    - waste minimisation
  - social:
    - host community interactions
    - Australian Indigenous contexts.

**Assessment Conditions**

Skills must be demonstrated in an operational guiding environment. This can be:

- a real guiding activity
- a simulated industry environment or activity.

Assessment must ensure access to:

- environments in which guiding activities take place:
  - tourist attractions
  - visitor sites
  - on board various forms of transportation
- organisational specifications:
  - codes of conduct
  - procedures for liaising with tourism industry operators that are involved in the operation of guided activities
  - running sheets for tours and activities
  - incident report templates
  - passenger lists
  - risk assessment template
  - microphone
  - props and signage
- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- tourism industry operators with whom the individual can interact; these can be:
  - those involved in organising a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context
- participants undertaking a tour or activity for whom the individual can act as guide; participants can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SITTGDE007 Research and share general information on Australian Indigenous cultures

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to research and share information about Australian Indigenous cultures in an appropriate way. It focuses on information that is widely available to the general community.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation.

This unit applies across many industry sectors. It is particularly relevant to cultural tourism operations and to individuals who work in customer service and guiding roles with differing levels of responsibility. Information could apply to Australian Indigenous communities and cultures across Australia, or to a specific Australian Indigenous community and culture.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Guiding
# Unit Sector

Tourism

## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Research general information on Australian Indigenous cultures. | 1.1. Identify key information sources on Australian Indigenous cultures.  
1.2. Select and use formal and informal research techniques to access current, accurate and relevant information about Australian Indigenous cultures.  
1.3. Obtain information in a culturally appropriate way. |
| 2. Share general information on Australian Indigenous cultures. | 2.1. Identify and use Australian Indigenous interpreters where possible.  
2.2. Provide guidance to customers on appropriate behaviour when interacting with Australian Indigenous people.  
2.3. Share clear and accurate information on Australian Indigenous cultures to enhance cultural awareness, ensuring acknowledgment of the diversity of cultures.  
2.4. Share information in a manner respectful of local community values and customs.  
2.5. Answer questions according to community wishes about what information can be shared.  
2.6. Respond to culturally inappropriate behaviour by customers to minimise the likelihood of causing offence. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills to:</td>
<td>• make notes about Australian Indigenous culture to share with others.</td>
</tr>
<tr>
<td>Learning skills to:</td>
<td>• develop own knowledge and understanding of Australian Indigenous cultures.</td>
</tr>
</tbody>
</table>
Teamwork skills to:

- work respectfully with Australian Indigenous interpreters and Australian Indigenous communities or with those who are authorised by elders on behalf of the community with regard to the preparation of appropriate information and activities.

Unit Mapping Information
SITTGDE306 Research and share general information on Australian Indigenous cultures

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITTGDE007 Research and share general information on Australian Indigenous cultures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- liaise with relevant Australian Indigenous community elders or persons approved by relevant Indigenous community elders in a culturally appropriate manner to identify acceptable protocols for sharing knowledge on local Indigenous culture with others
- using relevant sources of information listed in the knowledge evidence, undertake research on Australian Indigenous culture relevant to the regional context to develop current knowledge of:
  - art and music
  - bushcraft, bush food and bush medicine
  - contemporary Australian Indigenous life and culture
  - cultural centres, galleries and natural sites
  - dance
  - history, pre- and post-European contact
  - land ownership
  - tools and implements
  - traditional life and culture
- share information on aspects of local Australian Indigenous culture with customers on at least three different occasions and using at least three different locations.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on Australian Indigenous cultures:
  - artworks
  - events
  - exhibitions
  - experiences (of self or others)
  - films
  - images
  - internet
Assessment Requirements for SITGDE007 Research and share general information on Australian Indigenous cultures

- music
- performances
- Indigenous people
- traditional owners
- presentations
- professional associations
- printed texts
- protocols for researching and sharing information about Australian Indigenous cultures that address:
  - the type of information that can be shared
  - who can give information
  - who can receive the information
  - what activities are appropriate
  - who should be involved in activities
- fundamental Australian Indigenous intellectual property issues:
  - strong links between intellectual property and cultural heritage
  - issues associated with the reproduction and sale of Indigenous cultural works.

Assessment Conditions

Skills must be demonstrated in an Australian Indigenous tourism environment. This can be:

- an industry workplace where research is conducted and shared on Australian Indigenous cultures
- a simulated activity involving the researching and sharing of information on Australian Indigenous cultures.

Assessment must ensure access to:

- cultural sites, galleries or natural settings
- information sources verified or supported by Indigenous communities
- involvement of relevant local Indigenous community elders or persons approved by relevant local Indigenous community elders in the assessment process
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:
• have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on flora, fauna and landscape to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in national parks, or who conduct tours with a strong focus on the natural environment. In this context, guides work independently to research and prepare interpretive content.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Guiding

Unit Sector
Tourism

Elements and Performance Criteria

<table>
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<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Research specialised information on</td>
<td>1.1. Identify key sources of specialised information</td>
</tr>
</tbody>
</table>
flora, fauna and landscape. about flora, fauna and landscape.

1.2. Evaluate credibility and reliability of information sources.

1.3. Use formal and informal research techniques to access current, accurate and relevant information.

1.4. Determine potential subjects of customer interest and make focus of research activities.

2. Prepare specialised information on flora, fauna and landscape.

2.1. Analyse information and develop interpretive themes and messages to meet customer needs.

2.2. Organise information to support ways in which it will be used and presented.

3. Update knowledge of specialised information on flora, fauna and landscape.

3.1. Identify and use opportunities to maintain currency of knowledge about specialised topics.

3.2. Proactively seek opportunities to enhance and expand own knowledge base.

3.3. Incorporate updated and expanded knowledge into work activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS DESCRIPTION

Reading skills to:
- interpret potentially complex and detailed information on flora, fauna and landscape.

Writing skills to:
- make notes from research on flora, fauna and landscape.

Initiative and enterprise skills to:
- establish an interpretive framework
- evaluate and adapt information for practical workplace purposes
- create key messages, themes and storylines for customers.
- use the internet as a research tool.

Technology skills to:

Unit Mapping Information

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
  - using at least four credible and reliable sources of information
  - demonstrating knowledge of flora, fauna and landscape as listed in the knowledge evidence
  - using appropriate ecological terminology and concepts
  - incorporating interpretive themes and messages
  - organising information in a logical and suitable manner for presentation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of interpretation in creating a powerful customer experience
- sources of information on flora, fauna and landscape in the relevant geographic context
- landscapes of interest within a local region and their general characteristics
- key ecological terminology and concepts:
  - biodiversity and abundance
  - biotic and physical factors
  - carbon cycle
  - community relations
  - energy flow
  - food web
  - life cycles
  - nutrient cycle
  - populations
  - succession
  - water cycle
  - zonation
- interrelationships between parts of the ecosystem:
• developmental processes related to the formation of local landscapes:
  • geological formations and history
  • soil composition and its relation to plant and animal life and water catchment areas
• principles of Gondwana theory and the impact of Gondwana on plant and animal communities
• major landscape types and their characteristics:
  • alpine
  • coastal
  • desert
  • outback
  • temperate
  • tropical
• major species of flora and fauna within the local landscape:
  • characteristics
  • commonalities
  • interactions between species and the environment
  • nature of species and where it is found
  • nutrition and life cycles
  • roles of individual species
  • species harmful to humans
• identification techniques for flora and fauna
• environmental influences that affect landscape:
  • climate
  • earthquake
  • fire
  • flood
• human impact on landscape:
  • industrial activity
  • land clearing
  • mining
• management regimes and codes of practice for local landscape
• Australian Indigenous perspective on local landscape
• information sources frequently used by guides:
  • artworks
  • events
  • exhibitions
  • experiences and observations (of self or others)
  • films
  • geological societies, plant study groups or wildlife societies
  • images
Assessment Requirements for SITGDE008 Prepare specialised interpretive content on flora, fauna and landscape

Date this document was generated: 18 March 2019

- internet
- music
- local experts
- traditional owners
- performances
- presentations
- professional associations
- printed texts.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where specialised interpretive content is developed for guiding activities
- a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- current interpretive resources
- equipment used to source, record and store information:
  - computer and software
  - internet
  - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on cultural and heritage environments to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in cultural centres, museums, galleries or historic sites, or who conduct tours in regions with strong cultural and heritage significance. In this context, guides work independently to research and prepare interpretive content.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Guiding

Unit Sector
Tourism

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the</td>
</tr>
</tbody>
</table>
1. Research specialised information on cultural and heritage environments.
   1.1. Identify key sources of specialised information about cultural and heritage environments.
   1.2. Evaluate credibility and reliability of information sources.
   1.3. Use formal and informal research techniques to access current and relevant information.
   1.4. Determine potential subjects of customer interest and make focus of research activities.
2. Prepare specialised information on cultural and heritage environments.
   2.1. Analyse information and develop interpretive themes and messages to meet customer needs.
   2.2. Organise information to support the ways in which it will be used and presented.
3. Update knowledge of specialised information on cultural and heritage environments.
   3.1. Identify and use opportunities to maintain currency of knowledge about specialised topics.
   3.2. Proactively seek opportunities to enhance and expand own knowledge base.
   3.3. Incorporate updated and expanded knowledge into work activities.

**Foundation Skills**

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills to:</td>
<td>• interpret potentially complex and detailed information on cultural and heritage environments.</td>
</tr>
<tr>
<td>Writing skills to:</td>
<td>• make notes on cultural and heritage environments.</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>• establish an interpretive framework</td>
</tr>
<tr>
<td>skills to:</td>
<td>• evaluate and adapt information for practical workplace purposes</td>
</tr>
<tr>
<td>Technology skills to:</td>
<td>• create key messages, themes and storylines for customers.</td>
</tr>
<tr>
<td></td>
<td>• use the internet as a research tool.</td>
</tr>
</tbody>
</table>
Unit Mapping Information
SITGDE309 Prepare specialised interpretive content on cultural and heritage environments

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
  - using at least four credible and reliable sources of information
  - demonstrating knowledge of cultural and heritage environments as listed in the knowledge evidence
  - using appropriate ecological terminology and concepts
  - incorporating interpretive themes and messages
  - organising information in a logical and suitable manner for presentation.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the role of interpretation in creating a powerful customer experience
- sources of information on cultural and heritage environments
- cultural and heritage environments, natural and built:
  - art galleries
  - cultural centres
  - heritage trails
  - historic localities or regions
  - historic theme parks
  - Indigenous art or occupation sites
  - museums
  - prehistoric and fossil sites
- nature and significance of each cultural or heritage environment:
  - how the environment developed and evolved
  - historically and culturally significant features, details of any exhibits, displays or performances
  - individuals associated with the environment, their roles and impacts
  - role of the environment in the local community, both past and present
• relationship of the environment to past and current Australian culture and history
• information sources frequently used by guides:
  • artworks
  • events
  • exhibitions
  • experiences and observations (of self or others)
  • films
  • images
  • internet
  • music
  • objects
  • local experts
  • traditional owners
  • performances
  • presentations
  • professional associations
  • printed texts, books, journals, magazines, newspapers
  • technical information.

Assessment Conditions
Skills must be demonstrated in an operational guiding environment. This can be:
• an industry workplace where specialised interpretive content is developed for guiding activities
• a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:
• current sources of information as listed in the knowledge evidence
• current interpretive resources
• equipment used to source, record and store information:
  • computer and software
  • internet
  • data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:
• have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.
Assessment Requirements for SITGDE010 Prepare specialised interpretive content on cultural and heritage environments

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SITTPPD002 Develop interpretive activities

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to develop interpretive activities for different customer groups. It requires the ability to establish educational, interpretive and commercial objectives for an activity; develop operational aspects; and evaluate the success of the activity. The actual presentation of activities is covered in the unit SITTGDE005 Prepare and present tour commentaries or activities.

The unit applies to many industry sectors and has particular relevance in tourism, sport and recreation, and cultural contexts. Interpretive activities take place on historical, cultural, heritage or nature-based tours, in attractions and theme parks, in national parks or in locations such as museums, galleries, libraries, performing arts centres and zoos. Activities could be virtual.

Planning and developing interpretive activities may be for a series of activities in a venue or tour operation or for a one-off activity. It could be the responsibility of the person delivering the activity or be developed by senior operational or supervisory personnel. The planning role applies to those who work independently with limited guidance from others. This could include senior guides, activities coordinators, or owner-operators of small organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Planning and Product Development

Unit Sector
Tourism
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Establish need for activities.</td>
<td>1.1. Identify need for interpretive activities, based on customer, organisation and community needs.</td>
</tr>
<tr>
<td></td>
<td>1.2. Establish educational, interpretive and commercial objectives in consultation with appropriate colleagues.</td>
</tr>
<tr>
<td>2. Create activities.</td>
<td>2.1. Identify and evaluate a range of potential information and resources, including other specialists as required.</td>
</tr>
<tr>
<td></td>
<td>2.2. Develop interpretive framework for activities.</td>
</tr>
<tr>
<td></td>
<td>2.3. Generate and select ideas for potential messages, themes and storylines.</td>
</tr>
<tr>
<td></td>
<td>2.4. Identify relationships between themes, storylines and the site.</td>
</tr>
<tr>
<td></td>
<td>2.5. Incorporate interpretive media that matches the site.</td>
</tr>
<tr>
<td></td>
<td>2.6. Conduct a risk assessment and incorporate controls into activity development.</td>
</tr>
<tr>
<td></td>
<td>2.7. Evaluate and integrate legal, ethical and sustainability considerations.</td>
</tr>
<tr>
<td></td>
<td>2.8. Develop resources to support activities.</td>
</tr>
<tr>
<td></td>
<td>2.9. Develop activity within budget to meet agreed objectives.</td>
</tr>
<tr>
<td>3. Evaluate activities.</td>
<td>3.1. Obtain formal and informal feedback from customers and colleagues during piloting or conduct of activities.</td>
</tr>
<tr>
<td></td>
<td>3.2. Modify activities according to feedback received.</td>
</tr>
<tr>
<td></td>
<td>3.3. Establish and implement ongoing review mechanisms to ensure continuous improvement of activities in line with its objectives.</td>
</tr>
</tbody>
</table>

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills to:</td>
<td>• evaluate wide ranging information and tease out creative themes and messages for activities</td>
</tr>
<tr>
<td></td>
<td>• analyse and interpret complex information and communicate it creatively to customers.</td>
</tr>
<tr>
<td>Oral communication</td>
<td>• consult with colleagues about development issues for interpretive</td>
</tr>
</tbody>
</table>
skills to: activities.
Numeracy skills to:
- calculate costs in order to work within established budgets.
Planning and organising skills to:
- coordinate creative and practical aspects of activities.
Technology skills to:
- use software to develop products that support the delivery of educational and commercial interpretive activities in both real and virtual contexts.

Unit Mapping Information
No equivalent unit.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITTPPD002 Develop interpretive activities

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and develop one single interpretive activity and one series comprising at least three interpretive activities combined into an overall program, for at least two of the following:
  - attractions
  - guided activities or walks
  - sporting activities
  - theme parks
  - virtual activities
- plan and develop the above interpretive activities using at least two of the following themes:
  - cultural
  - heritage
  - historical
  - nature
- ensure above interpretive activities include key messages that reflect subject matter knowledge and meet the needs of different customer groups and commercial and operational constraints
- identify review mechanisms for above interpretive activities.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- subject matter around which activities are developed
- influential principles and theories of interpretation
- physical and digital interpretive media
- resource considerations for the development of interpretive activities:
  - apps and other digital content
  - costumes
  - guest speakers
  - handouts
• information and communications technology
• natural resources
• props
• professional organisations
• special interest organisations
• specialists:
  • actors and performers
  • creative designers
  • cultural advisers
  • designers
  • environmental educators
  • heritage specialists
  • historians
  • interpretation consultants
  • marketers
  • subject matter experts
  • technical experts
• practical processes that support activity development:
  • budgeting
  • evaluation
  • needs analysis
  • resource development
  • scheduling
• creative communication techniques for interpretive activities:
  • games
  • illustrated talks
  • role-playing
  • sensory awareness exercises
  • storytelling
  • use of apps, podcasts, near response codes, quick response codes
• safety requirements specific to activities
• risk assessment processes:
  • determining overall risk level
  • determining exposure to the risk
  • estimating probability of negative impacts
  • identifying consequences that could result from the identified risk
• legal, ethical and sustainability considerations for activity development:
  • cultural appropriateness
  • duty of care
  • minimal impact
- minimising waste and conserving resources.

**Assessment Conditions**

Skills must be demonstrated in an operational tourism environment. This can be:
- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:
- a real or simulated environment for which interpretive activities can be planned and developed
- information sources on subject matter of interpretive activities, resources and other specialists
- current technology for use in activity development
- customers sufficient in number to reflect different customer, organisational or community needs and locations for interpretive activities; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SITTPPD009 Develop environmentally sustainable tourism operations

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to plan strategically for environmentally sustainable operations. This is subject to a range of regulatory requirements that relate to environmental sustainability at land management agency and federal, state or territory, and local government level. It requires the ability to establish and operate a sustainable operation and to monitor its environmental impact.

The unit applies to those in the tourism industry with managerial responsibilities in strategic planning and product development. Planning may be for a whole region or local area or for a particular venue, organisation, event or product. The unit applies to any operation with a strong focus on environmental sustainability.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Planning and Product Development

Unit Sector
Tourism

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential</td>
<td>Performance criteria describe the performance needed to</td>
</tr>
</tbody>
</table>
outcomes. demonstrate achievement of the element.


1.2. Conduct evaluations prior to any decision to establish operation.

1.3. Consult stakeholders and incorporate their views into planning process.

1.4. Investigate methods of managing impact.

1.5. Develop strategies that provide social and economic returns to communities.

1.6. Proactively seek opportunities for new, innovative and more sustainable approaches to conducting operations.

1.7. Develop strategies that balance environmental sustainability and economic viability.

2. Implement environmentally sustainable operations. 2.1. Establish and integrate best practice environmental standards to limit negative environmental impacts.

2.2. Evaluate and use technologies for environmental best practice.

2.3. Develop environmentally-friendly codes of practice for the operation and for customer use.

2.4. Conduct operations according to environmentally sustainable practices, guidelines and legal requirements.

2.5. Promote environmental awareness among stakeholders.

3. Evaluate environmental impact. 3.1. Monitor and assess environmental impacts as part of regular management reviews.

3.2. Monitor compliance with codes of practice and legislative requirements.

3.3. Initiate follow-up action based on assessment of environmental impact and compliance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

**SKILLS** | **DESCRIPTION**
---|---
Reading skills to: | • interpret materials describing environmental regulatory requirements and codes of practice.
Writing skills to: | • develop plans, systems and procedures for tourism operations.
Oral communication skills to:

- consult with diverse stakeholders on potentially divisive and nuanced issues.

Numeracy skills to:

- perform complex calculations to assess profitability considerations.

Problem-solving skills to:

- respond to complex internal and external management challenges.

Initiative and enterprise skills to:

- evaluate complex issues and information, and develop strategic responses.

Planning and organising skills to:

- coordinate interrelated planning and operational processes.

Unit Mapping Information

SITTPD602 Develop environmentally sustainable tourism operations

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITTPPD009 Develop environmentally sustainable tourism operations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a plan for a tourism operation that supports environmental sustainability and provides evidence of:
  - analysis of key environmental issues
  - consultation with key stakeholders
  - evaluation of proposed operation
  - development of strategies and operational approaches that maximise positive impacts
  - integration of current legislation, regulations and industry codes
- implement the above plan, complying with environmentally sustainable practices, guidelines and legal requirements
- monitor and evaluate the environmental impact of the above tourism operation through:
  - community consultation and involvement
  - internal and external education programs
  - implementing sustainable operational initiatives:
    - regularly reviewing optimal group sizes
    - scheduling for optimal weather conditions and seasons
    - selecting most appropriate equipment and transport modes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current research trends in the area of ecologically sustainable operations
- current and emerging issues and trends relevant to above operation and the environment
- global environmental issues, in particular a layperson’s understanding of the science associated with:
  - climate change
  - energy
  - land management
  - waste and consumption
  - water
Assessment Requirements for SITIPPD009 Develop environmentally sustainable tourism operations

- relevance of particular environmental issues to the area or region of work and the specific features and vulnerabilities of the local environment
- methods of environmental evaluation:
  - environmental impact study (EIS)
  - evaluation of organisational capacity to comply with:
    - environmental and community protection laws
    - industry and ecotourism codes of practice
  - social sustainability
  - site studies
- consultation and communication mechanisms used by organisations in the product development process:
  - features
  - nature
  - objectives and outcomes
  - scope
  - time parameters
- strategic frameworks and operational systems and procedures that support environmentally sustainable operations:
  - customers
  - equipment and supplies
  - staff
- ways of balancing ecological sustainability and the economic viability of an operation
- potential negative environmental impacts:
  - disturbance of flora and fauna
  - introduction of exotic and feral species
  - physical damage
  - pollution
  - visual impacts
  - waste issues
- laws, regulations and land management requirements and guidelines:
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on operations in relevant areas.

Assessment Conditions

Skills must be demonstrated in a destination, location, organisation or event for which an environmentally sustainable operation can be established. This can be:
- an industry workplace
- a simulated industry environment set up for the purposes of assessment.
Assessment must ensure access to:

- current information about environmental practices:
  - legislation
  - guidelines
  - industry codes of practice
- current information and communications technology to support the research and planning process
- stakeholders with whom consultations can take place; these can be:
  - consumer representatives
  - host community
  - investors
  - government authorities
  - land management agencies
  - suppliers of environmentally-friendly products; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SITXCCS002 Provide visitor information

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to access general information on facilities, products and services available in the local area and to provide this to visitors.

The unit applies to frontline service personnel working in a range of tourism, travel, hospitality, entertainment and cultural contexts. Information is often provided face-to-face, but may be by telephone or other remote mechanisms.

It applies to frontline service personnel who routinely respond to visitor requests for general local area information. They may be working independently or with guidance from others in restaurants, hotels, wineries, attractions, entertainment venues, tour operations, visitor information centres and at tour desks.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Client and Customer Service

Unit Sector
Cross-Sector

Elements and Performance Criteria
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Access and update visitor information.
   1.1. Identify and access sources of visitor information.
   1.2. Obtain general information on local facilities, products and services to meet different visitor needs.
   1.3. Share information with colleagues to support the efficiency and quality of service.
   1.4. Identify and use opportunities to update and maintain local area knowledge.

2. Provide information to visitors.
   2.1. Identify specific information and assistance needs of visitors, including those with special needs.
   2.2. Provide appropriate scope and depth of information to meet visitor needs.
   2.3. Identify and use opportunities to promote internal products and services.

3. Seek feedback on information provision.
   3.1. Proactively seek visitor feedback to ensure required information has been provided.
   3.2. Follow procedures for any formal visitor evaluation.
   3.3. Provide information on visitor feedback to relevant colleagues.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

<table>
<thead>
<tr>
<th>SKILLS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading skills to:</td>
<td>• interpret sometimes detailed product and local area information</td>
</tr>
<tr>
<td></td>
<td>• research, sort and use relevant information</td>
</tr>
<tr>
<td>Writing skills to:</td>
<td>• record simple notes and basic information on local facilities, products and services for visitors.</td>
</tr>
<tr>
<td>Oral communication skills to:</td>
<td>• listen and respond to range of visitor requests, asking questions to clarify and confirm.</td>
</tr>
<tr>
<td>Learning skills to:</td>
<td>• review own knowledge of information required to assist visitors and participate in activities that continuously update it.</td>
</tr>
</tbody>
</table>

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the
candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Opportunities to update and maintain local area knowledge** must include at least four of the following:

- informal discussions with colleagues and visitors
- internal newsletters and external promotional material
- local information centre
- participating in local familiarisation tours
- local media: newspaper, radio and television
- personal observation or exploration
- principal or supplier of the product or service
- staff noticeboards
- team meetings.

**Unit Mapping Information**

SITXCCS201 Provide visitor information

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITXCCS002 Provide visitor information

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide current, accurate and relevant information about local area features to three different visitors on three different occasions
- provide above information and assistance in a culturally appropriate manner and according to organisational service standards
- extend personal knowledge of relevant facilities, products and services
- seek formal and informal feedback from visitors on above services.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on the available local area facilities, products and services:
  - brochures
  - library
  - local council
  - local people and local identities with specialised knowledge
  - local visitor guide booklets and maps
  - online reservation systems
  - organisation information
  - organisation-designed information systems
  - principal supplier of a product
  - product library
  - room directories
  - social media websites
  - state or territory government tourism authority information systems
  - timetables
- information on the local area features:
  - accommodation options
  - dining options
- entertainment venues
- local attractions
- local personal services facilities
- local shopping facilities
- local transport options
- organisation-specific information
- road conditions
- sporting facilities
- tours, local outings and trips
- travelling routes
- weather conditions
- organisational service procedures and standards:
  - designated response times for acknowledging customers and their enquiry
  - personal presentation and hygiene standards
- awareness of customs and practices of various social and cultural groups of visitors to assist with meeting visitor needs and expectations in regards to:
  - modes of greeting, farewelling and conversation
  - body language and body gestures
  - formality of language
  - clothing
- methods of collecting feedback:
  - formal:
    - surveys
    - interviews
    - structured questioning
  - informal:
    - observation
    - casual discussion
- organisational service procedures and standards.

**Assessment Conditions**

Skills must be demonstrated in an operational customer service environment in a service based industry such as tourism, travel, hospitality or events where information is sourced and provided to visitors. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:
Assessment Requirements for SITXCCS002 Provide visitor information

Date this document was generated: 18 March 2019

- sources of information on the local area facilities, services and general products, and their availability
- organisational specifications for customer service standards
- visitor surveys and feedback forms
- visitors from different cultural backgrounds with whom the individual can interact; these can be:
  - visitors to an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SITXCOM004 Address protocol requirements

Modification History
Not applicable.

Application
This unit describes the performance outcomes, skills and knowledge required to source and access information on protocol requirements to fulfil any sales or operational need. It requires the ability to identify appropriate information sources, access and interpret specific details of protocol requirements, and coordinate the use of protocol.

The unit applies to many tourism, travel, hospitality and event sectors and is particularly relevant to events, function coordination, tour operations and tour guiding.

Protocol affects a broad range of business and government activity and the breadth and depth of protocol knowledge required will vary. This unit does not require in-depth knowledge of protocol requirements, but rather focuses on the ability to collect and interpret protocol information.

This unit applies to a range of people working independently or with limited guidance, including tour and event coordinators and managers, tour guides, and front of house or duty managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit
Nil

Competency Field
Communication and Teamwork

Unit Sector
Cross-Sector
Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Source information on appropriate protocol requirements.
   1.1. Assess the need for protocol to be followed for the particular situation.
   1.2. Identify relevant sources of protocol information.
   1.3. Liaise with customers to determine appropriate protocol.
   1.4. Interpret relevant protocol information to inform work practice.

2. Coordinate the use of protocol.
   2.1. Identify specific work activities requiring a particular protocol to be observed.
   2.2. Provide protocol briefings to staff and suppliers.
   2.3. Coordinate the use of correct protocol for the delivery of product or service.

3. Update knowledge of protocol.
   3.1. Identify and use opportunities to update protocol knowledge.
   3.2. Share updated knowledge with customers and colleagues as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

Reading skills to:
- interpret unfamiliar and complex protocol information.

Writing skills to:
- compose correspondence reflecting correct protocols, when preparing correspondence to dignitaries and officials, invitations, and team briefing papers.

Oral communication skills to:
- liaise with customers, clients, their agents and personal assistants to confirm protocol requirements
- address dignitaries and officials using appropriate language.

Self-management skills to:
- take responsibility for meeting protocol requirements.
Unit Mapping Information
SITXCOM301 Address protocol requirements

Links
Companion Volume implementation guides are found in VETNet -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
Assessment Requirements for SITXCOM004 Address protocol requirements

Modification History
Not applicable.

Performance Evidence
Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source accurate information on protocol requirements for at least two of the following:
  - organising an event or function, such as a meeting, reception or tour
  - organising accommodation
  - issuing marketing materials reflecting correct titles of dignitaries
  - meeting the requirements of dignitaries and officials
  - meeting the requirements of entertainers and masters of ceremony
  - integrate protocol requirements into oral and written material for each of the above
  - update and integrate knowledge of protocol when organising each of the above.

Knowledge Evidence
Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- main types of civic functions held in Australia
- importance and role of protocol in different business situations
- key sources of information on protocol for:
  - Australian honours system:
    - order of precedence
    - ranks and forms of address
    - wearing of honours and medals
  - involvement of Indigenous Australians and other cultural groups in business activities
  - correct use of national and state symbols:
    - flags
    - anthems
    - military salutes
  - forms of address for different dignitaries and officials, both for written correspondence and in oral communication
  - sources of protocol information:
    - Aboriginal Land Councils
• Australia Day Council
• customers, clients, their agents and personal assistants
• federal, state or territory, and local government protocol departments
• internet
• libraries
• Office of the United Nations
• specific work activities impacted by protocol requirements:
  • addressing and introducing dignitaries and officials
  • correspondence to dignitaries and officials
  • issuing invitations
  • liaison with dignitaries and officials
  • preparing:
    • briefing papers
    • marketing materials
  • running sheets
• protocols for the following different situations:
  • invitations to dignitaries and officials
  • arrival procedures, for heads of state or government officials
  • introduction protocols and order of speakers
  • order of precedence for official guests
  • seating arrangements
  • dress styles
• opportunities to update protocol knowledge:
  • informal networking with colleagues
  • internet research
  • reading relevant journals.

Assessment Conditions
Skills must be demonstrated in an operational tourism, travel, hospitality or events environment. This can be:
• an industry workplace
• a simulated industry environment.

Assessment must ensure access to:
• current protocol information relevant to organisation.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899df092694
SRXGOV001B Participate as a member of an effective Board of an organisation

Modification History
Not applicable.

Unit Descriptor
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages. This unit covers the skills required to be an active participant in the effective governance activities of an organisation. It does not cover any of the management skills required of staff of an organisation. This unit applies equally to both volunteer and paid directors of organisations.

Application of the Unit
Not applicable.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
Not applicable.

Elements and Performance Criteria Pre-Content
Not applicable.
## Elements and Performance Criteria

### Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| **1** Identify the core business and establish the strategic direction of the organisation | 1.1 Identify the **core business of the organisation**  
1.2 Identify, explain and document the relationships between the organisation and other **stakeholders**  
1.3 Interact with key **stakeholders** to inform them of achievements and to ensure their input into the determination of strategic goals and directions  
1.4 Document the organisation's strategic direction and priorities  
1.5 Establish performance targets, that form the basis for evaluation of performance |
| **2** Follow legal requirements when carrying out Board duties           | 2.1 Identify and refer to the relevant provisions of the **legal framework** under which the organisation was established  
2.2 Monitor relevant aspects of the appropriate federal, state and local **legislation** and by-laws for organisation compliance |
| **3** Work within the structure of the organisation                     | 3.1 Differentiate and document the member, governance and management issues of the organisation in the **organisation's governance policy guidelines**  
3.2 Identify, document and refer to the relationships between governance issues and management issues  
3.3 Identify and document the role of the Board in the **organisation's governance policy guidelines**  
3.4 Identify and document the role of the individual Directors in the **organisation's governance policy guidelines**  
3.5 Identify and document the role of the Chairperson in the **organisation's governance policy guidelines**  
3.6 Identify and document the role of the Secretary in the **organisation's governance policy guidelines** |
3.7 Document delegations of the Board's authority

3.8 Undertake and evaluate duties outlined in job descriptions of Board members regularly as a whole Board assessment and an individual Director assessment

4 Monitor trends and changes in the industry

4.1 Ensure the Board is aware of emerging issues in the industry that are likely to have an impact on the organisation's business

4.2 Evaluate the identified emerging issues within a risk management and due diligence framework for their impact on the organisation

4.3 Ensure those emerging issues requiring attention by the organisation are dealt with by the Board in an appropriate manner

4.4 Demonstrate how the Board regularly reviews its policies and procedures to take account of the emerging issues

5 Monitor the organisation's operations

5.1 Ensure preparation for meetings is adequate and timely

5.2 Record meeting attendance and encourage effective participation by all Board members

5.3 Utilise information provided in analysing the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets

5.4 Review policies, procedures, operations and workplace responsibilities of the organisation and adapt accordingly

6 Supervise the senior management of the organisation

6.1 Receive information and advice regularly from the senior management of the organisation to form the basis of informed decision-making

6.2 Provide instructions to the senior management of the organisation to implement specific policy directions as required

6.3 Seek feedback from senior management of the organisation in relation to the implementation of the specific policy directions
6.4 Assess the performance of the Chief Executive Officer (CEO) regularly in accordance with the legal framework under which they are engaged.

**Required Skills and Knowledge**

Not applicable.

**Evidence Guide**

**Evidence Guide**

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

**Critical aspects of evidence to be considered**

Assessment must confirm sufficient knowledge of being an effective paid or unpaid member of the Board of a sport or recreation organisation in the work environment.

Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner’s environment.

In particular, assessment must confirm the ability to:

- identify the core business and establish the strategic direction of the organisation;
- follow legal requirements when carrying out Board duties;
- work within the structure of the organisation;
- monitor trends and changes in the industry;
- monitor the organisation’s operations;
- supervise the senior management of the organisation.

**Interdependent assessment of units**

This unit must be assessed after attainment of competency in the following unit(s):
Nil

This unit must be assessed in conjunction with the following unit(s)
SRXGOV002B Undertake the role of an individual Director of an organisation

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)
Nil

Required knowledge and skills

Required knowledge

Knowledge of natural justice and fair process as it relates to the evaluation and assessment of the effectiveness and efficiency of a Board and individual Directors

Knowledge of the business and operations of the organisation as it relates to participating in the formulation of strategic directions

Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation

Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director

Knowledge of the role policies and procedures play in the effective running of an organisation

Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO)

Knowledge of performance measurement systems as they relate to the measurement of the efficiency and effectiveness of the organisation in meeting its stated performance targets
Knowledge of effective human resource management practices as they relate to the delegation, monitoring and evaluation of the Chief Executive Officer (CEO) and senior management

Knowledge of issues to do with Occupational Health and Safety (OH&S) as they relate to the employment of staff

Required skills

Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines, undertaking of the function of Director and the monitoring of trends in industry

Research skills as they relate to the monitoring of trends in industry

Verbal communication skills as they relate to the presentation of cogent arguments within the Board processes

Written communication skills as they relate to the presentation of papers at a Board meeting

Negotiation skills as they relate to active participation in Board discussions and decision-making

Consultation skills as they relate to the meaningful engagement of relevant stakeholders in the organisation's operations

Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation

Resource implications

Physical resources - assessment of this competency requires access to either real or simulated organisations and their respective Board processes

Human resources - assessment of this unit of competency will require human resources
consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit but preferably be competent in the unit at the level above be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations

Consistency in performance

Due to issues such as performing various duties as a member of a Board of an organisation, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to participating as a member of an effective Board of an organisation

Context for assessment

This unit of competency must be assessed in the context of participating as a member of an effective Board of a sport or recreation organisation

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPETENCIES
<table>
<thead>
<tr>
<th>Collect, Analyse &amp; Organise Information</th>
<th>Communicate Ideas &amp; Information</th>
<th>Plan &amp; Organise Activities</th>
<th>Work with Others &amp; in Teams</th>
<th>Use Mathematical Ideas &amp; Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
</thead>
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<tr>
<td>3</td>
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<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

- Use routine approaches
- Select from routine approaches
- Establish new approaches

**Collecting, analysing**
and organising information
Collecting information on the core business of the organisation

Communicating ideas and information
Reporting to the Board on a task that was allocated

Planning and organising activities
Planning and organising regular Board meetings

Working with teams and others
Working as a member of a Board of an organisation

Using mathematical ideas and
techniques
- Analysing financial documents for the organisation

Solving problems - Identifying the need to hold an extraordinary meeting

Using technology - Taking part in a teleconference

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

<table>
<thead>
<tr>
<th>RANGE STATEMENT</th>
<th>CATEGORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board assessment</td>
<td>[all categories]</td>
</tr>
<tr>
<td></td>
<td>the assessment of the Board as a whole could</td>
</tr>
</tbody>
</table>
be undertaken by four key issues
chat with the Chairperson
yes/no questionnaire
grading questionnaire
written questionnaire

the introduction of an effective process of Board assessment will involve implementation over time
gaining commitment
careful preparation
deciding the issues to be covered by the Board assessment
defining measures of performance: organisation and Board communicating performance implementing changes reviewing the process

Chief Executive Officer assessment [all categories]
the Chief Executive Officer (CEO) assessment should be undertaken by the Board, as the Chief Executive Officer (CEO) is responsible to the Board as a whole, not just the Chairperson part of a policy framework based on objective performance criteria reviewed as part of an organisation and Board performance review linked to a remuneration policy which reflects objective performance

the aim of the performance evaluation is to align the long-term interests of the Chief Executive Officer (CEO) with the long-term interests of the organisation. This would require a three stage process of
the Board setting goals for/with the Chief Executive Officer
monitoring the performance of the organisation against the goals
responding to the difference between expected and actual outcomes

performance measures should be
valid
verifiable
controllable
global
communicable

Core business of the organisation
[all categories]
that business that is consistent with the intent and purpose for which the organisation was established
that business that is consistent with the Memorandum and Articles of Association

Emerging issues
[all categories]
the Corporate Law Economic Reform Bill (1998)
technology
information

Individual Director assessment
[all categories]
the assessment of Directors who are currently on the Board can be undertaken by various means
chat with the Chairperson
chat with the Governance Committee
Director self-assessment
aggregated results to give Board profiles
qualitative peer assessment
the assessment of a Director prior to appointment should consider the following issues

the profile should be related to the goals of the organisation and the organisation and Board performance criteria

an external search process should be used to complement the probable likely suspects known to the Board

the appointment term should be considered

relevant information should be discussed prior to the appointment

current Directors should meet the final candidate to ensure they are comfortable that the new Director will contribute the skills knowledge and experience sought in a team-like manner

a thorough induction process should be undertaken

**Legal framework**

[all categories]

the legal context within which the organisation operates

association - Associations law
corporation - Corporation law

**Legislation**

[all categories]

specific laws

Corporation law

the Corporations law, the complementary State legislation and the Ordinances of the relevant Territories

the Company Law Review Act (1998)

the Corporate Law Economic Reform Bill (1998)

Associations law

Trade Practices law

competition

c consumer protection

Contract law
Environmental law
Taxation law
Regulatory compliance

laws relating to people
Industrial Relations/Workplace Relations Act
Occupational Health and Safety (OH&S) Acts
Employment
Equal Opportunity and Anti-Discrimination
Child Protection
Volunteer Workers Insurance
Public Liability
Workers compensation
Business specific laws

laws relating to business
Income Tax Act
Payroll Acts
Stamp duty Act
Liquor Licensing Acts
Landlord and Tenant
Goods and Services Tax (GST) Act
Copyright Act
Trade Marks Act
Business specific laws and Acts

Organisation's governance policy guidelines
[all categories]
would include policies and processes in the areas of
role of board
board structure
role of individual directors
role of chairperson
role of company secretary
role of chief executive officer
board meetings
board meeting agenda
board papers
board minutes
the board calendar
committees
delegation of authority
monitoring
strategy formulation
service/advice
contacts
chief executive officer evaluation
director protection
board evaluation
director development
director selection and induction

Stakeholders
[all categories]
shareholders
government Ministers
government departments
Departments of Consumer Affairs or Fair Trading
government industry regulators
Australian Competition and Consumer Commission
Australian Securities and Investments Commission
Departments of Consumer Affairs or Fair Trading

Non-government industry regulators
Australian Stock Exchange
employees
suppliers
customers
media
unions
the community
other organisations

Workplace responsibilities
[all categories]
employment of staff
Occupational Health and Safety (OH&S)

Unit Sector(s)
Not applicable.
SRXGOV004B Work effectively with the Board of an organisation

Modification History
Not applicable.

Unit Descriptor
This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.
This unit covers the skills required for senior staff of an organisation to work effectively with the Board or management committee of a recreation organisation or facility.

Application of the Unit
Not applicable.

Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
Not applicable.

Elements and Performance Criteria Pre-Content
Not applicable.
Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Identify the roles of governance and management</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>Differentiate and document the member, governance and management issues of the organisation in the organisation's governance policy guidelines</td>
</tr>
<tr>
<td>1.2</td>
<td>Identify, document and refer to the relationships between governance issues and management issues</td>
</tr>
<tr>
<td>2</td>
<td><strong>Facilitate the development of an effective Board</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>Provide information to enable the Board to analyse the efficiency and effectiveness of the organisation in meeting its stated objectives and performance targets</td>
</tr>
<tr>
<td>2.2</td>
<td>Ensure new Directors understand the way that the Board operates and the organisation's governance policy guidelines</td>
</tr>
<tr>
<td>2.3</td>
<td>Highlight continuing professional development opportunities to the attention of all Directors</td>
</tr>
<tr>
<td>2.4</td>
<td>Monitor relevant aspects of the appropriate federal, state and local legislation and by-laws for organisation compliance and provide advice to ensure Directors follow legal requirements when carrying out Board duties</td>
</tr>
<tr>
<td>3</td>
<td><strong>Provide detailed information for the Board to deal with the right matters</strong></td>
</tr>
<tr>
<td>3.1</td>
<td>Ensure the Board is aware of emerging issues in the industry that are likely to have an impact on the organisation's business</td>
</tr>
<tr>
<td>3.2</td>
<td>Evaluate the identified emerging issues within a risk management and due diligence framework for their impact on the organisation and provide this information to the Board</td>
</tr>
<tr>
<td>3.3</td>
<td>Differentiate governance and management issues of the organisation to ensure the Board deals with the right matters</td>
</tr>
<tr>
<td>3.4</td>
<td>Collate a well structured Board paper, containing all necessary information items and including a recommendation from management, for all agenda items</td>
</tr>
</tbody>
</table>
3.5 Ensure Board members receive the papers in sufficient time to study them before the meeting

3.6 Establish processes to source appropriate internal and external professional advice for Directors to inform their decision-making (where required)

3.7 Establish processes to deal with extraordinary matters that arise outside scheduled meetings

4.1 Ensure complete and accurate minutes are recorded and reported to the Board

4.2 Identify and implement actions that flow from the decisions clearly

4.3 Implement the appropriate policies and procedures to support the Board's decisions within agreed timeframes

4.4 Advise the Board promptly of issues affecting the implementation of Board decisions

5.1 Provide information and advice regularly to the Board to foster informed decision-making

5.2 Brief the Chairperson in great detail on all substantive issues at all times

5.3 Seek clear instructions from the Board in order to implement specific policy directions (as required)

5.4 Seek feedback from the Board in relation to the performance of staff regarding implementation of the specific policy directions

### Required Skills and Knowledge

Not applicable.

### Evidence Guide

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of
competence and should be read in conjunction with the Range Statements

**Critical aspects of evidence to be considered**

Assessment must confirm sufficient knowledge of working effectively with the Board of a recreation organisation or facility in the work environment.

Assessment of performance should be over a period of time covering all categories of the Range Statements that are applicable in the learner's environment.

In particular, assessment must confirm the ability to:

- differentiate between management and governance issues;
- ensure the Board follows the organisation's governance policy guidelines;
- facilitate the establishment of an effective Board team;
- arrange for the Board to deal with the right matters;
- provide sufficient documentation for the Board to reach informed decisions;
- ensure that the decisions are implemented properly;
- communicate regularly with the Board and ensure the Chairperson is well briefed on current issues affecting the organisation.

**Interdependent assessment of units**

This unit must be assessed after attainment of competency in the following unit(s):

Nil

This unit must be assessed in conjunction with the following unit(s):

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
Nil

**Required knowledge and skills**

**Required knowledge**

Knowledge of the business and operations of the organisation as it relates to the formulation of strategic directions

Knowledge of the legal framework under which the organisation operates and the Memorandum and/or Articles of Association of the organisation

Knowledge of roles and responsibilities of particular functions on the Board such as Chairperson, Secretary and Director

Knowledge of the role policies and procedures play in the effective running of an organisation

Knowledge of the separation of the governance (Board) and management (Chief Executive Officer) functions of the organisation and how the management issues are effectively functions of the Board that are delegated to the Chief Executive Officer (CEO)

Knowledge of human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer Boards

**Required skills**

Literacy and numeracy skills as they relate to the reading, comprehension, evaluation and analysis of documentation that relates to the organisation's strategic direction, governance policy guidelines and the monitoring of trends in industry

Research skills as they relate to the monitoring of trends in industry

Verbal communication skills as they relate to the presentation of information to the Board

Written communication skills as they relate to the presentation of papers at a Board meeting

Consultation skills as they relate to the
meaningful engagement of relevant Board members in the organisation's operations

Policy development skills as they relate to the drafting of, consultation on and endorsement of policies and procedures for the effective operation of the organisation

Facilitation and project management skills as they relate to the implementation of Board decisions

Leadership skills as they relate to demonstration of appropriate individual standards of performance, influencing others, making decisions, facilitating group decision-making and the utilisation of appropriate leadership styles

Resource implications

Physical resources - assessment of this competency requires access to either real or simulated organisations and their respective Board processes

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit but preferably be competent in the unit at the level above be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the Standards for Registered Training Organisations

Consistency in performance

Due to issues such as the varied issues that are required to be discussed by a Board, this unit of competency must be assessed over period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to working
effectively with the Board or management committee of a sport or recreation organisation

Context for assessment

This unit of competency must be assessed in the context of working effectively with the Board or management committee of a sport or recreation organisation.

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes.

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

KEY COMPETENCIES

<table>
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<tr>
<th>Collect, Analyse &amp; Organise Information</th>
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These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that
underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information - Collecting information on the core business of the organisation

Communicating ideas and information - Reporting to the Board on a task that was
allocated

Planning and organising activities - Planning and organising regular Board meetings

Working with teams and others - Working with members of a Board of an organisation

Using mathematical ideas and techniques - Analysing financial documents for the organisation

Solving problems - Identifying the need to hold an extraordinary meeting

Using technology - Taking part in a teleconference

Please refer to the
Range Statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency.

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</tr>
<tr>
<td></td>
<td>refers to Boards or committees of management responsible for the governance of a recreation organisation or facility as distinct from the management operations</td>
</tr>
<tr>
<td></td>
<td>Board members may be paid Directors or volunteers</td>
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<tr>
<td>Emerging issues</td>
<td>[all categories]</td>
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<tr>
<td></td>
<td>may include but not limited to</td>
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<tr>
<td></td>
<td>the Corporate Law Economic Reform Bill (1998)</td>
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<tr>
<td></td>
<td>technology</td>
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<td></td>
<td>information</td>
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<tr>
<td>Legislation</td>
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<td></td>
<td>specific laws</td>
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<td></td>
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<tr>
<td></td>
<td>the Corporations law, the complimentary State legislation and the Ordinances of the relevant Territories</td>
</tr>
</tbody>
</table>
the Company Law Review Act (1998)
the Corporate Law Economic Reform Bill (1998)
Associations law
Trade Practices law
Competition
c consumer protection
Contract law
Environmental law
Taxation law
Regulatory compliance

laws relating to people
Industrial Relations/Workplace Relations Act
Occupational Health and Safety (OH&S) Acts
Employment
Equal Opportunity and Anti-Discrimination
Child Protection
Volunteer Workers Insurance
Public Liability
Workers compensation
business specific laws

laws relating to business
Income Tax Act
Payroll Acts
Stamp duty Act
Liquor Licensing Acts
Landlord and Tenant
Goods and Services Tax (GST) Act
Copyright Act
Trade Marks Act
Organisation's governance policy guidelines

would include policies and processes in the areas of
role of Board
Board structure
role of individual Directors
role of Chairperson
role of Company Secretary
role of Chief Executive Officer (CEO)
Board meetings
Board meeting agenda
Board papers
Board minutes
the Board calendar
committees
delegation of authority
monitoring
strategy formulation
service/advice
contacts
Chief Executive Officer (CEO) evaluation
Director protection
Board evaluation
Director development
Director selection and induction

Unit Sector(s)
Not applicable.
TAEASS401 Plan assessment activities and processes

Modification History

<table>
<thead>
<tr>
<th>Release</th>
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</thead>
<tbody>
<tr>
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<td>This version first released with <em>TAE Training and Education Training Package Version 2.0.</em></td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to plan the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

It applies to individuals with assessment planning responsibilities.

In planning activities and processes, individuals are required to identify the components of assessment tools, analyse and interpret assessment tools, and develop assessment instruments (also known as assessment tasks) and assessment plans.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Determine the assessment approach</td>
<td>1.1 Identify the candidate and confirm the purposes and context of the assessment with relevant people according to legal, organisational and ethical requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify and access applicable industry or workplace standards for the assessment, and any specific assessment requirements</td>
</tr>
<tr>
<td>2. Prepare the assessment</td>
<td>2.1 Analyse units of competency and assessment requirements to</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>plan</td>
<td>identify evidence needed to demonstrate competence, according to the rules of evidence</td>
</tr>
<tr>
<td></td>
<td>2.2 Select assessment methods and instruments to support the collection of defined evidence, taking into account the context in which the assessment will take place</td>
</tr>
<tr>
<td></td>
<td>2.3 Develop the assessment plan and gain approval from relevant stakeholders</td>
</tr>
<tr>
<td>3. Identify modification and contextualisation requirements</td>
<td>3.1 Use information from the candidate and, where relevant, the candidate's workplace to identify contextualisation needs</td>
</tr>
<tr>
<td></td>
<td>3.2 Check advice provided by the training package or course developer relevant to identified contextualisation needs</td>
</tr>
<tr>
<td></td>
<td>3.3 Analyse existing assessment tools and record amendments required to address identified contextualisation needs</td>
</tr>
<tr>
<td></td>
<td>3.4 Determine opportunities for integrated assessment activities and record any changes required to assessment tools</td>
</tr>
<tr>
<td>4. Develop the assessment instruments</td>
<td>4.1 Analyse available assessment instruments for their suitability for use, and identify any required modifications</td>
</tr>
<tr>
<td></td>
<td>4.2 Develop assessment instruments to meet the required standard and specific workplace/candidate needs</td>
</tr>
<tr>
<td></td>
<td>4.3 Map assessment instruments against the unit or course requirements</td>
</tr>
<tr>
<td></td>
<td>4.4 Write clear instructions for the candidate and assessor regarding the use of assessment instruments</td>
</tr>
<tr>
<td></td>
<td>4.5 Check and confirm that draft assessment instruments meet required standards and specific workplace/candidate needs and record outcomes of checks</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>FOUNDATION SKILLS</th>
</tr>
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<tbody>
<tr>
<td>This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Criteria</td>
<td>Code and title</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3</td>
<td>Identifies and confirms legal, organisational and ethical requirements; Selects and analyses assessment-related documents</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5</td>
<td>Documents the assessment plan; Develops assessment instruments, including instructions and mapping; Records outcomes of draft assessment checks</td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>1.1, 2.3, 3.1</td>
<td>Participates in exchanges about assessment processes and the trialling of instruments appropriate to the audience</td>
</tr>
<tr>
<td><strong>Navigate the world of work</strong></td>
<td>1.1</td>
<td>Identifies, confirms and takes responsibility for adherence to policies, procedures, legal, and ethical requirements</td>
</tr>
<tr>
<td><strong>Interact with others</strong></td>
<td>1.1, 2.3, 3.1</td>
<td>Collaborates with others as part of routine activities, and to confirm understanding</td>
</tr>
<tr>
<td><strong>Get the work done</strong></td>
<td>1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.5</td>
<td>Plans a range of routine processes and related tasks with logically sequenced steps, according to defined standards or parameters; Uses formal decision-making processes, identifying information and evaluating several choices against a limited set of criteria; Evaluates effectiveness of planning and design decisions in terms of how well they meet requirements</td>
</tr>
</tbody>
</table>

**Unit Mapping Information**

<table>
<thead>
<tr>
<th>Code and title current version</th>
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<th>Comments</th>
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</thead>
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<tr>
<td>TAEASS401 Plan assessment activities and processes</td>
<td>TAEASS401B Plan assessment activities and processes</td>
<td>Updated to meet Standards for Training Packages. Addition of new element.</td>
<td>No equivalent unit</td>
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</table>
Links

Assessment Requirements for TAEASS401 Plan assessment activities and processes

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- planning and organising the assessment process on a minimum of five separate occasions
- planning and organising two Recognition of Prior Learning (RPL) assessments (which may be two of the five assessment processes above.)

The evidence requirements for each occasion must include:

- a documented assessment plan
- a different endorsed or accredited unit of competency (or clusters of units of competency) for each of the five occasions
- contextualisation of the unit(s) of competency and the selected assessment tools, where required
- incorporation of reasonable adjustment strategies
- development of suitable assessment instruments for each of the five occasions following organisational arrangements.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- obligations of an assessor under applicable legislation and/or standards
- the major features of a unit of competency, and how they are to be addressed in assessment activities and processes
- interpreting competency standards as the minimum standard for assessment
- guidelines for contextualising units of competency
- different purposes of assessment and different assessment contexts, including RPL
- the purpose and features of evidence, and different types of evidence, used in competency-based assessments, including RPL
- the principles of assessment, and how they guide the assessment process
- the rules of evidence and how they guide the assessment process
- different assessment methods, including their suitability for collecting various types of evidence
- the components of assessment tools

different types of assessment instruments and their purpose and relevance for specific evidence-gathering opportunities.

**Assessment Conditions**

Gather evidence to demonstrate consistent performance in conditions that are safe and which are typical of those experienced in the training and assessment environment. This includes access to the units of competency used in assessment planning activities.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Assessors of this unit must hold the *TAE50116 Diploma of Vocational Education and Training* or the *TAE50111 Diploma of Vocational Education and Training* or be able to demonstrate equivalence of competencies.

**Links**

TAEASS402 Assess competence

Modification History

<table>
<thead>
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</table>

Application

This unit describes the skills and knowledge required to implement an assessment plan, and gather quality evidence to assess the competence of a candidate using compliant assessment tools.

It applies to teachers, trainers and assessors in enterprises and registered training organisations (RTOs) and those providing assessment advisory services.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Prepare for the assessment</td>
<td>1.1 Interpret assessment planning documentation and applicable organisational, legal and ethical requirements for conducting the assessment and confirm with the relevant people</td>
</tr>
<tr>
<td></td>
<td>1.2 Access and interpret units of competency that are to be used as benchmarks for assessment, and the nominated assessment tools, to confirm the requirements for the evidence to be collected</td>
</tr>
<tr>
<td></td>
<td>1.3 Determine opportunities for integrated assessment activities</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
</tr>
<tr>
<td>and document any changes to the assessment instruments, where required</td>
<td>1.4 Determine opportunities for evidence-gathering in actual or simulated activities, through consultation with the candidate and relevant personnel</td>
</tr>
<tr>
<td>1.5 Conduct a candidate briefing and explain, discuss and agree on the details of the planned assessment</td>
<td>1.6 Arrange identified material and physical resource requirements</td>
</tr>
<tr>
<td>1.7 Identify any specialist support requirements for the assessment, and organise if necessary</td>
<td></td>
</tr>
<tr>
<td>2. Gather quality evidence</td>
<td>2.1 Use agreed assessment methods and tools to gather, organise and document evidence in a format suitable for determining competence</td>
</tr>
<tr>
<td>2.2 Apply the principles of assessment and rules of evidence in gathering quality evidence</td>
<td></td>
</tr>
<tr>
<td>3. Support the candidate</td>
<td>3.1 Discuss and guide candidates in gathering their own evidence to support the recognition of prior learning (RPL)</td>
</tr>
<tr>
<td>3.2 Use appropriate communication and interpersonal skills to develop a professional relationship with the candidate that reflects sensitivity to individual differences and enables two-way feedback</td>
<td>3.3 Make decisions on reasonable adjustments with the candidate, based on the candidate’s needs and characteristics</td>
</tr>
<tr>
<td>3.4 Access specialist support, if required, in accordance with the assessment plan</td>
<td>3.5 Address any workplace health and safety (WHS) risk to a person or equipment immediately</td>
</tr>
<tr>
<td>4. Make the assessment decision</td>
<td>4.1 Assess the collected evidence, and to evaluate whether it reflects the evidence required to demonstrate competence</td>
</tr>
<tr>
<td>4.2 Use judgement to infer whether competence has been demonstrated, based on the available evidence</td>
<td>4.3 Make the assessment decision in line with agreed assessment procedures and according to the agreed assessment plan</td>
</tr>
<tr>
<td>4.4 Provide clear and constructive feedback to the candidate regarding the assessment decision, and clearly document follow-up, if required</td>
<td></td>
</tr>
<tr>
<td>5. Record and report the assessment decision</td>
<td>5.1 Record assessment outcomes promptly and accurately</td>
</tr>
<tr>
<td>5.2 Complete and submit required assessment documentation</td>
<td></td>
</tr>
</tbody>
</table>
ELEMENT | PERFORMANCE CRITERIA
--- | ---
 | according to assessment procedures and confidentiality conventions
 | 5.3 Inform other relevant parties of the assessment decision, according to confidentiality conventions

6. Review the assessment process
6.1 Review the assessment process in consultation with candidates and other relevant people to improve future practice
6.2 Document and record the review according to relevant assessment system policies and procedures

Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| Reading | 1.1, 1.2, 2.1, 4.1 | • Accesses and interprets procedural and compliance documentation relevant to the assessment process  
• Examines and evaluates assessment evidence |
| Writing | 1.1, 1.3, 1.5, 2.1, 3.1, 5.1, 5.2, 5.3, 6.2 | • Completes workplace documentation accurately using appropriate language and following organisational requirements |
| Oral Communication | 1.1, 1.4, 1.5, 3.1, 3.4, 4.4, 5.3, 6.1 | • Communicates information and assessment process requirements clearly, using techniques appropriate to the audience and environment  
• Interacts appropriately with candidates to build rapport and understanding, and obtain specific information to support the assessment process |
| Navigate the world of work | 1.1, 3.5, 5.3 | • Identifies, confirms and takes responsibility for adherence to legal and ethical requirements  
• Recognises, and follows, explicit and implicit protocols and meets expectations associated with own role |
| Interact with others | 1.1, 1.4, 1.5, 3.1, 3.2, 3.4, 5.3, 6.1 | • Adjusts personal communication style in recognition of the values and experiences of others to build rapport  
• Cooperates and collaborates with others and contributes to activities requiring joint responsibility |
Get the work done

1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 2.1, 2.2, 3.3, 3.4, 4.1, 4.2, 4.3, 6.1, 6.2

- Uses systematic, analytical processes in complex, non-routine situations, gathering information, and identifying and evaluating options against agreed criteria
- Organises work according to specific requirements taking some responsibility for decisions regarding the format of information
- With guidance, reviews the effectiveness of solutions in relation to the set goals

### Unit Mapping Information

<table>
<thead>
<tr>
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<td>TAEASS402 Assess competence</td>
<td>TAEASS402B Assess competence</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
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</table>

### Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4e6c3
Assessment Requirements for TAEASS402 Assess competence

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- assessment of at least five candidates within the vocational education and training (VET) context against at least one endorsed or accredited unit of competency according to the organisation's assessment processes and practices.
- using recognition of prior learning (RPL) processes in the assessment of at least one candidate (which may be one of the five candidates above)
- making reasonable adjustments in the assessment of at least one candidate.

The assessments must be undertaken under the supervision of a qualified assessor and cover an entire unit of competency for each candidate, including:

- the application of different assessment methods and instruments involving a range of activities and events
- using two-way communication and feedback with the candidate
- exercising judgement in making the assessment decision
- recording and reporting assessment outcomes in accordance with the assessment system and organisational, legal and ethical requirements
- reviewing the assessment process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- competency-based assessment, including:
  - VET as a competency-based system
  - how competency based assessment differs from other types of assessment
  - competency standards as the basis of qualifications
• structure and application of competency standards
• the principles of assessment and how they are applied
• the distinction between assessment tools and assessment instruments
• the rules of evidence and how they are applied
• the range of assessment purposes and assessment contexts, including RPL
• different assessment methods, including suitability for gathering various types of evidence, suitability for the content of units, and resource requirements and associated costs
• reasonable adjustments and when they are applicable
• types and forms of evidence, including assessment instruments that are relevant to gathering different types of evidence used in competency-based assessment, including RPL
• the training and assessment strategies, including policies and procedures established by the industry, organisation or training authority
• RPL policies and procedures established by the organisation
• cultural sensitivity and equity considerations in assessment activities
• current legislative requirements relevant to the assessor and the assessment process
• workplace health and safety (WHS) responsibilities associated with assessing competence, including:
  • requirements for reporting hazards and incidents
  • emergency procedures
  • procedures for the use of relevant personal protective equipment
  • the safe use and maintenance of relevant equipment
  • sources of WHS information.

**Assessment Conditions**

Gather evidence to demonstrate consistent performance in a real assessment environment. The assessment environment must include access to assessment tools and recording materials.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Assessors of this unit must hold the *TAE50116 Diploma of Vocational Education and Training* or the *TAE50111 Diploma of Vocational Education and Training* or be able to demonstrate equivalence of competencies.

**Links**

TAEASS403 Participate in assessment validation

Modification History

<table>
<thead>
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</tbody>
</table>

Application

This unit describes the skills and knowledge required to participate in an assessment validation process.

It applies to assessors and workplace supervisors with assessment validation responsibilities participating in, but not necessarily leading, the process.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Assessment

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Elements describe the essential outcomes.</em></td>
<td><em>Performance criteria describe the performance needed to demonstrate achievement of the element.</em></td>
</tr>
<tr>
<td>1. Prepare for validation</td>
<td>1.1 Discuss and confirm the purpose, context and scope of the validation process within relevant assessment system policies and procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Arrange materials for validation activities</td>
</tr>
<tr>
<td></td>
<td>1.3 Check all documents used in the validation process for accuracy and version control</td>
</tr>
<tr>
<td></td>
<td>1.4 Analyse relevant units of competency and agree on the evidence needed to demonstrate competence</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 2. Participate in the validation of assessment tools | 2.1 Demonstrate active and appropriate participation in validation sessions and activities using agreed communication methods and modes  
2.2 Apply principles of assessment and rules of evidence during validation sessions and activities  
2.3 Check that context and conditions of assessment include clear instructions for assessor and candidate and relate directly to the assessment conditions of the relevant unit  
2.4 Check that tasks to be administered to the candidate include clear and concise instructions and an outline of evidence requirements  
2.5 Check that assessment decision-making rules and benchmarks, are clear and enable consistent outcomes  
2.6 Check that recording mechanisms are clear and allow for sufficient information to be recorded  
2.7 Review and use assessment maps to assist in determining validity of assessment instruments |
| 3. Contribute to validation outcomes | 3.1 Discuss validation findings to support improvements in the quality of assessment in a collective environment  
3.2 Discuss, agree and record recommendations to improve assessment practice |

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*
<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7</td>
<td>• Analyses and interprets relevant policies and procedures, benchmarks and validation materials</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1, 3.2</td>
<td>• Records key information from the validation process accurately to meet requirements</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.1, 1.4, 2.1, 2.2, 3.1, 3.2</td>
<td>• Communicates with others to confirm approaches, exchange ideas and information, articulate opinions, and reach agreement with others, using suitable tone, style and language</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.1</td>
<td>• Identifies, confirms and takes responsibility for adherence to policies and procedures</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.1, 2.1, 2.2, 3.1, 3.2</td>
<td>• Collaborates with others and contributes to activities requiring joint responsibility and accountability</td>
</tr>
</tbody>
</table>
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 3.2 | • Organises and prioritises work commitments with a sense of what is achievable within the timeframe  
• Uses analytical processes in non-routine situations gathering information, and identifying and evaluating options against agreed criteria |

### Unit Mapping Information

<table>
<thead>
<tr>
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<td>TAEASS403 Participate in assessment validation</td>
<td>TAEASS403B Participate in assessment validation</td>
<td>Updated to meet Standards for Training Packages. Revised performance criteria.</td>
<td>No equivalent unit</td>
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</tbody>
</table>
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4e6c3
Assessment Requirements for TAEASS403 Participate in assessment validation

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- actively participating in a minimum of three validation sessions that address the critical aspects of validation
- clearly identifying the purpose for each validation, and the legal and ethical responsibilities of assessors
- collating and presenting documentation for each validation in a logical manner
- communicating and liaising with relevant people
- providing feedback and interpreting documentation in validation sessions
- recording their contribution to validation findings.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- how to determine the evidence needed to demonstrate competence in a competency-based environment
- the reasons for carrying out validation and different approaches to validation that may be appropriate before, during and after an assessment
- the components of assessment tools
- critical aspects of validation, including validation of assessment processes, methods and products
- how principles of assessment are addressed in validation
- how rules of evidence are addressed in validation
- work health and safety legislation, codes of practice, standards and guidelines that impact on assessment
- obligations of an assessor under applicable legislation and/or standards, particularly in relation to validation activities.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment, and include access to:

- the texts and tasks usually found in the workplace
- units of competency and other materials used in validation sessions.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Assessors of this unit must hold the TAE50116 Diploma of Vocational Education and Training or the TAE50111 Diploma of Vocational Education and Training or be able to demonstrate equivalence of competencies.

Links

TAEDEL301 Provide work skill instruction

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Release 1</td>
<td>This version first released with TAE Training and Education Training Package Version 2.0.</td>
</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to conduct individual and group instruction, demonstrate work skills and assess the success of training and one’s own training performance, using existing learning resources in a safe and comfortable learning environment.

It emphasises the training as being driven by the work process and context, and applies to a person working under supervision as a work skill instructor in a wide range of settings not restricted to training organisations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
| 1. Organise instruction and demonstration                               | 1.1 Gather information about learner characteristics and learning needs  
|                                                                        | 1.2 Confirm a safe learning environment  
|                                                                        | 1.3 Gather and check instruction, demonstration objectives, and seek assistance if required  
<p>|                                                                        | 1.4 Access and review relevant learning resources and learning                                                                             |</p>
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>materials for suitability and relevance, and seek assistance to interpret the contextual application</td>
</tr>
<tr>
<td>1.5 Organise access to necessary equipment or physical resources required for instruction and demonstration</td>
<td></td>
</tr>
<tr>
<td>1.6 Notify learners of details regarding the implementation of the learning program and/or delivery plan</td>
<td></td>
</tr>
<tr>
<td>2. Conduct instruction and demonstration</td>
<td>2.1 Use interpersonal skills with learners to establish a safe and comfortable learning environment</td>
</tr>
<tr>
<td></td>
<td>2.2 Follow the learning program and/or delivery plan to cover all learning objectives</td>
</tr>
<tr>
<td></td>
<td>2.3 Brief learners on any workplace health and safety (WHS) procedures and requirements prior to, and during, training</td>
</tr>
<tr>
<td></td>
<td>2.4 Use delivery techniques to structure, pace and enhance learning</td>
</tr>
<tr>
<td></td>
<td>2.5 Apply coaching techniques to assist learning</td>
</tr>
<tr>
<td></td>
<td>2.6 Use communication skills to provide information, instruct learners and demonstrate relevant work skills</td>
</tr>
<tr>
<td></td>
<td>2.7 Provide opportunities for practice during instruction and through work activities</td>
</tr>
<tr>
<td></td>
<td>2.8 Provide and discuss feedback on learner performance to support learning</td>
</tr>
<tr>
<td>3. Check training performance</td>
<td>3.1 Use measures to ensure learners are acquiring, and can use, new technical and generic skills and knowledge</td>
</tr>
<tr>
<td></td>
<td>3.2 Monitor learner progress and outcomes in consultation with the learner</td>
</tr>
<tr>
<td></td>
<td>3.3 Review relationship between the trainer/coach and the learner, and adjust to suit learner needs</td>
</tr>
<tr>
<td>4. Review personal training performance</td>
<td>4.1 Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement</td>
</tr>
<tr>
<td></td>
<td>4.2 Maintain, store and secure learner records, according to organisational and legal requirements</td>
</tr>
</tbody>
</table>

**Foundation Skills**

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*
### Skill

#### Performance Criteria

<table>
<thead>
<tr>
<th>Skill</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>4.1</td>
</tr>
<tr>
<td>Reading</td>
<td>1.1, 1.3, 1.4, 2.2</td>
</tr>
<tr>
<td>Writing</td>
<td>1.4, 1.6, 2.3, 2.6, 2.8, 3.2, 4.1, 4.2</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>1.1, 1.6, 2.3, 2.4, 2.6</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.2, 1.3, 2.1, 2.5, 2.8, 3.2</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1-1.6, 2.1-2.8, 3.1-3.3, 4.1, 4.2</td>
</tr>
</tbody>
</table>

#### Description

- **Learning**: Reflects on practice to improve

- **Reading**: Sources and interprets processes and procedures, learning resources and information relevant to providing a work instruction and delivery

- **Writing**: Accurately maintains learner records and documentation appropriate to the learning context and audience

- **Oral Communication**: Uses appropriate communication strategies to engage, build rapport, provide instruction, monitor progress and provide feedback to individuals or groups

- **Interact with others**: Recognises the importance of consultation and negotiation while collaborating to confirm strategy and achieve required outcomes

  - Asks questions in order to clarify understanding, and to provide and seek feedback

  - Builds rapport to establish effective working relationships and to achieve effective outcomes

- **Get the work done**: Organises and completes work according to defined requirements, taking responsibility for some decisions and sequencing tasks to achieve efficient outcomes

  - Identifies and responds to potential risks, problems and opportunities for improvement and considers options for different approaches

### Unit Mapping Information

<table>
<thead>
<tr>
<th>Code and title current version</th>
<th>Code and title previous version</th>
<th>Comments</th>
<th>Equivalence status</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAEDEL301 Provide work skill instruction</td>
<td>TAEDEL301A Provide work skill instruction</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
Links

Assessment Requirements for TAEDEL301 Provide work skill instruction

Modification History

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</tr>
</tbody>
</table>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- carrying out a minimum of three training sessions, involving demonstrating and instructing particular work skills for at least two different individuals or small groups, with each session addressing:
  - different learning objectives
  - a range of delivery techniques and effective communication skills appropriate to the audience.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- learner characteristics and needs
- the content and requirements of the relevant learning program, and/or the delivery plan
- the sources and availability of relevant learning resources and learning materials
- the content of relevant learning resources and learning materials
- training techniques that enhance learning, and when to use them
- introductory knowledge of learning principles and learning styles
- key workplace health and safety (WHS) issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
  - risk controls for the specific learning environment.
Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to any necessary workplace documents.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4e6c3
TAEDEL404 Mentor in the workplace

Modification History

<table>
<thead>
<tr>
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<tbody>
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</tr>
</tbody>
</table>

Application

This unit describes the skills and knowledge required to establish and develop a professional mentoring relationship with an individual in a workplace.

It applies to workplace supervisors or other work colleagues who work under limited supervision and who have responsibility for mentoring one or more individuals in the workplace. This may include, but is not limited to, those who mentor an apprentice or trainee employed by, or undertaking a work placement within, an organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Delivery and facilitation

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1. Develop a mentoring plan</td>
<td>1.1 Identify scope and boundaries of the mentoring relationship according to organisational procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Document mentoring plan in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Establish ground rules and negotiate realistic expectations</td>
</tr>
<tr>
<td></td>
<td>1.4 Establish and maintain confidentiality of the relationship in</td>
</tr>
<tr>
<td>ELEMENT</td>
<td>PERFORMANCE CRITERIA</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>accordance with legislation, policy and procedures</td>
</tr>
</tbody>
</table>
| 2. Facilitate mentoring relationship | 2.1 Develop learner’s confidence, self-esteem, respect and trust in the mentoring relationship  
                                       2.2 Share personal experiences and knowledge with the person being mentored according to agreed objectives  
                                       2.3 Support the person being mentored to develop and use skills in problem solving and decision making  
                                       2.4 Use personal and professional networks to assist the person being mentored  
                                       2.5 Provide information, and guidance to enhance engagement in the workplace  
                                       2.6 Use techniques for resolving differences without damaging the relationship, and obtain assistance according to organisational policy and procedures |
| 3. Monitor mentoring relationship | 3.1 Provide planning assistance and guidance as requested by the person being mentored in a form and style to suit their requirements  
                                        3.2 Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process  
                                        3.3 Recognise and discuss changes in the mentoring relationship with appropriate stakeholders  
                                        3.4 Negotiate and manage closure of the mentoring arrangement once objectives have been met |
| 4. Evaluate effectiveness of mentoring | 4.1 Establish and discuss benefits gained from the mentoring process  
                                         4.2 Reflect on and articulate the personal benefits gained from providing mentoring  
                                         4.3 Identify and report the outcomes of the mentoring arrangement and the benefits to the organisation according to organisational policy and procedures to improve the mentoring system or program |

**Foundation Skills**

>This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1.1, 1.4</td>
<td>• Sources and interprets texts relevant to mentoring context, including organisational policies and learner information</td>
</tr>
<tr>
<td>Writing</td>
<td>1.1, 1.3, 2.5, 3.1, 3.2, 4.3</td>
<td>• Develops content and documents information relevant to mentoring plan</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>2.4, 3.3, 4.1, 4.2, 4.3</td>
<td>• Uses appropriate communication techniques to build rapport, trust, engagement and provide guidance and feedback</td>
</tr>
<tr>
<td>Navigate the world of work</td>
<td>1.1, 1.4, 2.6, 4.3</td>
<td>• Follows legislative requirements, organisational protocols, policies and procedures in workplace mentoring</td>
</tr>
<tr>
<td>Interact with others</td>
<td>1.2, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4</td>
<td>• Builds rapport using collaboration with others to achieve joint outcomes and effective interaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides mentoring and role modelling to achieve agreed outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cooperates and consults with others to clarify understanding and seek feedback</td>
</tr>
<tr>
<td>Get the work done</td>
<td>1.1-1.4, 2.1-2.6, 3.1-3.4, 4.1-4.3</td>
<td>• Plans, organises and completes work according to defined requirements taking responsibility for decisions and sequencing tasks to achieve efficient outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies and responds to problems, considering options for different approaches</td>
</tr>
</tbody>
</table>

### Unit Mapping Information

<table>
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<tbody>
<tr>
<td>TAEDEL404 Mentor in the workplace</td>
<td>TAEDEL404 A Mentor in the workplace</td>
<td>Updated to meet Standards for Training Packages</td>
<td>Equivalent unit</td>
</tr>
</tbody>
</table>
Links

Assessment Requirements for TAEDEL404 Mentor in the workplace

Modification History

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</tbody>
</table>

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, including:

- preparing a mentoring plan between the mentor and mentee that sets out clear objectives for a mentoring relationship that will last at least one year
- facilitating at least three mentoring sessions
- documenting information on sessions, including comments and notes from both mentor and mentee.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring, including training contracts and responsibilities of employer, registered training organisation (RTO) and funding body where they exist
- mentoring methodologies and strategies
- learning theories in relation to mentoring
- strategies for working with a mentee including encouraging self reflection, confidence and the building of rapport
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- how a mentor can support the mentee’s employer to meet its WHS obligations for the mentee.
Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment and include access to:

- documentation of any existing training plan or contract if applicable to the mentoring relationship.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4e6c3
TLID0001 Load and unload vehicles carrying special loads

Modification History

Release 1. This is first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to load and unload vehicles carrying special loads, in accordance with relevant state/territory roads and traffic authority licence and permit requirements and regulations, as well as specific code, regulatory and permit requirements.

It includes loading and unloading special loads onto and from a vehicle, securing and protecting vehicle and load, and completing all required documentation.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Load and unload vehicle</td>
<td>1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Hazardous and specialised cargo including powders,</td>
</tr>
</tbody>
</table>
raw grain product and controlled waste are identified and handled in accordance with required workplace procedures, work health and safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH) and regulated requirements

1.3 Vehicle is loaded in consultation with relevant documentation and personnel in accordance with vehicle loading regulations and workplace safety requirements

1.4 Lifting aids and appliances are selected and used to aid loading procedures in accordance with workplace procedures and safety legislation

1.5 Vehicle is unloaded or partially unloaded in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and balance of remaining load

1.6 Ancillary equipment is operated in accordance with workplace procedures and manufacturer instructions during loading and unloading operations

2 Secure and protect vehicle and load

2.1 Vehicle load is secured using correct load restraint and protection equipment for different loads, vehicles and carriage conditions

2.2 Load is protected in accordance with legal and workplace safety requirements

2.3 Load distribution is checked to ensure it is even, legal and within vehicle safe working capacity

2.4 Loaded vehicle is inspected and checked for security to travel

3 Complete documentation

3.1 Documentation is completed and proofread in accordance with workplace procedures

3.2 All required cargo transportation documentation is completed in accordance with workplace requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.
**Range of Conditions**

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

**Unit Mapping Information**

This unit replaces and is equivalent to TLID3014 Load and unload vehicles carrying special loads.

**Links**

 Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=bf441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLID0001 Load and unload vehicles carrying special loads

Modification History

Release 1. This is first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- applying techniques for load security
- communicating and working collaboratively effectively with others when loading and unloading special loads
- completing relevant documentation
- estimating size, shape and special requirements of loads
- identifying and correctly using load handling equipment when loading and unloading hazardous cargo and specialised cargo including:
  - powders
  - raw grain product
  - controlled waste
- identifying and interpreting containers and goods coding, International Maritime Dangerous Goods (IMDG) Code markings and emergency information panels
- interpreting and following operational instructions and prioritising work
- loading and unloading a load safely
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of relevant documentation
- operating and adapting to differences in equipment in accordance with operating procedures
- reading and interpreting relevant instructions, procedures, information and signs
- selecting and using required personal protective equipment and conforming to industry and work health safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH) standards
- using manual handling techniques safely

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of
the requirements of the elements and performance criteria and include knowledge of:

- characteristics of special loads including:
  - powders
  - raw grain product
  - controlled waste
- containers and goods coding, IMDG Code markings and emergency information panels, including their meaning and implications for loading and unloading processes
- housekeeping standards and procedures
- methods for securing special loads
- national Load Restraint Guide (LRG)
- relevant state/territory mass and loading regulations for special loads, including current Australian Dangerous Goods (ADG) Code and Australian Code for the Transport of Explosives by Road and Rail
- risks and hazards when loading and unloading special loads, and related precautions to control the risk
- site layout considerations and obstacles to unloading operations
- WHS/OHS/OSH procedures and guidelines for lifting and moving loads
- workplace procedures and policies for loading and unloading vehicles designed to carry special loads.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, national LRG, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.
Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441e6e-213d-43e3-874c-0b3f7036d851
Modification History

Release 1. This is first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to prepare and care for livestock in transit, in accordance with relevant regulations and industry codes of practice for caring for livestock in transit.

It includes preparing to transport livestock, caring for and controlling livestock in transit, using appropriate animal husbandry techniques, and completing relevant documentation as required.

Work is performed under limited or minimum supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

D – Load Handling

Unit Sector

Not applicable.

Elements and Performance Criteria

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Prepare to transport livestock</td>
<td>1.1 Health condition and quantity of livestock to be transported is checked prior to transport operation in accordance with client requirements and workplace procedures</td>
</tr>
</tbody>
</table>
1.2 Vehicle is checked that it is positioned correctly on loading dock, hazards are identified and required action is taken to minimise, control or eliminate identified hazards in accordance with work health and safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH) and workplace procedures.

1.3 Livestock crate drainage system is inspected to ensure drainage of livestock effluent from the vehicle is in accordance with regulatory requirements and workplace procedures.

1.4 Livestock crate is checked for cleanliness and any hazards that could injure or damage livestock during loading, unloading and transit in accordance with regulatory requirements and workplace procedures.

1.5 Poor quality livestock is identified and reported to specified person/s in accordance with workplace procedures.

1.6 Feed provisions and other requirements including veterinary products for livestock, prior to and during transit, are identified and organised.

1.7 Portable stockyards are assembled as required in accordance with regulatory requirements and workplace procedures.

1.8 National vendor declaration is obtained and checked for accuracy in accordance with regulatory requirements.

1.9 Loaded livestock is visually assessed to ensure correct density of livestock within the pen and adjustments are made as required in accordance with regulatory requirements and workplace procedures.

2 Care for and control livestock in transit

2.1 Wellbeing of livestock is regularly monitored during loading, transit and unloading, and appropriate action is taken in accordance with relevant government regulations, workplace procedures, and humane and permit requirements.

2.2 Relevant handling equipment is used to aid handling of livestock during loading and unloading operations, in accordance with regulations and workplace procedures.

2.3 Action is taken for care and wellbeing of livestock in an
accident during transit

2.4 Distressed livestock is identified and handled in an appropriate manner in accordance with regulatory requirements and workplace procedures

3 Use animal husbandry techniques

3.1 Symptoms of animal diseases and parasites are identified and appropriate action is taken to control them in accordance with relevant government regulations, workplace procedures, and humane and permit requirements

3.2 Prescribed medication is administered to livestock in accordance with veterinary directions and workplace procedures

4 Completion of documentation

4.1 National vendor declaration transport section is completed correctly and clearly by transport operator

4.2 National vendor declaration is given to the appropriate person upon reaching destination on the declaration

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID3020 Care for livestock in transit.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLID0002 Care for livestock in transit

Modification History

Release 1. This is first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- inspecting vehicle to ensure livestock crate drainage system is in place and is effective in control of livestock effluent
- checking livestock crate for cleanliness and any hazards that could injure or damage livestock during loading, unloading and transit
- loading livestock to ensure correct density of livestock within the pen
- applying relevant work health and safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH) requirements and guidelines and workplace procedures
- communicating effectively and working collaboratively with others in the care of livestock in transit
- completing relevant documentation including relevant sections of National Vendor declaration
- identifying and correctly using required equipment
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with operating procedures
- reporting and rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures and information
- working systematically with required attention to detail without injury to self or others, or damage to animals or equipment.

Knowledge Evidence

- Australian animal welfare standards and guidelines for transporting livestock by land
- housekeeping standards and procedures when caring for livestock during transit
- insurance rights and requirements of clients
- methods of securing livestock during transit
- relevant regulations for caring for livestock in transit
- risks when caring for livestock in transit and related precautions to control the risk
- specialised livestock handling equipment and procedures for its use
- WHS/OHS/OSH requirements and guidelines for lifting and moving loads
- workplace procedures and policies for caring for livestock in transit.

**Assessment Conditions**

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

**Links**

Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
TLID1001 Shift materials safely using manual handling methods

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to shift loads safely using manual handling methods. Work must be carried out in compliance with the relevant work health and safety (WHS)/occupational health and safety (OHS) regulations concerning the manual handling and movement of loads.

It includes assessing the risks associated with relocating the load, planning the relocation process and carrying out the relocation in accordance with the plan.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
D – Load Handling

Unit Sector
Not applicable.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Assess risks associated with</td>
<td>1.1 Products, goods or materials to be relocated are identified and assessed to determine appropriate relocation method</td>
</tr>
</tbody>
</table>
relocating load

1.2 Storage locations are determined and potential routes to be followed are identified

1.3 Effect of load relocation on original load base is predicted

1.4 Points of balance are estimated

1.5 Required clearances are compared to available space and adjustments are made to moving loads to reflect required clearance

1.6 Effects of moving contents, which may be loose, liquid, dangerous or hazardous, are considered

1.7 Risks in potential routes are considered

1.8 Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goods

1.9 Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identified

1.10 Team lifting processes are considered when moving loads

1.11 Appropriate personal protective equipment is determined

1.12 Size to weight ratio of items to be manually handled are identified

2 Plan load relocation

2.1 Relocation of the load is planned, consistent with the code of practice for manual handling and in accordance with the risk assessment

2.2 Process for relocating load is proposed including predicting and planning for potential difficulties

2.3 Proposed process is checked for compliance with code of practice and workplace procedures

3 Relocate load

3.1 Actions for lifting, lowering and carrying, pulling and pushing a load are in accordance with workplace procedures and WHS/OHS requirements

3.2 Applications appropriate for team relocation of load are identified

3.3 Team lifting tasks are coordinated

3.4 Planned process and route are followed
3.5 Relocated materials are set down without damage to goods, personnel or equipment and are checked for stability

3.6 Relocation is checked to see it meets work requirements and variance/s are reported

Foundation Skills
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions
Range is restricted to essential operating conditions and any other variables essential to the work environment.
Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information
This unit replaces and is equivalent to TLID1001A Shift materials safely using manual handling methods.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLID1001 Shift materials safely using manual handling methods

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate risks that may exist when manually lifting and handling materials and goods
- applying relevant legislation and workplace procedures
- communicating effectively with others when manually lifting and handling materials and goods
- implementing contingency plans when manually lifting and handling, materials and goods
- interpreting and following operational instructions and prioritising work
- interpreting manual handling risks
- modifying activities depending on operational contingencies, risk situations and environments
- operating and adapting to differences in loads and materials in accordance with standard operating procedures
- reading and interpreting instructions, procedures and information relevant to the manual lifting and handling of materials and goods
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- using correct manual handling practices
- working collaboratively with others when manually lifting and handling materials and goods
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.
Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- housekeeping standards and procedures
- relevant WHS/OHS procedures and guidelines concerning the manual lifting and movement of loads
- risks when manually lifting and handling materials and goods, and related precautions to control the risk, including:
  - controlled actions on a movement during lifting
  - distance over which load is to be shifted
  - frequency of shifting operations
  - load on the spine during lifting
  - postures and positions during lifting
  - rotation and side movement of the spine during lifting
  - time allowed for shifting the load
  - type, weight and position of the load
  - work layout
  - site layout and obstacles
  - workplace procedures and policies for manual handling.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice
and operation manuals.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df41c6e-213d-43e3-874c-0b3f7036d851
TLID2010 Operate a forklift

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to operate a forklift in compliance with the relevant state/territory authority licence requirements and regulations, in a variety of operational contexts.

It includes checking forklift condition, driving forklift to fulfil operational requirements, and monitoring and maintaining forklift performance and site conditions.

Assessment of this unit will usually be undertaken within a licensing examination conducted by, or under the authority of, the relevant state/territory work health and safety (WHS)/occupational health and safety (OHS) authority.

Operation of a forklift is performed under some supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
D – Load Handling

Unit Sector
Not applicable.
### Elements and Performance Criteria

Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>1 Check forklift condition</th>
<th>1.1 Condition of forklift is checked for compliance with WHS/OHS and workplace requirements for warning devices, manufacturer specifications and nature of load shifting task.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.2 Attachments are checked to ensure appropriate adjustment and operation.</td>
</tr>
<tr>
<td></td>
<td>1.3 Mirrors and seats are adjusted for safe operation by driver.</td>
</tr>
<tr>
<td></td>
<td>1.4 Logbooks are checked and appropriate workplace documentation is completed in accordance with workplace requirements.</td>
</tr>
<tr>
<td>2 Drive forklift</td>
<td>2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with regulations and manufacturer instructions.</td>
</tr>
<tr>
<td></td>
<td>2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage.</td>
</tr>
<tr>
<td></td>
<td>2.3 Operational hazards are identified and/or anticipated and avoided or controlled through defensive driving and appropriate hazard control techniques.</td>
</tr>
<tr>
<td></td>
<td>2.4 Forklift is driven in reverse, maintaining visibility and achieving accurate positioning.</td>
</tr>
<tr>
<td></td>
<td>2.5 Forklift is parked, shut down and secured in accordance with manufacturer specifications, regulations and workplace procedures.</td>
</tr>
<tr>
<td>3 Operate forklift to handle loads</td>
<td>3.1 Lifting task to be undertaken is appropriately planned, and correct lifting truck and attachments are selected.</td>
</tr>
<tr>
<td></td>
<td>3.2 Load is lifted, carried, lowered and set down in accordance with WHS/OHS legislation, manufacturer specifications and company procedures.</td>
</tr>
<tr>
<td>4 Monitor site conditions</td>
<td>4.1 Hazards and traffic flow are identified when selecting the most efficient route and appropriate adjustments are made.</td>
</tr>
<tr>
<td></td>
<td>4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs.</td>
</tr>
</tbody>
</table>
5 Monitor and maintain forklift performance

5.1 Performance and efficiency of vehicle operation is monitored during use

5.2 Defective/irregular performance and malfunctions are reported to relevant personnel

5.3 Forklift records are maintained/updated in accordance with workplace procedures and legislative requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2010A Operate a forklift.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLID2010 Operate a forklift

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids, and carrying out lubrication processes
- communicating and working effectively with others
- completing relevant documentation
- ensuring forklift and its equipment are maintained in terms of service schedule and standard operating procedures
- identifying points of balance and safe lifting positions on a range of loads when operating a forklift (including accessories)
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring performance of forklift and its equipment, and taking appropriate action as required
- monitoring and prioritising work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and WHS/OHS standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.
Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- efficient driving techniques
- engine power management and safe operating strategies
- forklift controls, instruments and indicators, and their use
- forklift handling procedures
- high risk work licence requirements
- operating hazards and related defensive driving and hazard control techniques
- operational emergency procedures
- pre-operational checks carried out on forklift and related action
- principles of stress management when driving a forklift
- relevant duty of care requirements for operating a forklift
- relevant WHS/OHS and environmental procedures and regulations
- site layout and obstacles
- workplace operating procedures.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
Links

Companion Volume implementation guides are found in VETNet -
TLID2022 Conduct weighbridge operations

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to conduct weighbridge operations in accordance with regulatory requirements and workplace procedures, within the transport and logistics industry.

It includes setting up for weighbridge operations, weighing loaded and unloaded vehicles, finalising weighbridge operations, and completing required records and documentation.

Work is performed under some supervision, generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
D – Load Handling

Unit Sector
Not applicable.

Elements and Performance Criteria

<table>
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<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
1 Set up for weighbridge operations

1.1 Weighbridge systems, including equipment, computer and recording arrangements, are checked for operational status

1.2 Tests to confirm accuracy of weighbridge operation and related functions are conducted in accordance with workplace procedures, manufacturer instructions and relevant legislation

1.3 Accurate reporting of results of inspection and testing is kept in accordance with statutory requirements, workplace procedures and industry guidelines

1.4 Hazards are identified, risks are assessed and control measures are implemented

1.5 Faults/discrepancies in weighbridge operation are identified and appropriate action is undertaken in accordance with workplace procedures

2 Weigh loaded vehicles

2.1 Vehicles likely to exceed weighbridge weight limit are turned away in accordance with workplace procedures

2.2 Vehicles are directed onto platform to obtain accurate weight

2.3 Weight of loaded stationary vehicle is registered against vehicle and load identification

2.4 Vehicle and load information is entered into workplace recording system and driver is issued with receipt and/or statement

2.5 Areas of dispute are resolved or forwarded for further action to be undertaken in accordance with workplace procedures

3 Weigh unloaded vehicles

3.1 Vehicles are directed onto platform to obtain accurate weight

3.2 Weight of unloaded stationary vehicle is registered against vehicle

3.3 Proposed load weight is assessed for conformance to statutory requirements

3.4 Loading operations are commenced in accordance with legal loading weight, customer requirements and workplace procedures, and vehicle is re-weighed to establish final load weight, as required

3.5 Vehicle and load information are entered into workplace recording system and invoice is issued to driver, as required
3.6 Driver signatures on weighbridge documents, invoices or receipts are obtained in accordance with statutory and workplace requirements

3.7 Areas of dispute are resolved or forwarded for further action to be undertaken in accordance with workplace procedures

4 Complete weighbridge operations

4.1 Weighbridge systems, including equipment, computer and recording arrangements are secured or made ready for next shift

4.2 Record of operations is maintained and filed in accordance with workplace procedures and statutory requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLID2022A Conduct weighbridge operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLID2022 Conduct weighbridge operations

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- communicating and working effectively with others
- completing relevant documentation
- identifying, selecting, and efficiently and effectively using weighbridge equipment
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- monitoring performance of weighbridge equipment
- operating and adapting to differences in equipment in accordance with workplace operating procedures
- reading, interpreting and following relevant instructions, procedures and information
- reporting and/or rectifying identified problems, errors or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health safety (WHS)/occupational health and safety (OHS) standards
- setting up and maintaining weighbridge equipment
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:
- calculation method and approaches for metric and imperial systems
- classification procedures
- correct weighing procedures including statutory and workplace requirements
- emergency response procedures
- equipment applications, capacities, configurations, safety hazards and control mechanisms
- problems that may occur when conducting weighbridge operations and appropriate action that can be taken to resolve these problems
- records and documentation requirements for weighbridge operations
- relevant regulations for conducting weighbridge operations including current Australian Dangerous Goods (ADG) Code
- relevant WHS/OHS and environmental protection procedures and guidelines
- site layout
- weights and measures regulations
- workplace procedures for conducting weighbridge operations.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, weights and measures regulations, national Load Restraint Guide (LRG), current ADG Code, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df41c6e-213d-43e3-874c-0b3f7036d851
TLIE0002 Process workplace documentation

Modification History

Release 1. This is first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to process workplace documentation and gather data in accordance with workplace requirements. Processing documentation/data is carried out as an integral part of work operations in the context of the workplace concerned.

It includes planning and completing documentation and data gathering to fulfil an identified purpose including legislative obligations.

Work may be performed in a team or autonomous working situations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

E – Communication and Calculation

Unit Sector

Not applicable.

Elements and Performance Criteria

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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Plan documentation/data gathering</td>
<td>1.1 Purpose of workplace documentation/data gathering is identified and confirmed in accordance with legislative obligations and workplace procedures</td>
</tr>
<tr>
<td></td>
<td>1.2 Information needed for completing workplace</td>
</tr>
</tbody>
</table>
documentation/data is identified as required in accordance with legislative obligations and workplace procedures

2 Complete documentation/data gathering

2.1 Data is gathered, required documentation is prepared and forms are completed, in accordance with workplace policies and procedures

2.2 Information/data is gathered and entered into computerised system as required in accordance with regulatory requirements and workplace procedures

2.3 Workplace documents and electronic applications and systems are maintained accurately and in a timely manner in accordance with regulatory requirements and workplace procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIE2008 Process workplace documentation.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLIE0002 Process workplace documentation

Modification History

Release 1. This is first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant work health and safety (WHS)/occupational health and safety (OHS)/occupational safety and health (OSH) legislation and workplace procedures
- completing workplace documentation and forms
- ensuring processed information and data is checked for relevance, accuracy and completion
- operating and adapting to differences in electronic applications and systems in accordance with standard operating procedures
- reading, interpreting and organising information and data needed for completing and processing workplace documentation and forms
- working collaboratively with others when completing and processing workplace documentation, data and forms
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- writing and entering information and data into electronic applications and systems in a timely manner.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- procedures for processing workplace documentation and data using relevant workplace technology
- relevant procedures and duty of care requirements
- relevant WHS/OHS/OSH legislation, regulatory requirements and workplace responsibilities
- requirements and sources for workplace documentation including:
  - data
  - forms
  - logs
  - diaries
- typical problems in processing workplace documentation and data and appropriate action and
solutions.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, electronic applications and systems, equipment and personal protective equipment (PPE) currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume Implementation Guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
TLIE3002 Estimate/calculate mass, area and quantify dimensions

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to estimate and calculate mass, area and quantify dimensions of loads in accordance with workplace requirements and relevant regulations, as part of work functions within the transport and logistics industry.

It includes estimating loads to be transported or placed in storage, estimating load limits of transport and/or storage systems, and organising a load.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
E – Communication and Calculation

Unit Sector
Not applicable.

Elements and Performance Criteria
Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.
1 Estimate loads for transport or storage

1.1 Order forms/work orders are read and requirements are noted

1.2 Shape, balance characteristics, dimensions and mass of load/s are identified

1.3 Area/volume required for storage is estimated

1.4 Weights and volumes are totalled to calculate load requirements of transport or storage system

2 Estimate load limits of transport and/or storage

2.1 Allowable load limits for storage and/or transport systems are identified in accordance with workplace procedures

2.2 Capacity of transport and storage systems in terms of mass, area and volume is calculated

3 Organise load

3.1 Load/s is restricted to allowable range

3.2 Load/s is spread to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems

3.3 Appropriate workplace documentation is completed

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIE3002A Estimate/calculate mass, area and quantify dimensions.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLIE3002 Estimate/calculate mass, area and quantify dimensions

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating effectively with others
- identifying, selecting and using relevant calculators, computing and office equipment
- interpreting and following operational instructions and prioritising work
- performing basic mathematical operations required when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities including addition, subtraction, multiplication and division
- reading and interpreting relevant instructions, procedures, information and labels
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- Australian and international codes and regulations relevant to workplace activities
- documentation requirements for the workplace activities concerned
- focus of operation of work systems, equipment, management and site operating systems for transporting and/or storing goods and stock
- problems that may occur when estimating and/or calculating mass, area and volumes of loads and transport/storage facilities, and appropriate action that can be taken to resolve these problems
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines
workplace procedures and policies for estimating and/or calculating mass, area and volumes of loads, and transport and storage facilities, including the quantification of dimensions.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
TLIE3004 Prepare workplace documents

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to prepare workplace documents and forms in accordance with workplace requirements and applicable regulations or codes, as part of work activities within the transport and logistics industry.

It includes planning and preparing simple workplace documents and gathering relevant information enabling the completion of a workplace form.

Work is performed under general supervision within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
E – Communication and Calculation

Unit Sector
Not applicable.

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>
1 Plan workplace document

1.1 Purpose and audience for document are identified

1.2 Appropriate format for document is established to meet workplace requirements

1.3 Relevant information is identified and selected for inclusion in document

2 Prepare workplace document

2.1 Document is drafted in accordance with workplace procedures and conventions for sentence construction, grammar, spelling, style, punctuation and vocabulary appropriate for reader/s

2.2 Document is edited and presented in a final version appropriate to task

3 Complete workplace forms

3.1 Work related form/s is interpreted to identify information required for its completion

3.2 Required information for completion of form is gathered from relevant sources in accordance with workplace procedures

3.3 Form/s is completed in accordance with workplace policy and procedures, and applicable regulations and codes

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIE3004A Prepare workplace documents.
Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLIE3004 Prepare workplace documents

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating effectively with others
- completing documentation related to work activities
- reading and interpreting relevant instructions, procedures, information and labels
- reading, writing and comprehending simple statements in English
- working collaboratively with others
- working systematically with required attention to detail.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- conventions for sentence construction, grammar, spelling, style and punctuation
- equipment and materials required for completing documents and forms, and instructions and precautions for their use
- format and layout of various documents and forms used in workplace activities
- relevant Australian and international codes of practice and regulations relevant to documents and/or forms being prepared
- relevant work health safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and guidelines
- workplace procedures and policies for completing documents/forms.
Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
TLIF2010 Apply fatigue management strategies

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to apply fatigue management strategies within the transport and logistics industry. Work is undertaken in compliance with relevant legislation, regulations, codes and guidelines.

It includes identifying and acting on signs of fatigue and implementing appropriate strategies to minimise fatigue during work activities, in particular when operating equipment, trains, vehicles, load shifting equipment, marine vessels and aircraft.

Work is performed under some supervision generally within a team environment.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
F – Safety Management

Unit Sector
Not applicable.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and act on signs of fatigue</td>
<td>1.1 Potential causes of fatigue are identified and action is taken to minimise their effects in accordance with company procedures</td>
</tr>
</tbody>
</table>
1.2 Personal warning signs of fatigue are recognised and necessary steps are taken in accordance with workplace procedures, to ensure that effective work capability and alertness are maintained

2 Implement strategies to minimise fatigue

2.1 Workplace procedures are assessed to minimise fatigue

2.2 Factors that increase the risk of fatigue-related accidents and incidents are minimised

2.3 Fatigue management strategies are implemented in accordance with workplace policy

2.4 Lifestyle choices are made that promote the effective long-term management of fatigue

2.5 Effective practices in combating fatigue are adopted and applied

2.6 Personal fatigue management strategies are communicated to relevant people

2.7 Appropriate counter measures are planned to combat fatigue

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIF2010A Apply fatigue management strategies.
Links

Companion Volume implementation guides are found in VETNet -
Assessment Requirements for TLIF2010 Apply fatigue management strategies

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- adapting to changes in rosters and standard operating procedures as they relate to fatigue management
- adjusting lifestyle patterns to ensure effective fatigue management during work activities
- applying precautions and required action to minimise and control the effects of fatigue when carrying out own work functions
- applying relevant legislation and workplace procedures
- communicating effectively with others when applying fatigue management strategies
- identifying and meeting own learning needs about fatigue management related matters
- modifying activities and taking appropriate initiatives to manage fatigue in the workplace depending on work contexts, risk situations and environments
- reading and interpreting instructions, procedures, regulations and signs related to fatigue management and applying them to work activities
- recognising symptoms of fatigue and taking appropriate action in accordance with fatigue management regulations and workplace procedures
- working collaboratively with others to manage and minimise the effects of fatigue during work activities.

Knowledge Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes and effects of fatigue on workers
- factors that increase fatigue-related accidents
- how fatigue affects workplace performance
- how fatigue contributes to workplace accidents
- lifestyles that promote effective long-term fatigue management
- relevant fatigue management codes, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) regulations as they relate to fatigue
- risks and hazards created by workplace fatigue
- sources of information on fatigue
- strategies and ways of managing fatigue
- ways of recognising fatigue
- workplace policies and procedures related to fatigue management and the control of factors that can contribute to fatigue and fatigue-related accidents.

**Assessment Conditions**

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulation
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
TLIH2001 Interpret road maps and navigate pre-determined routes

 Modification History

 Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

 Application

 This unit involves the skills and knowledge required to interpret road maps and to navigate routes as part of transport operations.
 It includes identifying and determining the most appropriate route, and completing required route documentation in accordance with operational requirements.
 Work is performed under general or limited supervision. It involves the application of map reading principles and procedures when interpreting street directories and road maps, and following pre-determined routes.
 Work must be carried out in accordance with relevant state/territory roads and traffic authority regulations.
 No licensing, legislative or certification requirements apply to this unit at the time of publication.

 Pre-requisite Unit

 Not applicable.

 Competency Field

 H – Route Planning and Navigation

 Unit Sector

 Not applicable.
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td><strong>1 Identify and determine pre-planned route</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Pre-determined route documentation is accessed and interpreted</td>
<td></td>
</tr>
<tr>
<td>1.2 Relevant street directory, global positioning system (GPS) and road maps are identified and accessed</td>
<td></td>
</tr>
<tr>
<td>1.3 Street directory, GPS and road map symbols are recognised and interpreted</td>
<td></td>
</tr>
<tr>
<td>1.4 Points of departure and destination are identified in a directory index and information is used to locate designated places on appropriate map</td>
<td></td>
</tr>
<tr>
<td>1.5 Pre-determined route directions are interpreted and route is traced using a street directory, GPS and road map</td>
<td></td>
</tr>
<tr>
<td>1.6 Key intersections and other landmarks along route are identified for use in following planned route</td>
<td></td>
</tr>
<tr>
<td>1.7 Alternative contingency routes are identified for emergencies or traffic delays</td>
<td></td>
</tr>
<tr>
<td>1.8 Pre-determined route is correctly followed</td>
<td></td>
</tr>
<tr>
<td><strong>2 Complete necessary documentation</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 Required route documentation is completed in accordance with purpose of transportation and workplace requirements</td>
<td></td>
</tr>
<tr>
<td>2.2 Required route documentation is filed in accordance with workplace requirements</td>
<td></td>
</tr>
</tbody>
</table>

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIH2001A Interpret road maps and navigate pre-determined routes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLIH2001 Interpret road maps and navigate pre-determined routes

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- completing documentation related to route navigation
- estimating route distances using map information
- interpreting and following operational instructions and prioritising work
- navigating a pre-determined route
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communications equipment in accordance with workplace protocols
- planning alternative contingency routes for road works, emergencies or delays
- planning own work, predicting consequences and identifying improvements
- plotting a route from one destination to another relevant to job role
- reading and interpreting relevant instructions, procedures, information and signs
- using global positioning system (GPS) devices to navigate pre-determined routes as required
- using maps and other route documentation to correctly identify and interpret:
  - map symbols
  - roads and intersections
  - town and suburb locations
- working collaboratively with others as required (such as fleet managers, sales team)
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.
Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- current information about accidents or emergencies that might close or restrict traffic on a particular route
- height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route
- location of service stations/rest stops as required
- operational procedures for interpreting road maps, using GPS devices and navigating routes
- relevant state/territory permit and licence regulations and requirements
- road conditions for various routes, including sections undergoing road works
- security hazards and issues
- traffic conditions at various times of the day/night along specific routes
- typical problems that may arise concerning interpreting road maps, using GPS devices and navigating pre-determined routes, and appropriate action that should be taken
- workplace requirements for recording and documenting route information.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry:
  - GPS
  - road map
• street directory.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet -
TLIH3002 Plan and navigate routes

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to plan and navigate routes as part of transport operations, in accordance with relevant state/territory roads and traffic authority regulations.

It includes interpreting information from a road map, street directory or global positioning system (GPS) device; planning the most appropriate route taking into account pertinent factors; and completing required trip documentation in accordance with operational requirements.

This unit relates to the work of transport and distribution personnel involved in passenger services and/or the delivery of a range of possible goods and materials including valuables, secured products documents and materials.

Work is performed under general or limited supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
H – Route Planning and Navigation

Unit Sector
Not applicable.
Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1. Interpret street maps
   1.1 Symbols in a street directory/road map/GPS are recognised and interpreted
   1.2 Places are identified in a directory index and information is used to locate places on appropriate map

2. Plan routes
   2.1 Given a location and a destination, the most direct and alternative routes between two points are identified using a street directory/road map/GPS
   2.2 Hazards are identified, risks are assessed and control measures are implemented
   2.3 Information on height, width and load limits of road infrastructure and other restrictions on thoroughfares is accessed, interpreted and taken into account when planning a route for a journey, as required
   2.4 Suitable route is selected to ensure the most efficient, safe, secure and legal transport operation, taking into account relevant criteria for transport operation concerned

3. Follow planned route
   3.1 Planned route is correctly followed with aid of a street directory, road map and/or GPS system
   3.2 Geographic regions, tourism features and other places of interest are identified, as required
   3.3 Route documentation is completed in accordance with purpose of transportation and workplace requirements
   3.4 Parking procedures are observed in accordance with enterprise procedures and relevant legislative requirements

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIH3002A Plan and navigate routes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLIH3002 Plan and navigate routes

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- accessing and interpreting required information and developing contingency routes (including road restrictions, traffic conditions, service stations/rest stops)
- adapting to changes and difference in vehicle navigation technology, maps and street directories as they relate to route planning
- adapting to changes in vehicle navigation technology, maps and street directories as they relate to route planning
- applying fatigue management techniques
- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- completing relevant documentation
- implementing contingency arrangements
- interpreting and following operational instructions and prioritising work
- interpreting information to allow effective route planning
- modifying route planning activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in vehicles, loads and equipment in accordance with standard operating procedures
- planning alternative routes for contingencies such as road works, emergencies or delays
- planning and navigating a route effectively
- planning for transport routes to meet workplace requirements
- planning routes in accordance with workplace guidelines
- reading and interpreting relevant instructions, procedures, information and signs:
  - estimating route distances using map information
  - identifying roads and intersections
  - identifying town and suburb locations
  - reading and interpretation of map symbols
- reporting and/or rectifying identified problems promptly, in accordance with workplace procedures
• selecting and using relevant route planning and navigation technology including GPS devices.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

• basic GPS operation
• current information about accidents or emergencies that might close or restrict traffic on particular routes
• features and contents of maps and street directories, and techniques for their use in transport navigation
• known traffic conditions at various times of the day along specific routes
• location of service stations and rest stops
• operational procedures for planning and navigating transport routes
• physical hazards such as height, width and mass limitations of bridges, tunnels and other critical physical structures along a possible route
• relevant state/territory permit and licence regulations and requirements
• road conditions for various routes, including sections undergoing road works
• security hazards on long routes
• workplace requirements for recording and documenting route information.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy
requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

**Links**

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
TLIL5019 Implement and monitor transport logistics

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit involves the skills and knowledge required to implement and monitor transport logistics in accordance with relevant regulatory requirements, standards and codes of practice, including the Australian Dangerous Goods (ADG) Code and workplace procedures.

It includes mobilising resources, coordinating multi-modal transport activities, monitoring consignment/s and implementing a contingency management strategy.

Work is under general guidance on progress and outcomes of work. It requires discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes.

The unit generally applies to those with responsibility for resource coordination and allocation, who lead individuals or teams.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit

Not applicable.

Competency Field

L – Resource Management

Unit Sector

Not applicable.

Elements and Performance Criteria

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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
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</tbody>
</table>
1 Mobilise resources

1.1 Optimal resource level is acquired to meet operational schedule requirements

1.2 Relevant regulatory and insurance requirements are determined and implemented

1.3 Allocated resources are assessed and monitored to ensure operational effectiveness and efficiency

1.4 Changes to resource allocation are undertaken where deficiencies or over-supply are apparent, in accordance with enterprise procedures

2 Coordinate multi-modal transport activities

2.1 Facilities, personnel and equipment are made ready to accommodate interchange functions

2.2 Security arrangements are invoked as required

2.3 Loading and unloading operations are conducted in accordance with operational schedule and applicable statutory requirements, codes of practice and enterprise procedures

2.4 Relevant documentation is completed/updated in accordance with operational schedule and reporting requirements

3 Monitor consignment tracking

3.1 Consignment tracking systems are monitored against workplace quality standards

3.2 Variations from workplace quality standards are identified and appropriate action is initiated to rectify identified problems or to institute required improvements

4 Implement contingency management strategy

4.1 Operational schedule is continually reviewed in taking into account information updates, reports and feedback

4.2 Nature, extent and impact of issues or incidents are identified and assessed against contingency management strategy

4.3 Relevant information is processed to establish priorities and responses for dealing with issues or incidents

4.4 Operations are redirected and controlled to meet changes in transport environment and tasks, in accordance with enterprise procedures

4.5 Liaison is initiated and maintained with organisations/individuals affected by changed operational schedules
4.6 Actions undertaken are clearly documented and filed

Foundation Skills
Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions
Range is restricted to essential operating conditions and any other variables essential to the work environment.
Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information
This unit replaces and is equivalent to TLIL5019A Implement and monitor transport logistics.

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLIL5019 Implement and monitor transport logistics

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate hazards that may exist during work activities
- applying relevant legislation and workplace procedures
- communicating effectively with others when implementing and monitoring transport logistics
- completing documentation related to implementing and monitoring transport logistics
- implementing contingency plans
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring work activities in terms of planned schedule
- operating and adapting to differences in equipment in accordance with standard operating procedures
- operating electronic communication equipment to required protocol
- prioritising work and coordinating self and others in relation to transport logistics activities
- providing leadership and working collaboratively with others
- reading and interpreting transport schedules, regulatory requirements, customer instructions, workplace procedures and manuals relevant to implementing and monitoring transport logistics
- reporting and/or rectifying identified problems promptly, in accordance with regulatory requirements and workplace procedures
- selecting and applying appropriate application of technology, information systems and procedures
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.
Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- application of current competencies within functional activity
- application of relevant Australian standards and associated certification requirements
- business policies, procedures and plans including procedures for outsourcing components of operations and engaging additional resources
- code, regulatory, permit and licence requirements relevant to transport logistics
- operational transport logistics systems, resources, management and workplace operating systems
- problems that may occur when implementing and monitoring transport logistics and action that can be taken to resolve or report these problems
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental protection procedures and regulations
- relevant regulations, codes of practice and legislative requirements including local and international regulations relevant to transport logistics
- relevant workplace documentation procedures
- resource availability including the competencies of individuals in the team/group
- risks and hazards related to implementing and monitoring transport logistics and ways of controlling the risks involved
- transport and equipment applications, capacities, configurations, safety hazards and control mechanisms
- workplace policies and procedures, including those covering issue resolution and grievance
- workplace procedures for implementing and monitoring transport logistics.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=441c6e-213d-43e3-874c-0b3f7036d851
TLILIC0003 Licence to operate a forklift truck

Modification History

Release 1. This is a release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit specifies the skills and knowledge required to operate a forklift truck safely in accordance with all relevant legislative requirements. Competence in this unit, does not in itself result in a HRWL licence to operate this plant.

Forklift truck means a powered industrial truck equipped with lifting media made up of a mast and an elevating load carriage to which is attached a pair of fork arms or other attachments that can be raised 900 mm or more above the ground, but does not include a pedestrian-operated truck or a pallet truck.

A person performing this work is required to hold a forklift truck High Risk Work Licence (HRWL).

This unit requires a person operating a forklift truck to:

- plan for the work/task
- prepare for the work/task
- perform work/task
- pack up

Licensing/Regulatory Information

Legislative and regulatory requirements are applicable to this unit of competency.

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations and meets Commonwealth, State and Territory HRWL requirements.

The National Assessment Instrument (NAI) is the mandated assessment for the HRWL to operate the relevant licencing class as detailed in this unit.

Pre-requisite Unit

Not applicable

Competency Field

LIC - Licencing Units
## Unit Sector

Not applicable

## Elements and Performance Criteria

<table>
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<tbody>
<tr>
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<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
<tr>
<td>1 Plan work/task</td>
<td></td>
</tr>
<tr>
<td>1.1 Task requirements are identified from work orders or equivalent and confirmed with relevant people and site inspection is conducted in accordance with workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.2 Work area operating surface is assessed to determine suitability for operational use of forklift truck in accordance with workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.3 Suitability of forklift truck and attachment working load limit (WLL) is determined for the load/s and work/task requirements in accordance with manufacturer requirements and workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.4 Working area is inspected and appropriate paths for operating the forklift truck and moving and placing load/s in work area are assessed and managed in accordance with workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.5 Hazard and risk control measures are identified and reported to relevant person/s in accordance with workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.6 Traffic management plan implementation is confirmed in accordance with workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.7 Appropriate communication procedures are identified with relevant people in accordance with workplace procedures</td>
<td></td>
</tr>
<tr>
<td>1.8 All work is confirmed to ensure coverage of work/task requirements for the relevant work area is in accordance with workplace procedures</td>
<td></td>
</tr>
</tbody>
</table>
2 Prepare for work/task

2.1 Consultation with workplace person/s is maintained to ensure workplan is clear and consistent with site requirements in accordance with safe work procedures

2.2 Weather and work environmental conditions are assessed to determine any impact on forklift truck operations in accordance with manufacturer requirements and safe work procedures

2.3 Risk control measures for hazards identified are checked for implementation in accordance with safe work procedures

2.4 Forklift truck is accessed in a safe manner in accordance with manufacturer requirements and workplace procedures

2.5 Forklift truck logbook is checked in accordance with manufacturer, regulatory requirements and safe work procedures

2.6 Pre-start checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with safe work procedures and manufacturer requirements

2.7 Forklift truck is set up correctly with any relevant attachments as per work plan in accordance with relevant manufacturer requirements including data plate and safe work procedures

2.8 Operational checks are carried out and any damage and defects are reported, recorded and appropriate action is taken in accordance with manufacturer requirements and safe work procedures

2.9 Hazard and risk control measures are checked for implementation and communicated to people in the work area in accordance with safe work procedures

3 Perform work/task

3.1 Weight and positioning of load is assessed to ensure compliance with forklift truck data plate requirements and in accordance with safe work procedures

3.2 Forklift truck is operated safely in accordance with manufacturer requirements and safe work procedures
3.3 Loads are monitored constantly when lifting, moving, lowering and placing to ensure stability of load and avoidance of hazards in accordance with safe work procedures

3.4 Unplanned and unsafe situations are responded to in accordance with safe work procedures

3.5 Loads are picked up, transported and placed using all forklift truck movements in accordance with safe work procedures

3.6 Forklift truck is parked, switched off and isolated appropriately in accordance with manufacturer requirements and safe work procedures

4 Pack Up

4.1 Forklift truck shutdown procedures are carried out in accordance with manufacturer requirements and safe work procedures

4.2 Forklift truck is secured to prevent unauthorised access/use in accordance with safe work procedures

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions may be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLILIC2001 Licence to operate a forklift truck
Links

Companion Volume Implementation Guide -
Assessment Requirements for TLILIC0003 Licence to operate a forklift truck

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all the requirements of the elements and performance criteria on at least one occasion and include:

- applying safe operating procedures for a forklift truck including:
  - maintaining safe operating speed
  - travelling with load lowered to an appropriate height for the terrain, operating surface and visibility in relation to direction of travel
- applying relevant forklift truck manufacturer requirements and data plate information and approved modifications to attachments fitted are in accordance with manufacturer requirements
- carrying out pre-start checks, including visual inspection which must include:
  - battery charge as required by manufacturer requirements
  - checking and interpreting data plate/s are relevant to the attachment and the forklift truck
  - checking for signs of paint separation and stressed welds indicating potential structural weakness
  - document evidence of damage
  - engine / mechanical fluid level checks including fuel as required by manufacturer requirements
  - ensuring availability of correct forklift truck logbook and updating records as required
  - ensuring forklift truck tynes or other attachment/s are securely fitted
  - ensuring seat and mirrors are adjusted appropriately and seat belt is functional
  - fluid leaks
  - lights are working effectively
  - safety equipment checks
  - signage and labels to ensure they are visible and legible
  - wheels and tyres for damage/correct inflation if applicable
- conducting and applying risk and hazard assessment strategies including:
  - insufficient lighting
  - other specific hazards including dangerous goods
  - overhead hazards and fixed structures, roof beams and doorways
  - restricted and poorly ventilated areas
• surface suitability based on forklift truck and task requirements
• the risk of collision with people, moving plant and fixed structures
• weather conditions
• complying with Commonwealth, State and Territory Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety and Health (OSH) legislation, regulations safe work and workplace procedures
• conducting operational checks, which must ensure:
  • all controls are located, identified and tested for functionality
  • all hydraulic functions operated to maximum extension and ensuring attachment (if fitted) movements and control functions are smooth and comply with operating requirements
  • hazard warning systems (e.g. reversing beepers, lights and horns) are functional
  • recording and maintaining accurate information relating to forklift truck operations
  • safety devices as fitted
  • start-up is in accordance with manufacturer requirements
  • steering, transmission and brake functions comply with operating requirements
  • there are no unusual noises
• confirming and following traffic management plan procedures relevant to their role in the work area
• conducting relevant procedures for refuelling and isolating fuel/power source as per manufacturer requirements using appropriate PPE
• determining relevant lifting attachment to perform work/task
• determining lift requirements including:
  • positioning of unusually balanced/shaped loads
  • centre of gravity
  • dynamic nature of load
  • tine/attachment positioning
  • weight
• ensuring risk control measures within the work area are effective as per workplace procedures
• identifying, isolating and tagging out defective equipment and reporting to authorised person/s
• interpreting and confirming relevant documentation, workplace instructions, safety information, emergency procedures for the work task and relevant area
• interpreting workplace procedures in relation to various environmental conditions
• maintaining communication with other workplace personnel through using worksite procedures including:
  • audible and visual warning devices
  • signage
  • two-way radio
  • verbal instructions
  • written instructions
• maintaining three points of contact whilst accessing and egressing forklift truck and ensuring
rungs / steps are free of hazards

- operating and monitoring safe forklift truck operations using minimum 250kg dynamic and non-dynamic loads that include:
  - aligning tynes/attachment to load
  - carrying out a lift to 75% of the maximum height
  - conducting trial lift to ensure forklift truck and load are stable, and load is safe to move
  - correctly using horns and mirrors in workplace
  - correctly positioning and using an observer to assist when operating with a load that may restrict vision or be placed out of vision of the operator
  - driving applicable to conditions and moving loads safely
  - driving a forklift truck safely with load in forward and reverse, while maintaining visibility through an obstacle course including:
    - an 'S' bend with a minimum 90 degrees left and right turn
    - ensuring load/s remains stable through pick up, transport and placement
    - forklift truck speed is appropriate to load and surroundings
    - lowering dynamic and non-dynamic loads to appropriate height for travel in forward and reverse
  - picking up, driving, manoeuvring and placing dynamic and non-dynamic loads safely at various heights within a compliant racking system
  - picking up, driving, manoeuvring and placing dynamic and non-dynamic loads safely into/onto an elevated, flat, stable area
  - tilting mast (or forks if applicable) to ensure balance of load
  - using gluts/dunnage appropriately and lowering load safely
  - using tilt and side shift (where fitted) safely to manoeuvre dynamic and non-dynamic loads into allocated space
  - reporting to relevant person/s on site risk control measures that are not in place or are deficient
  - setting up an exclusion zone
  - securely parking forklift truck and isolating in appropriate position including:
    - minimising possible access by unauthorised person/s
    - tynes/attachment lowered to required position in accordance with manufacturer requirements
    - park brake applied
    - switching off, isolating fuel/power source and removing key according to workplace procedures
    - shutting down a forklift truck in accordance with manufacturer requirements and workplace procedures

**Knowledge Evidence**

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:
• Australian and industry standards, codes of practice and guidelines to safely operate a forklift truck
• communication procedures including:
  • audible and visual warning devices
  • hand signals
  • questioning techniques
  • signage
  • traffic warning systems
  • two-way radio
  • written instructions
• forklift truck characteristics and capabilities, manufacturer requirements and instructions for any attachments
• impact of the following on the operation of the forklift truck including:
  • failure/loss of control including brakes and steering
  • failure of equipment during forklift truck operations
  • forklift truck instability causes including:
    • deterioration of ground condition
    • overloading
    • pick up and placement of load
    • irregular loads
  • operating on ramps and uneven surfaces and in restricted spaces
  • use of forklift truck data plate and attachment data plate and appropriate methodology to determine weight of a load is appropriate for forklift truck and any attachment if fitted including the estimation or determination from:
    • labels on the actual load
    • markings on the actual load
    • paperwork such as consignment notes, running sheets and weighbridge dockets
    • weighing a carton and calculating load
• manufacturer requirements, instructions and operator's manual
• problems, and appropriate response procedures to unplanned and/or unsafe environmental conditions including:
  • wind
  • lightning
  • water/ice impacted surface/ground
  • rain
  • extreme heat
  • Ultra violet (UV) exposure
• problems and equipment faults, and implementing appropriate response procedures to unplanned and/or unsafe situations including:
  • lock out and tag out procedures
• relevant procedures for refuelling and recharging forklift truck using appropriate PPE
including:

- gas bottle
- connecting battery to charger and disconnecting battery from charger and reconnecting to forklift truck
- refuelling
- procedures for recording, reporting and maintaining workplace records and information
- risk assessment process including hierarchy of control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- safe use and compliance of different types of attachments including:
  - bale clamps
  - carpet spike for carpet rolls
  - drum carrier
  - jib attachment
  - paper roll clamps
  - personnel work platforms
  - rotators
  - slippers/fork extensions on tynes
  - suitability and lifting capability of the attachment to be used
  - shut down procedures for a forklift truck in accordance with manufacturer requirements
  - traffic management plan procedures and requirements
  - typical routine problems encountered operating a forklift truck and associated equipment, and adjustments required for correction
  - workplace procedures including work plan which may be verbal, documented/written, or electronically generated
  - work area operating surface suitability including issues with:
    - backfilled ground
    - bitumen (damaged, cracked)
    - concrete (damaged, cracked)
    - hard compacted soil
    - potholes
    - railway tracks
    - rough uneven or difficult terrain including sloping surfaces, uneven surfaces, steel decks and grates
    - soft soils
    - trench covers
  - Work Health and Safety (WHS)/Occupational Health and Safety (OHS)/Occupational Safety
and Health (OSH) requirements, safe work and workplace procedures

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

- Simulators must not be used in the assessment of this unit of competency.

Resources for assessment must include access to:

- a suitable forklift truck that complies with AS 2359 Powered industrial trucks and is in a safe/serviceable condition in accordance with manufacturer requirements
- associated equipment for forklift truck operations
- suitable dynamic and non-dynamic loads
- suitable compliant racking system
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including:
  - approved codes of practice and relevant guidance material
  - relevant Australian technical standards
  - manufacturer guidelines (instructions, requirements or checklists), relevant industry standards and operating procedures (where applicable)

Links

TLILIC2001 Licence to operate a forklift truck

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application

This unit specifies the skills and knowledge required to operate a forklift truck safely.

Forklift truck means a powered industrial truck equipped with lifting media made up of a mast and an elevating load carriage to which is attached a pair of fork arms or other arms that can be raised 900 mm or more above the ground, but does not include a pedestrian-operated truck or a pallet truck.

A person performing this work is required to hold a forklift truck high risk work (HRW) licence.

This unit requires a person operating a forklift truck to plan the work, conduct routine checks on a forklift truck, shift loads in a safe manner, and safely shut down and secure equipment after completing operations.

Licensing/Regulatory Information

This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations, HRW and meets Commonwealth, state and territory HRW licensing requirements.

Any alteration to this unit would result in a unit that would not be acceptable to work health and safety (WHS)/occupational health and safety (OHS) regulators for the purpose of licensing.

Pre-requisite Unit

Not applicable.

Competency Field

LIC – Licensing
Unit Sector

Not applicable.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1 Plan work

1.1 Potential workplace hazards are identified

1.2 Risk control measures are identified consistent with regulatory requirements and the hierarchy of control

1.3 Appropriate forklift truck is selected in accordance with load and workplace conditions

1.4 Working area is inspected to determine appropriate paths for moving loads and forklift truck in accordance with workplace conditions

1.5 Methods for communicating are identified and confirmed in accordance with workplace procedures

2 Conduct routine checks

2.1 Prior to operation, forklift truck is visually checked for any damage or defects

2.2 All signage and labels are checked to ensure they are visible and legible, in accordance with the appropriate standard

2.3 All controls are located, identified and confirmed

2.4 Pre-start operational checks are carried out in accordance with manufacturer specifications and workplace procedures

2.5 Forklift truck is started in accordance with manufacturer specifications and workplace procedures, and is checked for any abnormal noise

2.6 Post-start operational checks are carried out in accordance with manufacturer specifications and workplace procedures
2.7 All forklift truck functions and safety devices are tested to their maximum in accordance with manufacturer specifications and workplace procedures.

2.8 Issues, defects and damage identified during routine checks are reported and recorded in accordance with workplace procedures, and appropriate action is taken.

3 Shift load

3.1 Weight of load is assessed to ensure compliance with forklift truck data plate specifications.

3.2 Appropriate hazard prevention/control measures are implemented and communicated to personnel in the work area.

3.3 Forklift truck is operated at a safe speed in accordance with manufacturer specifications and workplace procedures.

3.4 Loads are moved and placed to ensure stability of material and avoidance of hazards.

3.5 Load movement is monitored constantly to ensure safety of personnel and load, and structural stability.

3.6 Unplanned and/or unsafe situations are responded to in accordance with workplace procedures and emergency plans.

4 Shut down and secure forklift truck

4.1 Forklift truck is parked to avoid hazards.

4.2 Forklift truck is shut down in accordance with manufacturer specifications and workplace procedures.

4.3 Routine post-operational forklift truck checks are carried out in accordance with manufacturer specifications and workplace procedures.

4.4 Forklift truck is secured to prevent unauthorised access/use.

4.5 All defects and damage are reported and recorded in accordance with manufacturer specifications and workplace procedures, and appropriate action is taken.
Foundation Skills

The language, literacy, numeracy and employment skills that are essential to performance that are not explicit in the unit are listed below.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment skills to:</td>
<td>• operate a forklift truck in different types of workplaces transferring key principles of safe operation to different contexts</td>
</tr>
<tr>
<td></td>
<td>• improve own performance in safely and efficiently operating a forklift truck by incorporating learnings from different workplaces and different conditions into current performance</td>
</tr>
<tr>
<td>Numeracy skills to:</td>
<td>• interpret numerical information including:</td>
</tr>
<tr>
<td></td>
<td>• selecting appropriate forklift in accordance with load and workplace conditions</td>
</tr>
<tr>
<td></td>
<td>• load weight assessment, to ensure compliance with forklift truck data plate specifications</td>
</tr>
<tr>
<td></td>
<td>• controlling and monitoring instrument readings</td>
</tr>
<tr>
<td>Language skills to:</td>
<td>• use and interpret vocabulary specific to forklift truck operations and workplace procedures to communicate with other workplace personnel</td>
</tr>
<tr>
<td></td>
<td>• use non-verbal feedback to support effective communication</td>
</tr>
<tr>
<td></td>
<td>• use relevant communications conventions</td>
</tr>
<tr>
<td>Literacy (reading) skills to:</td>
<td>• interpret documentation that includes technical specificity including:</td>
</tr>
<tr>
<td></td>
<td>• forklift truck data plate</td>
</tr>
<tr>
<td></td>
<td>• plant operation manuals and manufacturer specifications</td>
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<tr>
<td></td>
<td>• workplace procedures, including emergency plan</td>
</tr>
<tr>
<td></td>
<td>• workplace signage and labels</td>
</tr>
<tr>
<td>Literacy (writing) skills to:</td>
<td>• accurately record and maintain information relating to operating a forklift truck, including:</td>
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<tr>
<td></td>
<td>• incident reports</td>
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<td></td>
<td>• vehicle checking and maintenance records</td>
</tr>
<tr>
<td>Self-management skills</td>
<td>• implement risk control measures</td>
</tr>
<tr>
<td></td>
<td>• initiate emergency management strategies</td>
</tr>
</tbody>
</table>

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.
Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit is equivalent to TLILIC2001A Licence to operate a forklift truck

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLILIC2001 Licence to operate a forklift truck

Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence

A person who demonstrates competency in this unit must provide evidence of safely operating a forklift truck and satisfy all of the unit elements, performance criteria and foundations skills requirements on at least one occasion including:

- applying risk assessment and hazard control strategies, including hierarchy of control as applied to safely operating a forklift truck
- carrying out post-start operational checks, which must ensure:
  - attachment movements and control functions are smooth and comply with operating requirements
  - hazard warning systems (e.g. lights and horns) are functional
  - safety devices are checked, including
    - deadman’s switch
    - emergency descent device (hydraulic)
    - reversing beepers
  - start-up is in accordance with procedures
  - steering, transmission and brake functions comply with operating requirements
- carrying out pre-start operational checks, which must include:
  - battery charge checks, as required
  - ensuring availability of logbook, records, handbook and/or operating manuals
  - fitting and interpreting forklift truck data plate
  - fluid checks
  - forklift truck attachment security checks
  - identifying approved modifications and/or attachments fitted, to manufacturer specifications in accordance with forklift truck or attachment data plate
  - locating, identifying and confirming all controls
  - safety equipment checks
  - signage and label visibility and legibility checks
  - updating records as required
- communicating with other workplace personnel through
  - using appropriate worksite protocols
• listening
• making and interpreting hand signals
• questioning to confirm understanding
• signage
• verbal and non-verbal language
• written instructions
• complying with Commonwealth, state and territory work health and safety (WHS)/occupational health and safety (OHS) legislation and regulations
• conducting and monitoring safe forklift truck operations that include moving loads safely, driving and manoeuvring, picking up and placing loads at various stack heights and carrying out all functions to the maximum height and load capacity
• driving a forklift truck with load in forward and reverse, while maintaining visibility
• planning and preparing for forklift truck operations including:
  • conducting a workplace risk assessment
  • identifying hazards associated with operating a forklift truck, which must include
    • forklift truck instability (e.g. due to overloading, poor load placement, irregular loads)
    • ground conditions (e.g. condition of pavement, slopes)
    • insufficient lighting
    • overhead hazards (e.g. electric lines, service pipes)
    • traffic (e.g. pedestrians, vehicles, other plant) and the risk of collision with people, moving plant and fixed structures
    • weather conditions (e.g. wind, lightning, rain)
  • selecting hazard prevention strategies in accordance with the hierarchy of control
  • putting in place effective controls for identified hazards
  • visually checking a forklift truck for any damage or defects prior to operation including
    • evidence of damage
    • leaks
    • structural weaknesses (including paint separation or stressed welds)
• receiving and interpreting workplace instructions, safety information and emergency procedures
• shutting down a forklift truck in accordance with manufacturer specifications and workplace procedures including
  • parking in a suitable location away from dangerous areas
  • correctly positioning fork arms (tips down, tilted forward, lowered to ground)
  • selecting appropriate transmission/gear for parking (relevant to transmission type)
  • applying hand/parking brake
  • turning off engine power
  • removing ignition key as required
  • shutting off LPG gas cylinder valve as required
• securing equipment in accordance with manufacturer specifications and against unauthorised operation
• securing site
• ensuring access ways are clear
• identifying and segregating defective equipment and reporting to authorised personnel
• connecting batteries to charger as required
• verifying problems and equipment faults, and implementing appropriate response procedures to unplanned and/or unsafe situations including
  • environmental conditions (e.g. wind, lightning, storms)
  • failure/loss of control (e.g. brakes and steering)
  • failure of equipment (e.g. hydraulic system)
  • forklift truck instability (e.g. due to deterioration of ground condition, overloading, poor load placement, irregular loads).

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

• Australian and industry standards relevant to operating a forklift truck
• Commonwealth, state or territory WHS/OHS legislation and approved codes of practice in relation to one’s own responsibilities
• forklift truck characteristics and capabilities (including use of load data plates)
• forklift truck operations and safe operating techniques
• hierarchy of control:
  • elimination
  • substitution
  • isolation
  • engineering controls
  • administrative controls
  • personal protective equipment (PPE)
• methodology to determine weight of a load including the estimation or determination from labels, markings or load paperwork such as:
  • control labels
  • forklift data plates/labels
  • forklift warning decals
• organisational and workplace standards, requirements, policies and procedures for operating a forklift truck
• procedures for recording, reporting and maintaining workplace records and information
• relevant Australian and industry standards, codes of practice and guidelines to safely
operate a forklift truck
- risk control measures including:
  - barricades and traffic control (e.g. traffic management plan)
  - compliance with permit condition requirements from electrical supply authority, including
    - adequate illumination
    - disconnected power
    - excavation safeguards
    - insulated electric lines
    - maintaining safety observer zone
    - movement of obstructions
    - observing limits of approach
    - pedestrian control (barricades, signs, etc.)
    - power disconnection or compliance with electrical supply authority requirements
    - safety tags on electrical switches/isolators
    - using safety observer inside exclusion zone
    - using personal protective equipment
- selecting forklift truck to suit load and workplace conditions
- typical routine problems encountered operating a forklift truck and equipment, and adjustments required for correction.

Assessment Conditions

Assessments must be conducted by an assessor accredited for this high risk work (HRW) licence class in the Commonwealth/state/territory where the licence will be obtained (i.e. an assessor authorised by a Commonwealth/state/territory WHS/OHS regulator).

As a minimum, assessors must satisfy applicable regulatory requirements, which may include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and all assessment must be conducted in the English language.

Assessment of performance must be undertaken in the workplace and/or under realistic workplace conditions which typically reflect:
- performing tasks/activities within timelines that would be expected in a workplace
- standard and authorised work practices, safety requirements and environmental constraints
- using full-scale equipment

Forklift truck operation assessment must be conducted in a working zone in accordance with state/territory arrangements.
If the working zone is located at a ‘live’ site, assessment should continue in all weather conditions unless the safety of the candidate or others could be compromised.

Simulators must **not** be used in the assessment of this unit of competency.

Accredited assessors are responsible for ensuring that candidates have access to:

- a suitable forklift truck that complies with AS 2359 Powered industrial trucks and is in a safe condition
- associated equipment appropriate to forklift truck operations
- suitable loads
- required personal protective equipment (PPE) for the purpose of Performance Assessment
- relevant workplace procedures and standards for operating a forklift truck, including:
  - approved codes of practice and guidance
  - relevant Australian and international technical standards
  - manufacturer guidelines (instructions, specifications or checklists) for the purpose of Performance Assessment
  - relevant industry standards and operating procedures (where applicable)
  - safe work method statements (SWMS), as required.

**Links**

TLILIC2005 Licence to operate a boom-type elevating work platform (boom length 11 metres or more)

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit specifies the skills and knowledge required to safely operate a boom-type elevating work platform where the length of the boom is 11 metres or more.

Boom-type elevating work platform means a telescoping device, hinged device, or articulated device, or any combination of these, used to support a platform on which personnel, equipment and materials may be elevated.

A person performing this work is required to hold a boom-type elevating work platform high risk work (HRW) licence.

This unit requires a person operating a boom-type elevating work platform to plan the work, conduct routine checks, set up elevating work platform, operate elevating work platform, and shut down and secure elevating work platform.

Licensing/Regulatory Information
This unit is based on the licensing requirements of Part 4.5 of the Model Work Health and Safety (WHS) Regulations, HRW and meets Commonwealth, state and territory HRW licensing requirements.

Any alteration to this unit would result in a unit that would not be acceptable to work health and safety (WHS)/occupational health and safety (OHS) regulators for the purpose of licensing.

Pre-requisite Unit
Not applicable.

Competency Field
LIC – Licensing
Unit Sector
Not applicable.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td>Elements describe the essential outcomes.</td>
<td>Performance criteria describe the performance needed to demonstrate achievement of the element.</td>
</tr>
</tbody>
</table>

1 Plan work

1.1 Potential workplace hazards are identified

1.2 Hazard control measures are identified consistent with appropriate standards to ensure the safety of personnel and equipment

1.3 Elevating work platform is appropriate for the task

1.4 Appropriate communications methods are identified

2 Conduct routine checks

2.1 Service logbook for elevating work platform is checked for compliance

2.2 Elevating work platform is visually checked for damage or defects in accordance with procedures

2.3 Routine pre-operational checks are carried out in accordance with procedures

2.4 Safety equipment is inspected in accordance with procedures

2.5 Elevating work platform is accessed in a safe manner

2.6 Safety equipment is fitted and secured to elevating work platform in accordance with procedures

2.7 All controls are located and identified

2.8 Elevating work platform is started in accordance with procedures

2.9 All safety devices are identified and tested in accordance with procedures

2.10 Post-start operational checks are carried out in accordance with procedures
2.11 Communications equipment is checked for serviceability

2.12 All damage and defects are reported and recorded in accordance with procedures, and appropriate action is taken

3 Setting up the elevating work platform

3.1 Ground suitability is inspected and checked

3.2 Elevating work platform is driven to or located at work area in accordance with procedures

3.3 Elevating work platform is positioned for work application and stability in accordance with procedures

3.4 Appropriate hazard prevention/control measures are applied to work area in accordance with procedures

3.5 Work gear and tools are stowed and secured

4 Operating the elevating work platform

4.1 Elevating work platform is operated using all relevant plant movements in accordance with procedures and appropriate standards

4.2 Elevating work platform is mobilised using best mobile practice and appropriate procedures

4.3 Elevated working platform operations are monitored constantly, to ensure safety of personnel and stability

4.4 Unplanned and/or unsafe situations are responded to in accordance with procedures

5 Shutting down and securing the elevating work platform

5.1 Elevating work platform is lowered and stowed in accordance with procedures

5.2 Relevant motion locks and brakes are applied as required

5.3 Safety equipment is disconnected from platform

5.4 Egress from elevated work platform is conducted in accordance with procedures

5.5 Outriggers/stabilisers are stowed and secured in accordance with procedures as required

5.6 Plates or packing are stowed and secured as required

5.7 Elevating work platform is shut down in accordance with procedures

5.8 Routine post-operational checks are carried out in
accordance with procedures

5.9 Damage and defects are reported and recorded in accordance with procedures, and appropriate action is taken

Foundation Skills

The language, literacy, numeracy and employment skills that are essential to performance that are not explicit in the unit are listed below.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance feature</th>
</tr>
</thead>
</table>
| Employment skills to:         | • operate a boom-type elevating work platform with a boom length of 11 metres or more in different types of workplaces transferring key principles of safe operation to different contexts  
                                 • improve own performance in safely and efficiently operating a boom-type elevating work platform by incorporating learnings from different workplaces and different conditions into current performance |
| Numeracy skills to:           | • interpret numerical information including:                                          
                                 • selecting appropriate boom-type elevating work platform in accordance with load and workplace conditions  
                                 • load weight assessment, to ensure compliance with boom-type elevating work platform data plate specifications  
                                 • controlling and monitoring instrument readings |
| Language skills to:           | • use and interpret vocabulary specific to boom-type elevating work platform operations and workplace procedures to communicate with other workplace personnel  
                                 • use non-verbal feedback to support effective communication  
                                 • use relevant two-way radio conventions |
| Literacy (reading) skills to: | • interpret documentation that includes technical specificity including:               
                                 • boom-type elevating work platform data plate  
                                 • plant operation manuals and manufacturer specifications  
                                 • workplace procedures, including emergency plan  
                                 • workplace signage and labels |
| Literacy (writing) skills to: | • accurately record and maintain information relating to operating a boom-type elevating work platform including:  
                                 • incident reports  
                                 • vehicle checking and maintenance records |
| Self-management               | • implement risk control measures  
                                 • initiate emergency management strategies |
Range of Conditions
Range is restricted to essential operating conditions and any other variables essential to the work environment.
Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information
This unit is equivalent to TLILIC2005A Licence to operate a boom-type elevating work platform (boom length 11 metres or more).

Links
Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLILIC2005 Licence to operate a boom-type elevating work platform (boom length 11 metres or more)

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence
A person who demonstrates competency in this unit must provide evidence of safely operating a boom type elevating work platform with a boom lengths of 11 metres or more and satisfy all of the elements, performance criteria and foundation skills requirements of the unit on at least one occasion including:

- applying appropriate mathematical procedures to estimate loads
- applying best operating practice including:
  - avoiding ground depressions
  - gently accelerating and braking
  - minimum speed
  - minimum boom/jib length
- applying emergency procedures and safety equipment, including the use of safety harnesses, energy absorbers, lanyard and anchor points
- applying hazard prevention/control measures including:
  - disconnected power
  - illumination requirements
  - insulated electric lines
  - moving obstructions
  - pedestrian controls
  - personal protective equipment
  - safety tags on electrical switches/isolators
  - using safety observer inside exclusion zone
  - suitable area for set-up
  - suitable firm and stable standing
  - traffic barricades and controls
  - trench covers
- applying relevant plant movements including:
  - articulating
  - hinging
• lowering boom
• raising boom
• slewing
• telescoping
• applying risk assessment and hazard control strategies, including hierarchy of control as applied to positioning and safely operating an elevating work platform
• assessing ground conditions to confirm site is suitable (e.g. firm, level and safe) to extend and travel the elevating work platform
• communicating with other workplace personnel through:
  • appropriate worksite protocols
  • bells
  • buzzers
  • listening
  • making and interpreting hand signals
  • questioning to confirm understanding
  • signage
  • two way radios
  • verbal and non-verbal language
  • written instructions
• complying with WHS/OHS licensing legislation
• identifying problems and equipment faults and where practicable demonstrating appropriate response procedures
• operating and controlling a boom type elevating work platform including all functions to their maximum extension within the safe working (rated) capacity including:
  • a telescoping device
  • articulated device
  • hinged device
  • or any combination of the above used to support a platform on which personnel, equipment and materials may be elevated to perform work
• positioning, stabilising, set up of elevating work platforms, including the use of outriggers/stabilisers and packing to ensure that the safest lift is performed
• receiving and interpreting workplace instructions, safety information, emergency procedures
• recording and maintaining accurate information relating to operating elevating work platform
• shutting down a boom type elevating work platform in accordance with manufacturer specifications and workplace procedures including:
  • idling engine to stabilise temperature
  • folding boom/jib into the transport position
  • removing key from ignition
  • retracting boom/jib
  • retracting outriggers/stabilisers
• turning off engine
• stabilising a boom type elevating work platform by:
  • correctly positioning plates or packing
  • deploying outriggers
  • establishing correct size plates or packing
• using and interpreting manufacturer specifications and data
• using communications signals including:
  • luff boom down – hand
  • luff boom down – whistle and/or two-way radio
  • luff boom up – hand
  • luff boom up – whistle and/two-way radio
  • stop – hand
  • stop – whistle and/or two-way radio
  • telescope out – hand
  • telescope out – whistle and/or two-way radio
  • telescope in – hand
  • telescope in – whistle and/or two-way radio
• using outriggers/stabilisers and packing to ensure safest lift is performed
• verifying problems and equipment faults and applying appropriate response procedures to unplanned and/or unsafe situations including:
  • contact with overhead electrical conductors
  • damage caused by contact with obstructions
  • environmental conditions (e.g. wind, lightning, storms, etc.)
  • failure of controls
  • illness of personnel
  • loss of power.

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

• appropriate mathematical procedures for estimating loads to ensure elevating work platform is not overloaded
• Australian and industry standards relevant to operating a boom-type elevating work platform (boom length 11 metres or more)
• boom length capability including:
  • nominal reach, measured horizontally from centre point of rotation to outer edge of
platform in its most extended position
- vertical distance from floor of platform to surface supporting elevating work platform with platform at its maximum height
- Commonwealth, state or territory WHS/OHS legislation, standards and codes of practice relevant to the full range of processes for the crane class
- ground stability including:
  - backfilled ground
  - bitumen
  - concrete
  - hard compacted soil
  - rock
  - rough uneven ground
  - soft soils
- elevating work platform characteristics, operations and operating techniques
- emergency procedures and safety equipment, including the use of safety harness, energy absorber, lanyard and anchor points
- hazards including:
  - environmental conditions (e.g. wind, lightning, storms, etc.)
  - ground stability (e.g. ground condition, recently filled trenches, slopes)
  - insufficient lighting
  - other specific hazards (e.g. tidal areas, chainsaws, pressure washers, dangerous materials)
  - overhead hazards (e.g. electric lines, service pipes, trees, buildings etc.)
  - traffic (e.g. pedestrians, vehicles, plant)
- hierarchy of hazard identification and control:
  - elimination
  - substitution
  - isolation
  - engineering controls
  - administrative controls
  - personal protective equipment (PPE)
- procedures for recording, reporting and maintaining workplace records and information, including using the service logbook
- organisational and workplace standards, requirements, policies and procedures for conducting elevating work platform operations
- rated capacity and working load limits
- risks associated with overhead electric lines/electrical cables, ground conditions, wind, pedestrians and tipping
- systematic process of eliminating or reducing risk to personnel and property through the application of controls
- typical routine problems encountered in the process and with equipment, and adjustments required for correction.
Assessment Conditions

Assessments must be conducted by an assessor accredited for this high risk work (HRW) licence class in the Commonwealth/state/territory where the licence will be obtained (i.e. an assessor authorised by a Commonwealth/state/territory WHS/OHS regulator).

As a minimum, assessors must satisfy applicable regulatory requirements, which may include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and all assessment must be conducted in the English language.

Assessment of performance must be undertaken in the workplace and/or under realistic workplace conditions which typically reflect:

- performing tasks/activities within timelines that would be expected in a workplace
- standard and authorised work practices, safety requirements and environmental constraints
- using full-scale equipment

Boom-type elevating work platform (boom length 11 metres or more) operation assessment must be conducted in a working zone in accordance with state/territory arrangements.

If the working zone is located at a ‘live’ site, assessment should continue in all weather conditions unless the safety of the candidate or others could be compromised.

Simulators must not be used in the assessment of this unit of competency.

Accredited assessors are responsible for ensuring candidates have access to:

- appropriate boom-type elevating work platform (boom length 11 metres or more) and associated equipment in safe condition
- appropriate safety equipment and devices including:
  - anchor points
  - audible and visual reversing devices
  - energy absorber
  - horns/sirens
  - lanyard
  - lights as required
  - operator restraint devices (platform gate)
  - safety harness
- communications equipment including:
  - mobile phone
  - two-way radios
• required personal protective equipment (PPE) for the purpose of the Performance Assessment

• where appropriate, relevant workplace procedures and standards for operating a boom-type elevating work platform including:
  • approved codes of practice and guidance
  • Australian Standards
  • checklists
  • industry operating procedures
  • relevant industry standards (where applicable)
  • manufacturer guidelines (instructions, specifications or checklists) for the purpose of the Performance Assessment
  • safe work method statement (SWMS), as required
  • service logbooks/logbooks
  • signage and labels
  • history record system where service and maintenance history is kept.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
TLIR4002 Source goods/services and evaluate contractors

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to source goods/services and to evaluate contractors in accordance with workplace policy and procedures.
The unit generally applies to those with responsibility for resource coordination and allocation and who lead individuals or teams.
It includes analysing supply requirements as well as evaluating and selecting appropriate potential contractors.
This unit involves discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes.
Work is performed under general guidance on progress and work outcomes.
No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
R – Contract Procurement

Unit Sector
Not applicable.
### Elements and Performance Criteria

Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1 Analyse supply requirements | 1.1 Purpose and specifications of required goods/services are identified  
1.2 Criteria to evaluate potential or existing contractor performance is established  
1.3 Quantities of required goods/services are determined  
1.4 Frequency of ordering/requesting of goods/services is identified |
| 2 Evaluate potential contractors | 2.1 Contractors of requested goods/materials/services are identified  
2.2 Comparative costings for goods/materials/services are obtained  
2.3 Contractor ability to provide a consistent level of performance on repeat jobs is assessed  
2.4 Contractors are evaluated in relation to established criteria and in accordance with workplace and regulatory procedures  
2.5 Prioritised contractor shortlist is established based on contractor capacity to provide a cost competitive quality service  
2.6 Contractor selection process outcomes are documented including recommendations for actioning agreements/contracts with selected contractors  
2.7 Information and data generated during selection process is filed and maintained in accordance with workplace procedures |

### Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.
Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIR4002A Source goods/services and evaluate contractors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLIR4002 Source goods/services and evaluate contractors

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- communicating and negotiating effectively with others
- completing relevant documentation
- determining supply requirements
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- operating electronic communications equipment to required protocol
- reading, interpreting and following relevant instructions, procedures and signs
- selecting and appropriately applying technology, information systems and procedures to workplace tasks
- sourcing appropriate personnel to supply goods/services in accordance with workplace requirements
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

Knowledge Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- operational recording, reporting and statistical analysis systems and resources
- relevant chain of responsibility legislation, regulation and codes of practice requirements
- resource availability including processing capacity of equipment and software systems for data statistical analysis
- typical problems that can occur when sourcing goods and services and evaluating contractors, and related appropriate action that can be taken
Assessment Requirements for TLIR4002 Source goods/services and evaluate contractors

- workplace business policies and plans as they relate to supply contracts, including procedures for maintaining confidentiality
- workplace grievance and disputation handling policies and procedures
- workplace policies, procedures and protocols for sourcing and supplying goods/services, and evaluating potential supply contractors.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
TLIR4003 Negotiate a contract

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Application
This unit involves the skills and knowledge required to contract transport and logistics services in compliance with relevant regulations, standards, legal requirements, codes of practice and workplace procedures.

It includes negotiating the contract, finalising the contract negotiations, as well as completing all contract requirements with a contractor.

The unit generally applies to those with responsibility for resource coordination and allocation, and who lead individuals or teams.

Work is under general guidance on progress and outcomes. It requires discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Pre-requisite Unit
Not applicable.

Competency Field
R – Contract Procurement

Unit Sector
Not applicable.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements describe the</td>
<td>Performance criteria describe the performance needed to</td>
</tr>
</tbody>
</table>
essential outcomes. demonstrate achievement of the element.

<table>
<thead>
<tr>
<th>1 Negotiate contract specifics with contractor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Requirements of the contract are clearly documented and agreed to by the relevant parties</td>
<td></td>
</tr>
<tr>
<td>1.2 Areas of ambiguity or concern are clarified and resolved</td>
<td></td>
</tr>
<tr>
<td>1.3 Negotiations are undertaken with selected contractor for the contracting of required goods/services on a ‘without prejudice’ basis</td>
<td></td>
</tr>
<tr>
<td>1.4 Conditions for service and/or supply of goods/services are agreed between the enterprise and the contractor including the determination of key performance indicators</td>
<td></td>
</tr>
<tr>
<td>1.5 Alternative contractors are negotiated with if agreement is unable to be reached with preferred contractor</td>
<td></td>
</tr>
<tr>
<td>1.6 Contract negotiations are conducted in accordance with established workplace requirements and relevant legislation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Complete contract negotiations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Contract documentation is drafted in accordance with relevant legislation, workplace procedures and negotiated conditions of service and supply</td>
<td></td>
</tr>
<tr>
<td>2.2 Technical support in drafting contracts is accessed as required</td>
<td></td>
</tr>
<tr>
<td>2.3 Contract documentation is signed and exchanged between relevant parties</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 Complete enterprise contract requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Documentation systems are established to ensure traceability of orders and financial transactions</td>
<td></td>
</tr>
<tr>
<td>3.2 Workplace systems that require interaction with contractors are identified and actioned</td>
<td></td>
</tr>
<tr>
<td>3.3 Quality assurance procedures for supplied goods/services are initiated</td>
<td></td>
</tr>
<tr>
<td>3.4 Contract and ancillary documentation is completed and stored as required, in accordance with workplace procedures and regulatory requirements</td>
<td></td>
</tr>
</tbody>
</table>
Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

Unit Mapping Information

This unit replaces and is equivalent to TLIR4003A Negotiate a contract.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
Assessment Requirements for TLIR4003 Negotiate a contract

Modification History
Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

Performance Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate risks that may exist when negotiating a contract
- applying relevant legislation and workplace procedures
- communicating and working effectively with others when negotiating a contract
- completing documentation related to negotiating a contract
- modifying activities to cater for variations in workplace contexts and environment
- operating electronic communications equipment to required protocol
- planning and monitoring work activities in terms of schedule
- prioritising work and coordinating self and others in relation to workplace activities
- providing leadership and working collaboratively with others when negotiating a contract
- reading, interpreting and following instructions, procedures and regulatory requirements relevant to negotiating a contract
- selecting and applying appropriate technology and information systems.

Knowledge Evidence
Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and the range of conditions on at least one occasion and include:
• applying precautions and required action to minimise, control or eliminate risks that may exist when negotiating a contract
• applying relevant legislation and workplace procedures
• communicating and working effectively with others when negotiating a contract
• completing documentation related to negotiating a contract
• modifying activities to cater for variations in workplace contexts and environment
• operating electronic communications equipment to required protocol
• planning and monitoring work activities in terms of schedule
• prioritising work and coordinating self and others in relation to workplace activities
• providing leadership and working collaboratively with others when negotiating a contract
• reading, interpreting and following instructions, procedures and regulatory requirements relevant to negotiating a contract
• selecting and applying appropriate technology and information systems.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

• a range of relevant exercises, case studies and/or other simulations
• relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
• applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851
UETTDREL14A Working safely near live electrical apparatus as a non-electrical worker

Modification History
Not applicable.

Unit Descriptor
1) Scope:

1.1) Descriptor
This Competency Standard Unit covers compliance with working safely up to the defined “safe approach distance” near energised electrical apparatus (inc. electrical powerlines) for non-electrical workers. It includes work functions that may be performed, such as vegetation control, scaffolding, rigging, painting, and/or any other activity that requires working safely and complying with requirements and/or established procedures near live electrical apparatus by a non-electrical worker. Also included is the preparation of risk assessment control measures that encompass job safety assessment. It does not include any work that is or may be performed by other competent operatives within the defined “safe working zone”. The defined “safe working zone” is that so defined by relevant State or Territory regulatory agencies/bodies, local government legislation, Industry bi-partite body – Guidelines/Codes of Practices or other related requirements for Safe work and access near live Electrical and Mechanical Apparatus.

Application of the Unit
2) This competency standards unit shall apply to Transmission, Distribution, Rail Traction, Telecommunications and Vegetation Management Control industry sectors.
Licensing/Regulatory Information

License to practice 3)

The skills and knowledge described in this unit may require a licence/registration to practice in the work place subject to regulations for undertaking of electrical work. Practice in workplace and during training is also subject to regulations directly related to Occupational Health and Safety, electricity/telecommunications/gas/water industry safety and compliance, industrial relations, environmental protection, anti discrimination and training. Commonwealth, State/Territory or Local Government legislation and regulations may exist that limits the age of operating certain equipment.

Pre-Requisites

Prerequisite Unit(s) 4)

Competencies 4.1)

Granting of competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed.

Where pre-requisite pathways have been identified. All competencies in the Common Unit Group must be have been completed plus all the competencies in one (1) of the identified Pathway Unit Group(s):

There are no prerequisite competencies to this unit.

Literacy and numeracy skills 4.2)

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 “Literacy and Numeracy”.

Reading 3 Writing 3 Numeracy 3
Employability Skills Information

Employability Skills 5)

The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a competency standard unit. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare to work safely near live electrical apparatus as non-electrical worker</td>
<td>1.1 Instructions related to the work to be performed safely near live electrical apparatus as non-electrical worker are received and confirmed.</td>
</tr>
<tr>
<td></td>
<td>1.2 Relevant requirements and established procedures to be followed and, relevant personnel to be communicated with for the work to be performed are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 OHS policies and procedures to be followed for the work to be performed are received and confirmed.</td>
</tr>
<tr>
<td></td>
<td>1.4 Suggestions to assist in meeting the safety requirements for working near live electrical apparatus as a non-electrical worker are made to others involved in the work.</td>
</tr>
<tr>
<td></td>
<td>1.5 Hazards are identified, OHS risks assessed and control measures are prioritised, implemented and monitored including emergency exits kept</td>
</tr>
</tbody>
</table>
### ELEMENT

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>clear according to established procedures.</td>
</tr>
</tbody>
</table>

| 1.6 | Scope of responsibility and process of relevant work permit(s) issue is identified, received and confirmed according to requirements and established procedures. |
| 1.7 | Relevant responsibility associated with First Aid, Safety Observers and/or other related work safety procedures at the worksite are identified in accordance with requirements and established procedures to ensure safety measures are followed in the instance of an incident. |
| 1.8 | Processes for identifying and reporting client issues to appropriate personnel in accordance with industry/acceptable /community standards are identified. |
| 1.9 | Site and the work schedule to be prepared are confirmed according to given instructions for a quality outcome and to minimise risk and damage to property, commerce, stock and individuals in accordance and established procedures. |
| 1.10 | Electricity infrastructure assets, related voltages and requirements for working safely near live electrical apparatus as non-electrical worker are identified. |
| 1.11 | Safe approach distances including any zones thereof that may apply, as defined in industry guidelines, requirements and/or established procedures for the intended work are confirmed. |

| 2 | Carry out the work safely near live electrical apparatus as non-electrical worker. |
| 2.1 | OHS principles and practices to reduce the incidents of accidents are identified in accordance with given instructions, requirements and/or established procedures. |
| 2.2 | Working safely and complying with all safety requirements for working near live electrical apparatus as a non-electrical worker are followed in accordance with given instructions and |
ELEMENT | PERFORMANCE CRITERIA
--- | ---
2.3 | Processes for monitoring and reporting/referring hazards and OHS risks to the immediate authorised personnel for directions according to established procedures are followed.
2.4 | Non-routine events are referred to the immediate authorised personnel for directions according to established procedures.
2.5 | Unexpected events associated with working safely near live electrical apparatus as a non-electrical worker are responded to using acquired known solutions and skills related to routine procedures to ensure work instructions and established procedures are met.
3 | Complete the work safely near live electrical apparatus as non-electrical worker.
3.1 | Work schedule and anomalies for completion and checking of the work are reported to authorised personnel in accordance with established procedures.
3.2 | Processes for reporting to authorised personnel accidents and/or incidents are confirmed in accordance with established procedures.
3.3 | Requirements for returning work permit(s) and/or access authorisation permits are confirmed.
3.4 | Appropriate personnel are notified of work completion according to established procedures.
3.5 | Works completion records, report forms/data sheets are completed accurately in accordance with given instructions and established procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

8) Essential Knowledge and Associated Skills (EKAS): This describes the essential
REQUIRED SKILLS AND KNOWLEDGE

Skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of working safely near live electrical apparatus as non electrical worker.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-TEL14A Power Line Safety – Non Electrical Workers

Evidence shall show an understanding of power line safety – non electrical workers to an extent indicated by the following aspects:

T1 Basic electrical principles encompassing:

- Fundamental units - basic measurement of units
- Electrical characteristics of material: characteristics of solid materials, insulators; terms electrical charge, electrical current, electromagnetic forces
- Nature of electrical current and change - basic rules of electrical current flow
- Sources of Electricity: basic fundamentals of alternating current, direct current and single EMF source (induction)
- A simple circuit - circuit protection devices used on the network, effects of an open circuit, a closed circuit and a short circuit and earthing – using the ground as a form of conductor to return current back to a source
- Resistance - relationship between voltage and current and resistance (Ohms Law)
- Effects of current - physiological effects and protection for physiological effects; basic principle by which electrical current can result in the production of heat, light and electromagnetic fields and typical effects of current.
- Three phase and single phase power systems: star delta configurations, three phase star connections, relationship between line and phase voltages, three phase 4 wire systems - purpose of the neutral
- Consequences of short circuits - arc flash, ESI Protection schemes
- Magnetism - magnetic field patterns, concepts of electromagnetism, effects of electromagnetism and magnetic fields around straight conductors
- Hazards encountered in an ESI environment - touch and step potentials, electric shock, fire, chemicals, falls, safe use of tools and equipment.

T2 Transmission, distribution and rail power systems encompassing:

- Relationship between the transmission, distribution and rail/tram system within an overall power system - different organisations responsible for generation, transmission, distribution and rail/tram and, how they correlate and their functions
- Characteristics of a transmission, a distribution and a rail system - principal components, typical voltage levels and methods of transmission and distribution including grid type transmission systems, radial, parallel and ring main feeders
- Relationship between an overhead and underground supply systems within an overall power system - advantages/disadvantages, applications.
- Single line drawings and layouts - drawings and layouts of transmission and distribution systems including, radial, parallel and ring main feeders and the HV
REQUIRED SKILLS AND KNOWLEDGE

equipment associated with substations

T3 Fundamentals for working safely near live electrical apparatus for non-electrical worker encompassing:

- Standards, guidelines/codes of practice, State/Territory/local government legislation, supply authority regulations and or enterprise requirements including relevant certification and licensing, applicable to working safely up to the defined “safe working zone” near energised electrical apparatus (inc. electrical powerlines) for non-electrical worker


- OHS policies and procedures for working safely - duties of a safety observer, permit to work systems and isolation procedures, safe application of different types of tools and equipment and operation of mobile plant and machinery (e.g. EWP) near live electrical apparatus

- Techniques and precautions in undertaking different work functions and working safely up to the defined “safe working zone” near energised electrical apparatus (inc. electrical powerlines) for non-electrical worker (work functions that may be performed include, vegetation control, scaffolding, rigging, painting, and/or any other activity that requires working safely near live electrical apparatus by a non-electrical worker)

Evidence Guide

EVIDENCE GUIDE

9) This provides essential advice for assessment of the competency standard unit and must be read in conjunction with the Performance Criteria and the range statement of the competency standard unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this Competency Standard Unit and shall be used in conjunction with all component parts of this unit and, performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment 9.1)

Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment
intervention. It is the Industry’s preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accord with Industry and, Regulatory policy in this regard.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Hence, sources of evidence need to be ‘rich’ in nature so as to minimise error in judgment.

Activities associated with normal every day work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its ‘richness’. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practiced. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

9.2)

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated Performance Criteria shall be demonstrated on at least two occasions in accordance with the “Assessment Guidelines – UET12”. Evidence shall also comprise:

- A representative body of Performance Criteria demonstrated within the timeframes typically expected of the discipline,
work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:

- Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the Performance Criteria and range; and

- Apply sustainable energy principles and practices as specified in the Performance Criteria and range; and

- Demonstrate an understanding of the essential knowledge and associated skills as described in this unit to such an extent that the learner’s performance outcome is reported in accordance with the preferred approach; namely a percentile graded result, where required by the regulated environment; and

- Demonstrate an appropriate level of employability skills; and

- Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures; and

- Demonstrated performance across a representative range of contexts from the prescribed items below:

<table>
<thead>
<tr>
<th>Group No</th>
<th>The minimum number of items on which skill is to be demonstrated</th>
<th>Item List</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>All of the following:</td>
<td>Confirmation of the &quot;safe working zone&quot; for Safe work and access near live Electrical Apparatus Identification of the relevant technical standards. Acts, regulations and codes/guidelines Identification of established (Enterprise) procedures</td>
</tr>
<tr>
<td>B</td>
<td>All of the following:</td>
<td>Confirmation of the principles of electricity,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the three phase power system, electric shock and resuscitation, power system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognition of aerial voltage systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identification of Low Voltage Aerial Circuits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identification of High Voltage</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>All of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedures in the event of an incident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Events constituting an incident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedures for responding to incidents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hazard and risk assessment procedure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct Work-site Hazard Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confirmation of essential components of Hazard Assessment Checks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applying Hazard Identification in Electrical Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confirmation of the Basic Safety Principles for Work on Electrical works</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hazard Identification and Risk Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hazard Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Risk Assessment and Management (JSAs) Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Hierarchy of Controls including Evaluation, Worksite Hazard and Risk</td>
<td></td>
</tr>
</tbody>
</table>
### Context of and specific resources for assessment

9.3) This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to safely undertake actual work near live electrical apparatus.

In addition to the resources listed above, in context of and specific resources for assessment, evidence should show demonstrated

<table>
<thead>
<tr>
<th></th>
<th>All of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Use of work permits and/or authorisation permits</td>
</tr>
<tr>
<td></td>
<td>Sustainable energy principles and practices</td>
</tr>
<tr>
<td></td>
<td>Possible affects of weather conditions on working near electrical apparatus as a non-electrical worker</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>At least one occasion</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Dealing with an unplanned event by drawing on essential knowledge and associated skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items.</td>
</tr>
</tbody>
</table>
competency working below ground, in limited spaces, with different structural/construction types and method and in a variety of environments.

Method of assessment 9.4)

This Competency Standard Unit shall be assessed by methods given in Volume 1, Part 3 “Assessment Guidelines”.

Note:
Competent performance with inherent safe working practices is expected in the Industry to which this Competency Standard Unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and associated skills described in this unit.

Concurrent assessment and relationship with other units 9.5)

For optimisation of training and assessment effort, competence in this unit is not recommended to be assessed concurrently with any other unit.

Range Statement

RANGE STATEMENT

10) This relates to the competency standard unit as a whole providing the range of contexts and conditions to which the Performance Criteria apply. It allows for different work environments and situations that will affect performance.

This Competency Standard Unit shall be demonstrated in relation to safe working so defined by relevant State or Territory regulatory agencies/bodies, local government legislation, Industry bi-partite body – Guidelines/Codes of Practices or other related requirements for Safe work and access near live Electrical Apparatus.

Work functions that may be performed, such as vegetation control, operation of cranes, elevating work platforms, excavators, concrete pumps etc, scaffolding,
RANGE STATEMENT

rigging, painting, and/or any other activity that requires working safely and complying with requirements and/or established procedures near live electrical apparatus by a non-electrical worker/

Working safely up to the defined “safe working zone” near energised electrical apparatus (inc. electrical powerlines) for non-electrical worker including an understanding of risk assessment control measures that encompass job safety assessment but excluding any work that is or may be performed by other competent operatives within the defined “safe working zone”.

Safe use of plant, equipment and tools within electrical environments including but not limited by the electricity supply infrastructure assets, infrastructure constructions and excavations including an understanding of safe approach distances zones/Safe Working Clearance, work permit(s) and/or access authorisation permits, technical standards and Industry Guidelines, rural applications, road construction, pavements and effect of inclement weather

The following constants and variables included in the element/Performance Criteria in this unit are fully described in the Definitions Section 1 of this volume and form an integral part of the Range Statement of this unit:

- Appropriate and relevant persons
- Appropriate authorities
- Assessing risk
- Authorisation
- Drawings and specifications
- Emergency
- Established procedures
- Hazards
- Identifying hazards
- Legislation
- Notification
- OHS practices
- OHS issues
- Permits and/or permits to work
- Work clearance systems

Unit Sector(s)

Not applicable.
Competency Field

11) Entry Level – Cross Discipline Units.
UETTDRRF03B Perform EWP rescue

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>Action</th>
<th>Details</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update</td>
<td>Pre-requisite</td>
<td>HLTAIM001 Provide cardiopulmonary resuscitation</td>
<td></td>
</tr>
</tbody>
</table>

Unit Descriptor

1) Scope:

1.1) Descriptor

This Competency Standard Unit covers the performance of rescue procedures from an Elevating Work Platform (EWP) in the work place. It specifies the mandatory requirements of rescue from a raised EWP by a work party member on the ground and how they apply in the context of transmission, distribution or rail work functions. It encompasses responsibilities for, health, safety and risk management processes at all operative levels and adherence to safety practices as part of the normal way of doing work.

Application of the Unit

2) This competency standard unit shall be selected as part of an endorsed skill set for the purposes of refresher training and/or to meet regulatory and/or network requirements.

Delivery and assessment of this unit should be undertaken within regard to the requirements of License to Practice (1.2 above), Prerequisite Competencies and Literacy and Numeracy skills (2 above) and the recommendations for concurrent assessment and relationship with other units (9.5 below).
Practice in the workplace and during training is also subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

Note:

1. Compliance with permits may be required in various jurisdictions and typically relates to the operation of plant, machinery and equipment such as elevating work platforms, powder operated fixing tools, power operated tools, vehicles, road signage and traffic control and lifting equipment. Permits may also be required for some work environments such as confined spaces, working aloft, near live electrical apparatus and site rehabilitation.

2. Compliance may be required in various jurisdictions relating to currency in First Aid, confined space, lifting, risk safety measures etc.

**Licensing/Regulatory Information**

License to practice 3)

The skills and knowledge described in this unit may require a licence/registration to practice in the workplace subject to regulations for undertaking of electrical work. Practice in workplace and during training is also subject to regulations directly related to Occupational Health and Safety, electricity/telecommunications/gas/water industry safety and compliance, environmental protection, anti discrimination and training. Commonwealth, State/Territory or Local Government legislation and regulations may exist that limits the age of operating certain equipment.

ESI employees are required to maintain currency in this Unit for authorisation/approval to work on ESI Networks.

**Pre-Requisites**

Prerequisite Unit(s) 4)

Competencies 4.1)
Prerequisite Unit(s) 4)

Granting of competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed.

Where pre-requisite pathways have been identified. All competencies in the Common Unit Group must be have been completed.

Common Unit Group

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTAID001</td>
<td>Provide cardiopulmonary resuscitation</td>
</tr>
</tbody>
</table>

Literacy and numeracy skills 4.2)

Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 “Literacy and Numeracy”

Reading 3  Writing 3  Numeracy 3

Employability Skills Information

Employability Skills 5)

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

6) Elements describe the essential outcomes of a competency standard unit. Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.
## Elements and Performance Criteria

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1 Prepare to perform EWP rescue procedures | 1.1 Instruction in hazards and risk control measures for specific work areas and work activities are identified and obtained. (This will include the risk assessment and control measures taken by the individual performing the rescue).  
1.2 Tools and emergency equipment are checked for safety, functionality and placed in an accessible location to facilitate response and rescue according to established procedures. |
| 2 Carry out EWP rescue procedure | 2.1 Workplace procedures and work instructions for controlling risk are followed.  
2.2 Workplace procedures for removing the victim, where necessary, from contact with or in vicinity of live apparatus and lowering the EWP to the ground are followed.  
2.3 Workplace procedures for removing the victim from the EWP are followed.  
2.4 Workplace procedures for carrying out CPR if required at the site and treatment where necessary by medical professionals are followed.  
2.5 The worksite is secured and entry controlled until appropriate authorities inspect and release the site. |
| 3 Complete the EWP rescue procedure | 3.1 Processes for reporting accidents and/or incidents to authorised personnel are confirmed in accordance with established procedures. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

8) Essential Knowledge and Associated Skills (EKAS): This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of performing EWP rescue procedure.
REQUIRED SKILLS AND KNOWLEDGE

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-TRF03B EWP Rescue

Evidence shall show an understanding of EWP rescue to an extent indicated by the following aspects:

T1 Emergency procedures for the EWP rescue of a victim encompassing:
- Inspection of rescue equipment
- Assessing hazards to rescuer, victim and others
- Isolation procedures where appropriate
- Knowledge of Safe Approach Distances (SAD’s) appropriate to EWP Rescue
- Involvement of external emergency services
- Emergency retrieval systems

T2 Emergency procedures for the skills required to undertake EWP rescue of a victim encompassing:
- Placement of rescue equipment
- Controlling hazards to rescuer, victim and others
- Maintaining Safe Approach Distances (SAD’s) appropriate to EWP Rescue
- Practical demonstration of rescuing a person
- Removing victim to safe location / place of safety

Evidence Guide

EVIDENCE GUIDE

9) This provides essential advice for assessment of the competency standard unit and must be read in conjunction with the Performance Criteria and the range statement of the competency standard unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this Competency Standard Unit and shall be used in conjunction with all component parts of this unit and, performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1) In accordance with the National Refresher Training Recognition Protocol for the Electricity Supply Industry, this unit is identified as a Refresher Training unit and is only available for use by industry to meet industry protocols and regulatory requirements.
Industry has defined Refresher Training as:

“A competency confirmation event which may include training, the purpose of which is to compensate for or prevent deterioration in a previously achieved standard of performance”

Under the protocol and the applicable State or Territory legislative and regulatory requirements, Electricity Supply Industry employees are required to maintain currency in this Unit for authorisation/approval to work on ESI Networks.

Industry accepts that opportunities to practice emergency procedures are generally restricted to simulated exercises in a controlled environment during competency confirmation programs.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Hence, sources of evidence need to be ‘rich’ in nature so as to minimise error in judgment.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments.

An industry endorsed Learning Assessment Plan (LAP) has been developed to support this unit.

### Critical aspects of evidence required to demonstrate competency in this unit

9.2) 

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated Performance Criteria shall be demonstrated at each competency confirmation event.

- In accordance with State and Territory regulations and the “Assessment Guidelines – UET12”. Evidence shall also comprise:
• Performance demonstrated within the timeframes typically expected of the rescue procedure. In particular the assessment of this unit shall confirm that a candidate is able to:

• Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the Performance Criteria and range; and

• Demonstrate an understanding of the essential knowledge and associated skills as described in this unit to such an extent that the learner’s performance outcome is reported in accordance with the preferred approach; namely a percentile graded result, where required by the regulated environment; and

• Demonstrate an appropriate level of employability skills; and

• Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures; and

• Demonstrated performance across a representative range of contexts from the prescribed items below:

<table>
<thead>
<tr>
<th>Range of tools/equipment/materials/procedures/workplaces/other variables</th>
<th>Group No</th>
<th>The minimum number of items on which skill is to be demonstrated</th>
<th>Item List</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>A</strong></td>
<td>All, to the satisfaction of the assessor</td>
<td>Identification of operational instructions and confirmation of the function of emergency equipment to facilitate rescue from an incident in an EWP</td>
</tr>
<tr>
<td></td>
<td><strong>B</strong></td>
<td>All, to the satisfaction of the assessor</td>
<td>Accessing controls and lowering the EWP in accordance with mobile equipment instructions/workplace procedures.</td>
</tr>
<tr>
<td></td>
<td><strong>C</strong></td>
<td>All, to the satisfaction of the</td>
<td>Removing the victim from the EWP to the</td>
</tr>
</tbody>
</table>
Context of and specific resources for assessment  

This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to safely undertake actual performance of EWP rescue procedures in the workplace.

In addition to the resources listed above, in Context of and specific resources for assessment, evidence should show demonstrated competency working in realistic environment and a variety of conditions.

Method of assessment  

This Competency Standard Unit shall be assessed by methods given in Volume 1, Part 3 “Assessment Guidelines”.

Note:

Competent performance with inherent safe working practices is expected in the Industry to which this Competency Standard Unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and associated skills described in this unit.

Concurrent assessment and relationship with other units  

9.5)
For optimisation of training and assessment effort, competence in this unit is not recommended to be assessed concurrently with any other unit.

Range Statement

RANGE STATEMENT

10) This relates to the competency standard unit as a whole providing the range of contexts and conditions to which the Performance Criteria apply. It allows for different work environments and situations that will affect performance.

This Competency Standard Unit shall be demonstrated in relation to EWP rescue procedures in the workplace and will include the following:

Applying work procedures and instructions as they apply to risk control and personal safety measures.

Inspection and function of emergency equipment to facilitate a prompt response and rescue from a raised EWP.

Accessing emergency lowering device in accordance with mobile equipment instructions/workplace procedures.

Removing the victim from contact with or in vicinity of live apparatus where necessary in accordance with workplace procedures.

Operation of emergency lowering device in accordance with mobile equipment instructions/workplace procedures.

Lowering the basket to the ground, removing the victim from the basket and performing CPR if required, in accordance with workplace procedures.

Facilitating treatment by medical professionals when and where required

The following constants and variables included in the element/Performance Criteria in this unit are fully described in the Definitions Section 1 of this volume and form an integral part of the Range Statement of this unit:

- Appropriate and relevant persons
- Assessing risk
- Assessment
- Authorisation
- Emergency
- Established procedures
- Fall prevention
- Hazards
- Identifying hazards
- Inspect
RANGE STATEMENT

- Legislation
- Notification
- OHS practices
- OHS issues
- Permits and/or permits to work
- Personnel
- Requirements
- Testing procedures
- Work clearance systems

Unit Sector(s)

Not applicable.

Competency Field

Competency Field 11)

Refresher Training Unit.
UETTDRRF08B Perform EWP controlled descent escape

Modification History
Not applicable.

Unit Descriptor

1) Scope:

1.1) Descriptor

This Competency Standard Unit covers the performance of Elevating Work Platform (EWP) controlled descent escape procedures in the work place. It specifies the mandatory requirements for self rescue from a raised EWP and how they apply in the context of transmission, distribution or rail work functions. It encompasses responsibilities for health, safety and risk management processes at all operative levels and adherence to safety practices as part of the normal way of doing work.

Application of the Unit

2) This competency standard unit shall be selected as part of an endorsed skill set for the purposes of refresher training and/or to meet regulatory and/or network requirements.

Delivery and assessment of this unit should be undertaken within regard to the requirements of License to Practice (1.2 above), Prerequisite Competencies and Literacy and Numeracy skills (2 above) and the recommendations for concurrent assessment and relationship with other units (9.5 below).

Practice in the workplace and during training is also subject to regulations directly related to occupational health and safety and where applicable contracts of training such as apprenticeships.

Note:

1. Compliance with permits may be required in various jurisdictions and typically relates to the operation of
plant, machinery and equipment such as elevating work platforms, powder operated fixing tools, power operated tools, vehicles, road signage and traffic control and lifting equipment. Permits may also be required for some work environments such as confined spaces, working aloft, near live electrical apparatus and site rehabilitation.

2. Compliance may be required in various jurisdictions relating to currency in First Aid, confined space, lifting, risk safety measures etc.

**Licensing/Regulatory Information**

**License to practice** 3)

The skills and knowledge described in this unit may require a licence/registration to practice in the workplace subject to regulations for undertaking electrical work. Practice in workplace and during training is also subject to regulations directly related to Occupational Health and Safety, electricity/telecommunications/gas/water industry safety and compliance, environmental protection, anti-discrimination and training. Commonwealth, State/Territory or Local Government legislation and regulations may exist that limits the age of operating certain equipment.

ESI employees are required to maintain currency in this Unit for authorisation/approval to work on ESI Networks.

**Pre-Requisites**

**Prerequisite Unit(s)** 4)

**Competencies** 4.1)

Granting of competency in this unit shall be made only after competency in the following unit(s) has/have been confirmed.

Where pre-requisite pathways have been identified. All competencies in the Common Unit Group must be have been completed plus all the competencies in one (1) of the identified Pathway Unit Group(s):
Prerequisite Unit(s)  
4)  
There are no prerequisite competencies to this unit.

Literacy and numeracy skills  
4.2)  
Participants are best equipped to achieve this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 “Literacy and Numeracy”  

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Employability Skills Information  

Employability Skills  
5)  
This unit contains employability skills.

Elements and Performance Criteria Pre-Content  

6) Elements describe the essential outcomes of a competency standard unit  
Performance Criteria describe the required performance needed to demonstrate achievement of the element.  
Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria  

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare to perform EWP controlled descent escape</td>
<td>1.1 Instruction in hazards and risk control measures for specific work areas and work activities are identified and obtained.</td>
</tr>
<tr>
<td></td>
<td>1.2 Tools and emergency descent equipment is checked for safety and function to ensure accessibility according to established procedures.</td>
</tr>
</tbody>
</table>
ELEMENT | PERFORMANCE CRITERIA
--- | ---
2 Carry out EWP controlled descent escape | 2.1 Workplace procedures and work instructions for controlling risk are followed.
 | 2.2 Workplace procedures for evacuating a EWP basket employing emergency descent equipment are followed.
 | 2.3 The worksite is secured and entry controlled until appropriate authorities inspect and release the site.
3 Complete the EWP controlled descent escape procedure | 3.1 Processes for reporting accidents and/or incidents to authorised personnel are confirmed in accordance with established procedures.

**Required Skills and Knowledge**

**REQUIRED SKILLS AND KNOWLEDGE**

8) Essential Knowledge and Associated Skills (EKAS): This describes the essential skills and knowledge and their level, required for this unit.

Evidence shall show that knowledge has been acquired of EWP controlled descent escape procedures.

All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.

KS01-TRF08B EWP Controlled descent escape

Evidence shall show an understanding of EWP controlled descent escape to an extent indicated by the following aspects:

**T1** Procedures for EWP controlled descent escape encompassing:
- Inspection of rescue equipment
- Assessing hazards to self and others
- Involvement of external emergency services as appropriate
- Knowledge of Safe Approach Distances (SAD’s) appropriate to EWP controlled descent escape

**T2** Skills required for EWP controlled descent escape encompassing:
- Fitting of rescue equipment
- Controlling hazards to self and others
- Maintaining Safe Approach Distances (SAD’s) for an EWP controlled descent escape
REQUIRED SKILLS AND KNOWLEDGE

- Practical demonstration of rescuing self
- Removing self to safe location / place of safety

Evidence Guide

EVIDENCE GUIDE

9) This provides essential advice for assessment of the competency standard unit and must be read in conjunction with the Performance Criteria and the range statement of the competency standard unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this Competency Standard Unit and shall be used in conjunction with all component parts of this unit and, performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment

9.1)

In accordance with the National Refresher Training Recognition Protocol for the Electricity Supply Industry, this unit is identified as a Refresher Training unit and is only available for use by industry to meet industry protocols and regulatory requirements.

Industry has defined Refresher Training as:

“A competency confirmation event which may include training, the purpose of which is to compensate for or prevent deterioration in a previously achieved standard of performance”

Under the protocol and the applicable State or Territory legislative and regulatory requirements, Electricity Supply Industry employees are required to maintain currency in this Unit for authorisation/approval to work on ESI Networks.

Industry accepts that opportunities to practice emergency procedures are generally restricted to simulated exercises in a controlled environment during competency confirmation programs.

The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Hence, sources of evidence need to be ‘rich’ in nature so as to minimise error in judgment.

Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the
most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.

These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments.

An industry endorsed Learning Assessment Plan (LAP) has been developed to support this unit.

Critical aspects of evidence required to demonstrate competency in this unit

Before the critical aspects of evidence are considered all prerequisites shall be met.

Evidence for competence in this unit shall be considered holistically. Each element and associated Performance Criteria shall be demonstrated at each competency confirmation event.

- In accordance with State and Territory regulations and the “Assessment Guidelines – UET12”. Evidence shall also comprise:
  - A performance demonstrated within the timeframes typically expected of the rescue procedure. In particular the assessment of this unit shall confirm that a candidate is able to:
  - Implement Occupational Health and Safety workplace procedures and practices including the use of risk control measures as specified in the Performance Criteria and range; and
  - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit to such an extent that the learner’s performance outcome is reported in accordance with the preferred approach; namely a percentile graded result, where required by the regulated environment; and
  - Demonstrate an appropriate level of employability skills; and
  - Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures; and
- Demonstrated performance across a representative range of contexts from the prescribed items below:

<table>
<thead>
<tr>
<th>Group No</th>
<th>The minimum number of items on which skill is to be demonstrated</th>
<th>Item List</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>All, to the satisfaction of the assessor</td>
<td>Accessing, inspecting, securing and attaching emergency descent equipment to self in accordance with workplace procedures</td>
</tr>
<tr>
<td>B</td>
<td>All, to the satisfaction of the assessor</td>
<td>Evacuating the EWP and descending to the ground in accordance with workplace procedures</td>
</tr>
</tbody>
</table>

### Context of and specific resources for assessment

9.3) This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to safely undertake actual performance of EWP controlled descent escape procedures in the workplace.

In addition to the resources listed above, in Context of and specific resources for assessment, evidence should show demonstrated competency working in a realistic environment and a variety of conditions.

### Method of assessment

9.4)
This Competency Standard Unit shall be assessed by methods given in Volume 1, Part 3 “Assessment Guidelines”.

Note:
Competent performance with inherent safe working practices is expected in the Industry to which this Competency Standard Unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and associated skills described in this unit.

Concurrent assessment and relationship with other units

For optimisation of training and assessment effort, competence in this unit is not recommended to be assessed concurrently with any other unit.

Range Statement

RANGE STATEMENT

10) This relates to the competency standard unit as a whole providing the range of contexts and conditions to which the Performance Criteria apply. It allows for different work environments and situations that will affect performance.

This Competency Standard Unit shall be demonstrated in relation to performing EWP controlled descent escape procedures in the workplace and will include the following:

Inspection of rescue equipment to facilitate a controlled descent from a EWP.

Applying work procedures and instructions as they apply to risk control and personal safety measures.

Accessing, securing and attaching the lowering device to self in accordance with workplace procedures.

Lowering self to the ground from the raised EWP.

The following constants and variables included in the element/Performance Criteria in this unit are fully described in the Definitions Section 1 of this volume and form an integral part of the Range Statement of this unit:
RANGE STATEMENT

- Appropriate and relevant persons
- Assessing risk
- Assessment
- Authorisation
- Emergency
- Established procedures
- Fall prevention
- Hazards
- Identifying hazards
- Inspect
- Legislation
- Notification
- OHS practices
- OHS issues
- Permits and/or permits to work
- Personnel
- Requirements
- Testing procedures
- Work clearance systems

Unit Sector(s)

Not applicable.

Competency Field

Competency Field  11)

Refresher Training Unit
AHC Agriculture, Horticulture and Conservation and Land Management Training Package

Modification History

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<td>22 June 2016</td>
<td>Initial release Includes 97 qualifications, 878 units of competency and assessment requirements and 46 Skill Sets.</td>
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Credit Arrangements

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<tr>
<td>AHC10115 Certificate I in Conservation and Land Management</td>
<td>At the time of endorsement of this Training Package no national credit arrangements exist.</td>
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<tr>
<td>AHC10216 Certificate I in AgriFood Operations</td>
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**Links**

Companion Volumes, including Implementation Guides, are available at VETNet: - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72
AHCSS00029 Cotton Industry Skill Set

Modification History

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<tr>
<td>1</td>
<td>1.0</td>
<td>Initial release</td>
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Description

Pathways Information
These units provide credit towards AHC20116 Certificate II in Agriculture.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 7 units of competency.

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<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHBAC202</td>
<td>Assist agricultural crop maintenance</td>
</tr>
<tr>
<td>AHCMOM202</td>
<td>Operate tractors</td>
</tr>
<tr>
<td>AHCMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCWHS201</td>
<td>Participate in work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK202</td>
<td>Observe environmental work practices</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>HLTAID002</td>
<td>Provide basic emergency life support</td>
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</tbody>
</table>
Target Group

Those working as farm hands in the cotton production industry.

Suggested words for Statement of Attainment

These competencies meet the minimum industry requirements for cotton industry work.
AHCSS00030 Farm Business Management Skill Set

Modification History

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Description

Not applicable.

Pathways Information

These units provide credit towards the following Certificates:

- AHC40116 Certificate IV in Agriculture
- AHC41016 Certificate IV in Agribusiness
- AHC50116 Diploma of Agriculture
- AHC51416 Diploma of Agribusiness Management

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 4 units of competency.

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<td>Develop and review a business plan</td>
</tr>
<tr>
<td>AHCBUS507</td>
<td>Monitor and review business performance</td>
</tr>
<tr>
<td>AHCBUS509</td>
<td>Develop and implement business structures and relationships</td>
</tr>
<tr>
<td>BSBRSK501</td>
<td>Manage risk</td>
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</table>
Target Group
Farmers and farm business managers with responsibility for farm business planning and management, including risk management.

Suggested words for Statement of Attainment
These competencies meet the industry requirements for those responsible for farm business planning and management, including risk management.
AHCSS00031 Gravity Fed Irrigation Operator Skill Set

Modification History

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Description

Pathways Information
These units provide credit towards a Certificate III in Irrigation.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 6 units of competency.

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<tbody>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCIRG334</td>
<td>Operate and maintain gravity fed irrigation systems</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCWRK405</td>
<td>Implement and monitor environmentally sustainable work practices</td>
</tr>
</tbody>
</table>
Target Group

Individuals who are working with gravity fed systems as irrigation operators.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for Irrigation Australia Ltd certified gravity fed irrigation operator.
AHCSS00032 Identify Plants for Indigenous Land Management Skill Set

Modification History

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Description

Pathways Information

These units provide credit towards AHC31516 Certificate III in Indigenous Land Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 3 units of competency.

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<tr>
<td>AHCILM302</td>
<td>Provide appropriate information on cultural knowledge</td>
</tr>
<tr>
<td>AHCPCM201</td>
<td>Recognise plants</td>
</tr>
<tr>
<td>AHCPCM303</td>
<td>Identify plant specimens</td>
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Target Group

Workers in a range of industries who are working on Country or with Indigenous Communities.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for an introduction to recognising and working with plants that are significant to Indigenous Communities.
AHCSS00033 Irrigation Agronomist Skill Set

Modification History

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<td>1.0</td>
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Description

Pathways Information

These units provide credit towards the Diploma of Irrigation Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 7 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCIRG404</td>
<td>Implement an irrigation-related environmental protection program</td>
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<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
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<tr>
<td>AHCIRG501</td>
<td>Audit irrigation systems</td>
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<tr>
<td>AHCIRG504</td>
<td>Develop an irrigation and drainage management plan</td>
</tr>
<tr>
<td>AHCSOL402</td>
<td>Develop a soil use map for a property</td>
</tr>
<tr>
<td>AHCWRK509</td>
<td>Provide specialist advice to clients</td>
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</tbody>
</table>
Target Group

Individuals who are working as irrigation agronomists.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for Irrigation Australia Ltd certified irrigation agronomist.
AHCSS00034 Irrigation Contractor Skill Set

Modification History

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Description

Pathways Information

These units provide credit towards the Certificate IV in Irrigation.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 3 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG431</td>
<td>Supervise irrigation system installation</td>
</tr>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCWRK405</td>
<td>Implement and monitor environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

Target Group

Individuals who are working as irrigation installation contractors.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for Irrigation Australia Ltd certified irrigation contractor.
AHCSS00035 Irrigation Installer Skill Set

Modification History

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Description

Pathways Information
These units provide credit towards the Certificate III in Irrigation.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 6 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG331</td>
<td>Install pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCWRK405</td>
<td>Implement and monitor environmentally sustainable work practices</td>
</tr>
<tr>
<td>CUAACD303</td>
<td>Produce technical drawings</td>
</tr>
</tbody>
</table>
Target Group

Individuals who are working as irrigation installers.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for Irrigation Australia Ltd certified irrigation installer.
AHCSS00036 Irrigation Manager Skill Set

Modification History

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Description

Pathways Information

These units provide credit towards the Certificate IV in Irrigation.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCIRG404</td>
<td>Implement an irrigation-related environmental protection program</td>
</tr>
<tr>
<td>AHCIRG408</td>
<td>Schedule irrigations</td>
</tr>
<tr>
<td>AHCSOL402</td>
<td>Develop a soil use map for a property</td>
</tr>
</tbody>
</table>

Target Group

Individuals who are working as irrigation managers.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for Irrigation Australia Ltd certified irrigation manager.
AHCSS00037 Irrigation Retailer Skill Set

Modification History

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<th>TP Version</th>
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Description

Pathways Information
These units provide credit towards the Certificate III in Irrigation.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG402</td>
<td>Determine hydraulic parameters for an irrigation system</td>
</tr>
<tr>
<td>AHCWRK208</td>
<td>Provide information on products and services</td>
</tr>
<tr>
<td>SIRXSLS001</td>
<td>Sell to the retail customer</td>
</tr>
<tr>
<td>SIRXPDK001</td>
<td>Advise on products and services</td>
</tr>
</tbody>
</table>

Target Group
Individuals who are working as irrigation products and services retailers.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for Irrigation Australia Ltd certified irrigation retailer.
AHCSS00038 Landscape Business Skill Set

Modification History

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Description

Pathways Information
These units provide credit towards a Certificate IV in Landscape.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSMB405</td>
<td>Monitor and manage small business operations</td>
</tr>
<tr>
<td>AHCBUS404</td>
<td>Operate within a budget framework</td>
</tr>
<tr>
<td>BSBSMB404</td>
<td>Undertake small business planning</td>
</tr>
<tr>
<td>TLIR4002</td>
<td>Source goods/services and evaluate contractors</td>
</tr>
</tbody>
</table>

Target Group
Sole traders or a small business providing services as professional landscape contractors.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for those involved in establishing a sole trading/small business as a professional landscape contractor.
AHCSS00039 Landscape Design Skill Set

Modification History

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Description

Pathways Information
These units provide credit towards a Diploma of Landscape Design.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 2 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCDES501</td>
<td>Design sustainable landscapes</td>
</tr>
<tr>
<td>AHCDES502</td>
<td>Prepare a landscape project design</td>
</tr>
</tbody>
</table>

Target Group
Individuals or businesses undertaking commercial design landscape work.

Suggested words for Statement of Attainment
These competencies meet the industry requirements for those involved in commercial landscape design work.
AHCSS00040 Landscape Plant Management Skill Set

Modification History

<table>
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<tr>
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Description

Pathways Information
These units provide credit towards a Certificate IV in Landscape or Diploma of Horticulture.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
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<tbody>
<tr>
<td>AHCPCM401</td>
<td>Recommend plants and cultural practices</td>
</tr>
<tr>
<td>AHCPCGD402</td>
<td>Plan a plant establishment program</td>
</tr>
<tr>
<td>AHCPCGD501</td>
<td>Manage plant cultural practices</td>
</tr>
<tr>
<td>AHCPCM501</td>
<td>Diagnose plant health problems</td>
</tr>
</tbody>
</table>

Target Group
Sole traders or businesses involved in the landscape maintenance industry.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for those involved in landscape maintenance industry.
AHCSS00041 Landscape Professional Practice Skill Set

Modification History

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Description

Pathways Information

These units provide credit towards a Diploma of Landscape Design.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 3 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS504</td>
<td>Prepare estimates, quotes and tenders</td>
</tr>
<tr>
<td>AHCWRK507</td>
<td>Implement professional practice</td>
</tr>
<tr>
<td>AHCLSC502</td>
<td>Manage landscape projects</td>
</tr>
</tbody>
</table>

Target Group

Sole traders or businesses involved in tendering and managing landscape projects.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for those involved in tendering and managing landscape projects.
AHCSS00042 Organic Crop Management Skill Set

Modification History

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</table>

Description

Pathways Information
These units provide credit towards AHC41616 Certificate IV in Organic Farming and AHC51816 Diploma of Organic Farming.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCBC505</td>
<td>Plan and manage long-term weed, pest or disease control in crops</td>
</tr>
<tr>
<td>AHCBC408</td>
<td>Manage agricultural crop production</td>
</tr>
<tr>
<td>AHCAGB501</td>
<td>Develop climate risk management strategies</td>
</tr>
</tbody>
</table>

Target Group
Individuals responsible for planning, implementing and managing organic crop production.
Suggested words for Statement of Attainment

These competencies meet industry requirements for managing organic crop production.
AHCSS00044 Organic Horticulture Management Skill Set

Modification History

<table>
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<tr>
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Description

Pathways Information

These units provide credit towards AHC41616 Certificate IV in Organic Farming and AHC51816 Diploma of Organic Farming.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 5 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCAGB501</td>
<td>Develop climate risk management strategies</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCPHT402</td>
<td>Develop a crop regulation program</td>
</tr>
<tr>
<td>AHCPHT404</td>
<td>Implement and monitor a horticultural crop harvesting program</td>
</tr>
<tr>
<td>AHCPMG410</td>
<td>Implement the pest monitoring and evaluation plan</td>
</tr>
</tbody>
</table>

Target Group

Individuals responsible for planning, implementing organic horticultural production.
Suggested words for Statement of Attainment

These competencies meet the minimum industry requirements for managing organic horticultural production.
AHCSS00045 Spray Operator Skill Set

Modification History

<table>
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Description

Pathways Information
These units provide credit towards Certificate II in Conservation and Land Management.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 5 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMPG203</td>
<td>Work effectively in a pest management environment</td>
</tr>
<tr>
<td>AHCMPG301</td>
<td>Control weeds</td>
</tr>
<tr>
<td>AHCMPG302</td>
<td>Control plant pests, diseases and disorders</td>
</tr>
<tr>
<td>AHCCHM303</td>
<td>Prepare and apply chemicals</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
</tbody>
</table>

Target Group
Individuals who plan and prepare for a specific weed management program.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for those who work with team members to carry out a specific weed management program.
AHCSS00046 Organic Livestock Management Skill Set

Modification History

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Description

Pathways Information

These units provide credit towards AHC41616 Certificate IV in Organic Farming and AHC51816 Diploma of Organic Farming.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCORG402</td>
<td>Manage organic livestock production</td>
</tr>
<tr>
<td>AHCORG403</td>
<td>Manage organic soil improvement</td>
</tr>
<tr>
<td>AHCLSK505</td>
<td>Develop production plans for livestock</td>
</tr>
<tr>
<td>AHCAGB501</td>
<td>Develop climate risk management strategies</td>
</tr>
</tbody>
</table>

Target Group

Individuals responsible for managing organic livestock production systems.
Suggested words for Statement of Attainment

These competencies meet industry requirements for managing organic livestock production systems.
**AHCSS00047 Report on Aboriginal Cultural Sites Skill Set**

**Modification History**

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**Description**

**Pathways Information**

These units provide credit towards Diploma of Conservation and Land Management.

**Licensing/Regulatory Information**

Not applicable.

**Skill Set Requirements**

Complete 5 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCASW307</td>
<td>Support the documentation of Aboriginal cultural landscapes*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW309</td>
<td>Interpret Aboriginal cultural landscape*</td>
</tr>
<tr>
<td></td>
<td>AHCASW302 Relate Aboriginal culture to sites work*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW501</td>
<td>Survey and report on Aboriginal cultural sites*</td>
</tr>
<tr>
<td></td>
<td>AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCILM508</td>
<td>Propose a negotiated outcome for a given area of Country</td>
</tr>
<tr>
<td>LGALAND504A</td>
<td>Undertake effective consultation with Indigenous people on matters of cultural heritage</td>
</tr>
</tbody>
</table>
Target Group
Experienced Aboriginal sites workers who are managers or supervisors with responsibility for writing sites survey reports.

Suggested words for Statement of Attainment
These competencies meet the industry requirements for Aboriginal sites survey reporting.
AHCSS00048 Permaculture Demonstrator Skill Set

Modification History

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Description

Pathways Information

These units provide credit towards a Certificate III in Permaculture.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPer301</td>
<td>Research and communicate information on permaculture principles and practices</td>
</tr>
<tr>
<td>AHCPer303</td>
<td>Maintain integrated plant and animal systems</td>
</tr>
<tr>
<td>AHCPer316</td>
<td>Select plant and animal species in a permaculture system</td>
</tr>
<tr>
<td>AHCPer321</td>
<td>Demonstrate permaculture practices to small groups of learners</td>
</tr>
</tbody>
</table>

Target Group

School teachers and permaculture demonstrators.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for those providing practical instruction to small groups of learners.
AHCSS00049 Pig Health Supervisor Skill Set

Modification History

<table>
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Description

Pathways Information

These units provide credit towards the following Certificates:
- AHC30416 Certificate III in Pork Production
- AHC40116 Certificate IV in Agriculture

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 6 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK304</td>
<td>Carry out post-mortem examination of livestock</td>
</tr>
<tr>
<td>AHCLSK307</td>
<td>Euthanase Livestock</td>
</tr>
<tr>
<td>AHCLSK404</td>
<td>Implement and monitor animal welfare programs</td>
</tr>
<tr>
<td>AHCLSK409</td>
<td>Supervise animal health programs</td>
</tr>
<tr>
<td>AHCCHM304</td>
<td>Transport and store chemicals</td>
</tr>
<tr>
<td>AHCNAR302</td>
<td>Collect and preserve biological samples</td>
</tr>
</tbody>
</table>
Target Group

Individuals who are working as pig health supervisors in the pork production industry.

Suggested words for Statement of Attainment

These competencies meet the industry welfare and quality assurance requirements for stockperson supervisors working in the pork industry.
AHCSS00050 Pork Industry Euthanasia Skill Set

Modification History

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Description

Pathways Information

These units provide credit towards the following Certificates:

- AHC30116 Certificate III in Agriculture
- AHC30416 Certificate III in Pork Production

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 2 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK307</td>
<td>Euthanase livestock</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
</tbody>
</table>

Target Group

Individuals who are working as animal attendants in the pork production industry.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for stockpersons working in the pork industry.
Modification History

<table>
<thead>
<tr>
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Description

Pathways Information
These units provide credit towards the following Certificates:
- AHC30116 Certificate III in Agriculture
- AHC30416 Certificate III in Pork Production

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPRK205</td>
<td>Care for health and welfare of outdoor pigs</td>
</tr>
<tr>
<td>AHCPRK206</td>
<td>Conduct outdoor pig operations</td>
</tr>
<tr>
<td>AHCPRK306</td>
<td>Monitor and maintain outdoor pig production</td>
</tr>
<tr>
<td>AHCPRK402</td>
<td>Maintain outdoor pig production environment</td>
</tr>
</tbody>
</table>

Target Group
Individuals who are working as animal attendants in the pork production industry.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for stockpersons working in the outdoor pork production industry.
AHCSS00052 Pork Industry Stockperson Skill Set

Modification History

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<tr>
<th>Release</th>
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</tbody>
</table>

Description

Pathways Information

These units provide credit towards the following Certificates:
- AHC30116 Certificate III in Agriculture
- AHC30416 Certificate III in Pork Production

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 7 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPRK201</td>
<td>Care for health and welfare of pigs</td>
</tr>
<tr>
<td>AHCPRK203</td>
<td>Move and handle pigs</td>
</tr>
<tr>
<td>AHCWRK206</td>
<td>Observe enterprise quality assurance procedures</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>AHCLSK301</td>
<td>Administer medication to livestock</td>
</tr>
<tr>
<td>AHCLSK309</td>
<td>Implement animal health control programs</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
</tbody>
</table>
Target Group

Individuals who are working as animal attendants in the pork production industry.

Suggested words for Statement of Attainment

These competencies meet the industry welfare and quality assurance requirements for stockpersons working in the pork industry.
AHCSS00053 Poultry Egg Industry Pullet Rearing Skill Set

Modification History

<table>
<thead>
<tr>
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<tr>
<td>1</td>
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<td>Initial release</td>
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</table>

Description

Pathways Information
These units provide credit towards AHC30516 Certificate III in Poultry Production.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 6 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPLY206</td>
<td>Catch and load poultry</td>
</tr>
<tr>
<td>AHCPLY302</td>
<td>Brood poultry</td>
</tr>
<tr>
<td>AHCPLY306</td>
<td>Clean, disinfect, or fumigate intensive production sheds</td>
</tr>
<tr>
<td>AHCPLY307</td>
<td>Implement, monitor, and review biosecurity measures in poultry production</td>
</tr>
<tr>
<td>AHCLSK310</td>
<td>Implement feeding plans for intensive production</td>
</tr>
<tr>
<td>AHCLSK313</td>
<td>Monitor livestock production growing environments</td>
</tr>
</tbody>
</table>
Target Group

Individuals who are working as poultry stockpersons rearing pullets in the poultry egg industry.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for poultry egg industry pullet rearing.
**AHCSS00054 Poultry Egg Industry Stockpersons Skill Set**

**Modification History**

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</table>

**Description**

**Pathways Information**

These units provide credit towards AHC30516 Certificate III in Poultry Production.

**Licensing/Regulatory Information**

Not applicable.

**Skill Set Requirements**

Complete 9 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCPLY307</td>
<td>Implement and monitor biosecurity measures in poultry production</td>
</tr>
<tr>
<td>AHCLSK301</td>
<td>Administer medication to livestock</td>
</tr>
<tr>
<td>AHCLSK307</td>
<td>Euthanase livestock</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK204</td>
<td>Work effectively in the industry</td>
</tr>
<tr>
<td>AHCWRK205</td>
<td>Participate in workplace communications</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
</tbody>
</table>
FDFFS1001A | Follow work procedures to maintain food safety

Target Group
Individuals who are working as poultry stockpersons in the poultry egg industry.

Suggested words for Statement of Attainment
These competencies meet the industry requirements for poultry egg industry stockpersons.
AHCSS00055 Poultry Health Skill Set

Modification History

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</tbody>
</table>

Description

Pathways Information

These units provide credit towards AHC30516 Certificate III in Poultry Production.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 6 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK301</td>
<td>Administer medication to livestock</td>
</tr>
<tr>
<td>AHCLSK304</td>
<td>Carry out post-mortem examination of livestock</td>
</tr>
<tr>
<td>AHCLSK307</td>
<td>Euthanase livestock</td>
</tr>
<tr>
<td>AHCLSK309</td>
<td>Implement animal health control programs</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
<tr>
<td>AHCPLY307</td>
<td>Implement and monitor biosecurity measures in poultry production</td>
</tr>
</tbody>
</table>
Target Group

Individuals who are working as poultry hands in the poultry industry.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for poultry health.
AHCSS00056 Poultry Husbandry Skill Set

Modification History

<table>
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</tbody>
</table>

Description

Pathways Information

These units provide credit towards AHC30516 Certificate III in Poultry Production.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 5 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCPLY307</td>
<td>Implement, monitor, and review biosecurity measures in poultry production</td>
</tr>
<tr>
<td>AHCLSK306</td>
<td>Coordinate and monitor production performance</td>
</tr>
<tr>
<td>AHCLSK310</td>
<td>Implement feeding plans for intensive production</td>
</tr>
<tr>
<td>AHCLSK313</td>
<td>Monitor livestock production growing environments</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
</tbody>
</table>

Target Group

Individuals who are working as poultry hands in the poultry industry.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for poultry husbandry.
AHCSS00057 Poultry Industry Beak Tipping Skill Set

Modification History

<table>
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<tr>
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</table>

Description

Pathways Information
These units provide credit towards AHC30516 Certificate III in Poultry Production.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 2 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
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<tbody>
<tr>
<td>AHCLSK307</td>
<td>Euthanase livestock</td>
</tr>
<tr>
<td>AHCPLY305</td>
<td>Beak tip poultry*</td>
</tr>
<tr>
<td></td>
<td>*AHCLSK307 Euthanase livestock</td>
</tr>
</tbody>
</table>

Target Group
Individuals who are working as poultry hands in the poultry industry.

Suggested words for Statement of Attainment
These competencies meet the industry requirements for poultry industry beak tipping.
Modification History

<table>
<thead>
<tr>
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<th>TP Version</th>
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</table>

Description

Pathways Information

These units provide credit towards AHC30516 Certificate III in Poultry Production.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBIO202</td>
<td>Follow site quarantine procedures</td>
</tr>
<tr>
<td>AHCPLY204</td>
<td>Collect and pack eggs for human consumption</td>
</tr>
<tr>
<td>AHCPMG308</td>
<td>Implement pest management strategies</td>
</tr>
<tr>
<td>FDFFS1001A</td>
<td>Follow work procedures to maintain food safety</td>
</tr>
</tbody>
</table>

Target Group

Individuals who are working as poultry hands in the poultry industry.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for poultry industry egg collection and packing on farms.
AHCSS00059 Poultry Industry Egg Grading and Packing at Grading Floor Skill Set

Modification History

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<tr>
<th>Release</th>
<th>TP Version</th>
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Description

Pathways Information

These units provide credit towards AHC30516 Certificate III in Poultry Production.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCacio202</td>
<td>Follow site quarantine procedures</td>
</tr>
<tr>
<td>AHCPLY205</td>
<td>Grade and pack eggs for human consumption</td>
</tr>
<tr>
<td>AHCPMG308</td>
<td>Implement pest management strategies</td>
</tr>
<tr>
<td>FDFFS1001A</td>
<td>Follow work procedures to maintain food safety</td>
</tr>
</tbody>
</table>

Target Group

Individuals who are working as poultry hands in the poultry industry.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for poultry industry egg grading and packing at grading floor.
AHCSS00060 Poultry Meat Industry Stockpersons Skill Set

Modification History

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<tr>
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</tbody>
</table>

Description

Pathways Information
These units provide credit towards AHC30516 Certificate III in Poultry Production.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 10 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCLSK304</td>
<td>Carry out post-mortem examination of livestock</td>
</tr>
<tr>
<td>AHCLSK307</td>
<td>Euthanase livestock</td>
</tr>
<tr>
<td>AHCLSK309</td>
<td>Implement animal health control programs</td>
</tr>
<tr>
<td>AHCLSK313</td>
<td>Monitor livestock production growing environments</td>
</tr>
<tr>
<td>AHCLSK331</td>
<td>Comply with industry animal welfare requirements</td>
</tr>
<tr>
<td>AHCPLY203</td>
<td>Set up shed for placement of day-old chicks</td>
</tr>
<tr>
<td>AHCPLY302</td>
<td>Brood poultry</td>
</tr>
<tr>
<td>AHCPLY307</td>
<td>Implement, monitor, and review biosecurity measures in poultry production</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>AHCWRK306</td>
<td>Comply with industry quality assurance requirements</td>
</tr>
</tbody>
</table>

**Target Group**

Individuals who are working as poultry stockpersons in the poultry industry.

**Suggested words for Statement of Attainment**

These competencies meet the industry requirements for poultry meat industry stockpersons.
AHCSS00061 Prepare For and Manage Organic Farm Certification Skill Set

Modification History

<table>
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<tr>
<th>Release</th>
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<tr>
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<td>Initial release</td>
</tr>
</tbody>
</table>

Description

Pathways Information

These units provide credit towards AHC41616 Certificate IV in Organic Farming and AHC51815 Diploma of Organic Farming.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 3 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCORG406</td>
<td>Oversee compliance with an organic certification scheme</td>
</tr>
<tr>
<td>AHCORG501</td>
<td>Develop an organic management plan</td>
</tr>
<tr>
<td>AHCORG502</td>
<td>Prepare the enterprise for organic certification</td>
</tr>
</tbody>
</table>

Target Group

Individuals responsible for preparing enterprises for organic farm certification.
Suggested words for Statement of Attainment

These competencies meet industry requirements to prepare enterprises for organic farm certification.
AHCSS00062 Pressurised Irrigation System Operator Skill Set

Modification History

<table>
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<tr>
<th>Release</th>
<th>TP Version</th>
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</table>

Description

Pathways Information
These units provide credit towards the Certificate III in Irrigation.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 6 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCIRG333</td>
<td>Maintain pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG303</td>
<td>Measure irrigation delivery system performance</td>
</tr>
<tr>
<td>AHCIRG332</td>
<td>Operate pressurised irrigation systems</td>
</tr>
<tr>
<td>AHCIRG306</td>
<td>Troubleshoot irrigation systems</td>
</tr>
<tr>
<td>AHCSOL401</td>
<td>Sample soils and interpret results</td>
</tr>
<tr>
<td>AHCWRK405</td>
<td>Implement and monitor environmentally sustainable work practices</td>
</tr>
</tbody>
</table>
Target Group

Individuals who are working with pressurised systems as irrigation operators.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for Irrigation Australia Ltd certified pressurised irrigation operator.
Modification History

<table>
<thead>
<tr>
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<th>TP Version</th>
<th>Comments</th>
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Description

Pathways Information

These units provide credit towards a Certificate III in Production Horticulture.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBFIA302</td>
<td>Process payroll</td>
</tr>
<tr>
<td>BSBITU304</td>
<td>Produce spreadsheets</td>
</tr>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
<tr>
<td>SIRRINV001</td>
<td>Receive and handle retail stock</td>
</tr>
</tbody>
</table>

Target Group

Individuals working as administration officers in the production horticulture sector
Suggested words for Statement of Attainment

These competencies meet the industry requirements for administration officers working in the production horticulture sector.
AHCSS00064 Production Horticulture Administration Supervisor Skill Set

Modification History

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</table>

Description

Pathways Information
These units provide credit towards a Certificate IV in Production Horticulture.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBADM409</td>
<td>Coordinate business resources</td>
</tr>
<tr>
<td>BSBFIA302</td>
<td>Process payroll</td>
</tr>
<tr>
<td>BSBSMB401</td>
<td>Establish legal and risk management requirements of small business</td>
</tr>
<tr>
<td>BSBSMB407</td>
<td>Manage a small team</td>
</tr>
</tbody>
</table>

Target Group
Supervisors of administration officers working in the production horticulture sector.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for supervisors of administration officers working in the production horticulture sector.
AHCSS00065 Production Horticulture Machinery Skill Set

Modification History

<table>
<thead>
<tr>
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Description

Pathways Information

These units provide credit towards a Certificate III in Production Horticulture.

Licensing/Regulatory Information

Check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCMOM302</td>
<td>Perform machinery maintenance</td>
</tr>
<tr>
<td>AHCMOM304</td>
<td>Operate machinery and equipment</td>
</tr>
<tr>
<td>AHCWHS301</td>
<td>Contribute to work health and safety processes</td>
</tr>
<tr>
<td>TLILIC2001</td>
<td>Licence to operate a forklift truck</td>
</tr>
</tbody>
</table>

Target Group

Machinery operators in the production horticulture industry.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for machinery operators working in the production horticulture industry.
AHCSS00066 Production Horticulture Manager Skill Set

Modification History

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Description

Pathways Information
These units provide credit towards a Diploma in Production Horticulture.

Licensing/Regulatory Information
Not applicable.

Skill Set Requirements
Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS501</td>
<td>Manage staff</td>
</tr>
<tr>
<td>AHCBUS503</td>
<td>Negotiate and monitor contracts</td>
</tr>
<tr>
<td>AHCWHS501</td>
<td>Manage work health and safety processes</td>
</tr>
<tr>
<td>BSBSMB406</td>
<td>Manage small business finances</td>
</tr>
</tbody>
</table>

Target Group
Managers of production horticulture workers.

Suggested words for Statement of Attainment
These competencies meet the industry requirements for managers working in the production horticulture industry.
AHCSS00067 Production Horticulture Supervisor Skill Set

Modification History

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</table>

Description

Pathways Information

These units provide credit towards a Certificate IV in Production Horticulture.

Licensing/Regulatory Information

Check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS401</td>
<td>Maintain work health and safety processes</td>
</tr>
<tr>
<td>AHCWRK401</td>
<td>Implement and monitor quality assurance procedures</td>
</tr>
<tr>
<td>AHCWRK403</td>
<td>Supervise work routines and staff performance</td>
</tr>
<tr>
<td>TLILIC2001</td>
<td>Licence to operate a forklift truck</td>
</tr>
</tbody>
</table>

Target Group

Supervisors of production horticulture workers.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for supervisors working in the production horticulture industry.
AHCSS00068 Production Horticulture Technology Skill Set

Modification History

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Description

Pathways Information

These units provide credit towards a Certificate III in Production Horticulture.

Licensing/Regulatory Information

Check with the relevant state or territory regulators for current licensing, legislative or regulatory requirements.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCBUS301</td>
<td>Use hand held e-business tools</td>
</tr>
<tr>
<td>AHCMMOM305</td>
<td>Operate specialised machinery and equipment</td>
</tr>
<tr>
<td>AHCMMOM311</td>
<td>Operate precision control technology</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
</tbody>
</table>

Target Group

Those who use technology in a production horticulture workplace.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for using technology in the production horticulture industry.
AHCSS00069 Recognise Aboriginal Cultural Sites Skill Set

Modification History

<table>
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</table>

Description

Pathways Information

These units provide credit towards Certificate III in Aboriginal Sites Work.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 4 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCASW302</td>
<td>Relate Aboriginal culture to sites work*</td>
</tr>
<tr>
<td></td>
<td>*AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCASW303</td>
<td>Identify and record Aboriginal-sites, artefacts and cultural landscapes*</td>
</tr>
<tr>
<td></td>
<td>*AHCILM306 Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>AHCILM306</td>
<td>Follow Aboriginal cultural protocols</td>
</tr>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
</tbody>
</table>

Target Group

Aboriginal-sites workers responsible for sites work activity under supervision.
Suggested words for Statement of Attainment

These competencies meet the industry requirements for introductory Aboriginal-sites work.
AHCSS00070 Recognise Native and Feral Fauna Skill Set

Modification History

<table>
<thead>
<tr>
<th>Release</th>
<th>TP Version</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1</td>
<td>1.0</td>
<td>Initial release</td>
</tr>
</tbody>
</table>

Description

Pathways Information

These units provide credit towards Certificate III in Conservation and Land Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 3 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHCWHS301</td>
<td>Contribute to workplace health and safety processes</td>
</tr>
<tr>
<td>AHCWRK303</td>
<td>Respond to emergencies</td>
</tr>
<tr>
<td>AHCFAU201</td>
<td>Recognise fauna</td>
</tr>
</tbody>
</table>

Target Group

Workers working in bushland who may come into contact with native fauna.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for identifying and responding to encounters with native and feral fauna.
AHCSS00071 Recognise Native Fauna in Indigenous Land Management Skill Set

Modification History

<table>
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<tbody>
<tr>
<td>1</td>
<td>1.0</td>
<td>Initial release</td>
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Description

Pathways Information

These units provide credit towards Certificate III in Indigenous Land Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Complete 3 units of competency.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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</thead>
<tbody>
<tr>
<td>AHCILM302</td>
<td>Provide appropriate information on cultural knowledge</td>
</tr>
<tr>
<td>AHCFAU201</td>
<td>Recognise fauna</td>
</tr>
<tr>
<td>LGAREGS305A</td>
<td>Undertake animal or reptile control duties</td>
</tr>
</tbody>
</table>

Target Group

Workers in a range of industries working on Country or with Indigenous Communities.

Suggested words for Statement of Attainment

These competencies meet the industry requirements for working on Country around fauna that is significant to Indigenous Communities.
AHCSS00072 Pest Management Planning Skill Set

Modification History

<table>
<thead>
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<tbody>
<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 3.0. Supersedes and is equivalent to AHCSS00043 Vertebrate Pest Management Planning Skill Set. Minor edits, title changed, and units of competency updated to current versions.</td>
</tr>
</tbody>
</table>

Description

This skill set prepares individuals working in the rural and land management sector who are required to consult with stakeholders and design and develop pest management plans.

Pathways Information

These units of competency provide credit towards AHC30318 Certificate III in Rural and Environmental Pest Management and AHC41716 Certificate IV in Pest Management.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- AHCPMG306 Determine pest control techniques
- AHCPMG409 Implement a pest management plan
- AHCPMG412 Develop a pest management plan
- AHCPMG413 Define the pest problem
- BSBPMG418 Apply project stakeholder engagement techniques

Target Group

This skill set is for individuals who are:

- Authorised Control Officers in NSW and the ACT
- Agency biosecurity officers
- Local government officers
- Land owners
- Land managers.

**Suggested words for Statement of Attainment**

These competencies from the *AHC Agriculture, Horticulture, Conservation and Land Management Training Package* meets the industry standards for applying a strategic planning approach to the principles of integrated pest management.
AHCSS00073 Advanced Chemical Spray Application Skill Set

Modification History

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<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 3.0. Supersedes and is equivalent to AHCSS00026 Advanced Chemical Spray Application Skill Set. Unit codes and titles amended.</td>
</tr>
</tbody>
</table>

Description

This skill set provides the skills and knowledge required to interpret weather conditions, plan and develop procedures, transport, handle and store chemicals and implement chemicals and monitor the safe application of chemicals using machinery and equipment.

Pathways Information

These units of competency provide credit towards a large number of qualifications in the AHC Agriculture, Horticulture, Conservation and Land Management Training Package, including but not limited to AHC40116 Certificate IV in Agriculture and AHC40316 Certificate IV in Production Horticulture.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

- AHCCHM304 Transport and store chemicals
- AHCCHM307 Prepare and apply chemicals to control pest, weeds and diseases
- AHCCHM404 Develop procedures to minimise risks in the use of chemicals
- AHCCHM405 Plan and implement a chemical use program
- AHCMOM315 Operate chemical application machinery and equipment
- AHCWRK302 Monitor weather conditions
Target Group

This skill set is for individuals responsible for planning, risk management and application tasks associated with the spray application of chemicals used in primary production.

Suggested words for Statement of Attainment

These competencies from the AHC Agriculture, Horticulture, Conservation and Land Management Training Package meet the industry requirements for those responsible for planning and risk management associated with the spray application of chemicals in primary production.
AHCSS00074 Agricultural Chemical Skill Set

Modification History

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<tr>
<td>Release 1</td>
<td>This version released with AHC Agriculture, Horticulture, Conservation and Land Management Training Package Version 3.0. Supersedes and is equivalent to AHCSS00027 Agricultural Chemical Skill Set. Minor editing changes.</td>
</tr>
</tbody>
</table>

Description

This skill set describes the skills and knowledge required to transport, handle, store, prepare and apply chemicals.

Pathways Information

These units of competency provide credit towards qualifications in Certificate II, Certificate III and Certificate IV in various sectors of the horticulture and agriculture industry including the following broad industries:

- Production Agriculture
- Production Horticulture
- Amenity Horticulture (Arboriculture, Parks and Gardens, Landscaping)
- Nursery Production and Retail
- Turf Management
- Animal Breeding and Racing
- Beekeeping
- Pest Management (Vertebrate, Weeds and Invertebrate)
- Conservation and Land Management (Lands, Parks and Wildlife, Natural Area Restoration)
- Irrigation
- Indigenous Land Management.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.
Skill Set Requirements

- AHCCCHM304 Transport and store chemicals
- AHCCCHM307 Prepare and apply chemicals to control pest, weeds and diseases

Target Group

This skill set is for individuals responsible for applying agricultural chemicals.

Suggested words for Statement of Attainment

These competencies from the AHC Agriculture, Horticulture and Conservation and Land Management Training Package meet state/territory licensing requirements for the application of agricultural chemicals.
AHCSS00075 Basic Beekeeping Skill Set

Modification History

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<td>This version released with AHC, Agriculture, Horticulture and Conservation and Land Management Training Package Version 3.0. Supersedes and is equivalent to AHCSS00028 Basic Introduction to Beekeeping Skill Set. Minor edits.</td>
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</table>

Description

This skill set describes the basic skills and knowledge required to operate a beehive or small apiary.

Pathways Information

These units of competency provide credit toward the AHC31818 Certificate III in Beekeeping.

Licensing/Regulatory Information

Legislation, regulations and by-laws relating to beehive ownership and biosecurity codes of practice apply in some states and territories.

Skill Set Requirements

- AHCBEK203 Open and reassemble a beehive
- AHCBEK205 Prepare and use a bee smoker
- AHCBEK206 Assemble and maintain beekeeping components
- AHCBEK302 Manipulate honey bee brood
- AHCBEK304 Remove a honey crop from a hive
- AHCBEK313 Manage pests and disease within a honey bee colony

Target Group

This skill set is for entry level workers in the beekeeping industry and for hobbyist beekeepers.
Suggested words for Statement of Attainment

These competencies from the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* meet the basic requirements for the maintenance and monitoring of beehives.
AHCSS00076 Australian Native Stingless Bees Skill Set

Modification History

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</tr>
</tbody>
</table>

Description

This skill set describes the basic skills and knowledge required to identify, procure, establish and maintain a hive of Australian native stingless bees.

Pathways Information

This unit of competency provides credit toward a range of qualifications from the AHC Agriculture, Horticulture and Conservation and Land Management Training Package.

Licensing/Regulatory Information

No occupational licensing or regulatory requirements apply to this skill set at the time of publication.

Skill Set Requirements

AHCNRM301 Establish an Australian native stingless bee colony

Target Group

This skill set is for individuals seeking to expand their skills and knowledge in bee husbandry to include Australian native stingless bees.

Suggested words for Statement of Attainment

This unit of competency from the AHC Agriculture, Horticulture and Conservation and Land Management Training Package meets the basic requirement for the maintenance and monitoring of Australian native stingless bees.
AHCSS00077 Pollination Services Skill Set

Modification History

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</tr>
</tbody>
</table>

Description

This skill set describes the advanced skills and knowledge required to conduct a commercial business in pollination services within the beekeeping industry.

Pathways Information

These units of competency provide credit toward the AHC31818 Certificate III in Beekeeping, BSB42615 Certificate IV in New Small Business and BSB42515 Certificate IV in Small Business Management.

Licensing/Regulatory Information

Legislation, regulations and by-laws relating to beehive ownership and biosecurity codes of practice apply in some states and territories.

Skill Set Requirements

- AHCBEK405 Select and establish an apiary site
- AHCBEK408 Provide bee pollination services
- BSBSMB403 Market a small business
- BSBSMB406 Manage small business finances

Target Group

This skill set is for experienced beekeepers seeking to develop specialist beekeeping and business skills.
Suggested words for Statement of Attainment

These competencies from the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* and the *BSB Business Services Training Package* meet the basic requirements for conducting a contracting pollination service.
AHCSS00078 Queen Bee Breeding Skill Set

Modification History

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</tr>
</tbody>
</table>

Description

This skill set describes the advanced skills and knowledge required to commercially breed queen bees for the beekeeping industry.

Pathways Information

These units of competency may provide credit toward the *AHC31818 Certificate III in Beekeeping*.

Licensing/Regulatory Information

Legislation, regulations and by-laws relating to beehive ownership and biosecurity codes of practice apply in some states and territories.

Skill Set Requirements

- AHCBEK402 Perform queen bee artificial insemination
- AHCBEK409 Rear queen bees

Target Group

This skill set is for experienced beekeepers seeking to expand into specialist queen bee breeding.

Suggested words for Statement of Attainment

These competencies from the *AHC Agriculture, Horticulture and Conservation and Land Management Training Package* meet the basic requirements for queen bee breeding.